

Curriculum Coverage – Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2														
<p>SPAG</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="background-color: #e0e0e0;">Year 3: Detail of content to be introduced (statutory requirement)</th> </tr> <tr> <td style="width: 10%;">Word</td> <td>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>] Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</td> </tr> <tr> <td>Sentence</td> <td>Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</td> </tr> <tr> <td>Text</td> <td>Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</td> </tr> <tr> <td>Punctuation</td> <td>Introduction to inverted commas to punctuate direct speech</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="background-color: #e0e0e0;">Year 3: Detail of content to be introduced (statutory requirement)</th> </tr> <tr> <td style="width: 10%;">Terminology for pupils</td> <td>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</td> </tr> </table>	Year 3: Detail of content to be introduced (statutory requirement)		Word	Formation of nouns using a range of prefixes [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i>] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i> , <i>an open box</i>] Word families based on common words , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i>]	Sentence	Expressing time, place and cause using conjunctions [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i>], adverbs [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i>], or prepositions [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i>]	Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]	Punctuation	Introduction to inverted commas to punctuate direct speech	Year 3: Detail of content to be introduced (statutory requirement)		Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	<p style="background-color: #e0ffe0; padding: 2px;">The Stolen Spear, Saviour Pirotta</p> <p>Narrative 1 To write a story in four parts, in the first person, with a definite ending.</p> <p style="color: red;">Transform for GDS Change into a third person story.</p> <p>Grammar:</p> <ul style="list-style-type: none"> expressing time, place and cause using conjunctions, adverbs and prepositions. Different sentence openers First person (3rd for GDS) Use paragraphs to organise Understand and use the word clause <p>Punctuation:</p> <ul style="list-style-type: none"> Some use of inverted commas to mark direct speech Capital letters, full stops, question marks, commas in lists, apostrophes for contraction and possession 	<p style="background-color: #e0ffe0; padding: 2px;">The Firework Maker's Daughter, Philip Pullman</p> <p>Narrative 2 To write a story in the third person organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue included.</p> <p style="color: red;">Transform for GDS Revise how the sequence of the story is expressed through conjunctions, adverbs and prepositional phrase</p> <p>Grammar:</p> <ul style="list-style-type: none"> expressing time, place and cause using conjunctions, adverbs and prepositions. 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Develop writing with a clear sense of purpose and intended effect on the read</p> <p>Grammar:</p> <ul style="list-style-type: none"> expressing time, place and cause using conjunctions, adverbs and prepositions Organise paragraphs around a theme Begin to experiment with figurative language Begin to use se inverted commas to punctuate direct speech Word families based on common words <p>Punctuation:</p> <ul style="list-style-type: none"> Capital letters, full stops, question marks 	<p style="background-color: #e0ffe0; padding: 2px;">The Lost Whale, Hannah Gold</p> <p>Narrative 4 To write a five part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward.</p> <p style="color: red;">Transform for GDS Revise one section of the story i.e. "problem". Use words and phrases to capture the readers' interest and imagination and select verbs carefully to describe actions, thoughts and feelings</p> <p>Grammar:</p> <ul style="list-style-type: none"> expressing time, place and cause using conjunctions, adverbs and prepositions Organise paragraphs around a theme Begin to experiment with figurative language Use inverted commas to punctuate direct speech 	<p style="background-color: #e0ffe0; padding: 2px;">Anglo Saxon Boy, Tony Bradman</p> <p>Narrative 5 Write a story that has a problem and a resolution. Organise into paragraphs that include adverbs of time.</p> <p style="color: red;">Transform for GDS Include detailed description of setting and time by using expanded noun phrases to give precise detail.</p> <p>Grammar:</p> <ul style="list-style-type: none"> Express time, place and cause using conjunctions Independently organise paragraphs around a theme Use expanded noun phrases to add detail and precision to writing Understand the term subordinate clause <p>Punctuation:</p> <ul style="list-style-type: none"> Use inverted commas to punctuate direct speech Capital letters, full stops, question marks, commas in a list and apostrophes for contraction are mostly correct, with very few errors. 	<p style="background-color: #e0ffe0; padding: 2px;">The Explorer – Katherine Rundell</p> <p>Narrative 6 Write a story where dialogue is the drive to move the story on.</p> <p style="color: red;">Transform for GDS Revise the dialogue to provide strong characterisation.</p> <p>Grammar:</p> <ul style="list-style-type: none"> Express time, place and cause using conjunctions Independently organise paragraphs around a theme Use expanded noun phrases to add detail and precision to writing Understand the term subordinate clause <p>Punctuation:</p> <ul style="list-style-type: none"> Use inverted commas to punctuate direct speech Capital letters, full stops, question marks, commas in a list and apostrophes for contraction are mostly correct, with very few errors.
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<p>Teacher assessment support against termly milestones</p>	<p>If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a T (x)</p> <ul style="list-style-type: none"> • Write a four part story with strong ending. • Some use of inverted commas to mark direct speech • Maintain writing in the 1st person • Write a recount of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions. • Write a series of extended sentences to explain a process • Show some awareness of different sentence openers including adverbs. • With support begin to use paragraphs to organise ideas. • Demarcate sentences with capital letters and full stops, question marks, commas to separate items in a list and apostrophes for contraction and possession • Apply and spell correctly all Key Stage 1 spelling rules and those from Year 3 covered so far • Use diagonal and horizontal strokes needed to join letters in some of their writing <p>If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a T+</p> <ul style="list-style-type: none"> • Independently choose and know what to adapt and include when changing the form of writing. • Maintain writing in the 1st and 3rd person. • Include additional features for the form and audience of the writing. • Independently and accurately use the full range of punctuation taught at Key Stage 1 and in year 3 and proof-read to make corrections. 	<p>If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a T +</p> <ul style="list-style-type: none"> • Re-tell or write own story varying voice and intonation to create effects and sustain interest • Write a five part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward. • Write a formal information piece with a specific audience and specific form • Organise paragraphs around a theme • Use heading and sub-headings to aid presentation • Begin to experiment with figurative language • Use some words that capture the reader's interest, imagination and create a specific effect on the reader • Use inverted commas to punctuate direct speech • Capital letters, full stops, question marks and exclamation marks used mostly correctly. • Spell many words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly • Begin to use joined writing throughout independent writing <p>If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a EXS</p> <ul style="list-style-type: none"> • Use dialogue to support characterisation and set the scene to a story. • Apt use of vocabulary especially verbs • Independently choose and know what to adapt and include when changing the form of writing. • Inverted commas used mostly accurately • Use the language of comparison and contrast in report writing • Evaluate own writing against the purpose, text structure, audience. 	<p>If a pupil is On-track against end of year Expected Standard (EXS) they will be an EXS</p> <ul style="list-style-type: none"> • Write a story that has a problem and a resolution and where dialogue is beginning to move the story on. • Write increasingly complicated instructions with clear audience ensuring they can be easily followed. • Present a persuasive point of view in the form of a letter • Plan with a clear purpose, audience and form • Express time, place and cause using conjunctions • Independently organise paragraphs around a theme • Use expanded noun phrases to add detail and precision to writing • Capital letters, full stops, question marks, commas in a list and apostrophes for contraction are mostly correct, with very few errors. • Use inverted commas to punctuate direct speech • Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly • Use joined writing throughout independent writing • Proof-read for spelling and punctuation errors, making corrections and revisions to own writing. <p>If a pupil is consistently working above expected outcomes at the end of year, Greater Depth (GD) they will be a GD</p> <ul style="list-style-type: none"> • Explore a range of organisation devices depending on the form and purpose of the writing • Select precise vocabulary based on the audience and style of writing • Use dialogue to provide additional characterisation, using sparingly so it effectively adds detail to the writing • Use a wide range of co-ordinating and subordinating conjunctions with and across sentences.
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