

Coverage Chart – Year 3 Spring Term Fiction

Spoken Language – Coverage in Spring Fiction plans: Year 3

Objective	Classic Fiction – Unit 1	Classic Fiction – Unit 2	Classic Fiction – Unit 3	Classic Fiction – Unit 4	Classic Fiction – Unit 5	Arthurian Legends – Unit 1	Arthurian Legends – Unit 2	Arthurian Legends – Unit 3	Arthurian Legends – Unit 4	Arthurian Legends – Unit 5	Greek Myths – Unit 1	Greek Myths – Unit 2	Greek Myths – Unit 3	Greek Myths – Unit 4	Greek Myths – Unit 5
Listen and respond appropriately to adults and their peers															
Ask relevant questions to extend their understanding and knowledge															
Use relevant strategies to build their vocabulary															
Articulate and justify answers, arguments and opinions															
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings															
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments															
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas															
Speak audibly and fluently with an increasing command of Standard English															
Participate in discussions, presentations, performances, role play, improvisations and debates															
Gain, maintain and monitor the interest of the listener(s)															
Consider and evaluate different viewpoints, attending to and building on the contributions of others															
Select and use appropriate registers for effective communication															

Word Reading – Coverage in Spring Fiction plans: Year 3

Objective	Classic Fiction – Unit 1	Classic Fiction – Unit 2	Classic Fiction – Unit 3	Classic Fiction – Unit 4	Classic Fiction – Unit 5	Arthurian Legends – Unit 1	Arthurian Legends – Unit 2	Arthurian Legends – Unit 3	Arthurian Legends – Unit 4	Arthurian Legends – Unit 5	Greek Myths – Unit 1	Greek Myths – Unit 2	Greek Myths – Unit 3	Greek Myths – Unit 4	Greek Myths – Unit 5
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet															
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word															

Reading: Comprehension – Coverage in Spring Fiction plans: Year 3

Objective	Classic Fiction – Unit 1	Classic Fiction – Unit 2	Classic Fiction – Unit 3	Classic Fiction – Unit 4	Classic Fiction – Unit 5	Arthurian Legends – Unit 1	Arthurian Legends – Unit 2	Arthurian Legends – Unit 3	Arthurian Legends – Unit 4	Arthurian Legends – Unit 5	Greek Myths – Unit 1	Greek Myths – Unit 2	Greek Myths – Unit 3	Greek Myths – Unit 4	Greek Myths – Unit 5
Develop positive attitudes to reading and understanding of what they read by:															
<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 															
<ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes 															
<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read 															
<ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 															
<ul style="list-style-type: none"> identifying and discussing themes and conventions in a wide range of books 															
<ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 															
<ul style="list-style-type: none"> discussing words and phrases that capture the reader’s interest and imagination 															
<ul style="list-style-type: none"> recognising some forms of poetry [for example, free verse, narrative poetry] 															
Understand what they read, in books they can read independently, by:															
<ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context 															
<ul style="list-style-type: none"> asking questions to improve their understanding of a text 															
<ul style="list-style-type: none"> drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence 															
<ul style="list-style-type: none"> predicting what might happen from details stated and implied 															
<ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarising these 															
<ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning 															
Retrieve and record information from non-fiction															
Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say															

Writing: Transcription – Coverage in Spring Fiction plans: Year 3

Objective	Classic Fiction – Unit 1	Classic Fiction – Unit 2	Classic Fiction – Unit 3	Classic Fiction – Unit 4	Classic Fiction – Unit 5	Arthurian Legends – Unit 1	Arthurian Legends – Unit 2	Arthurian Legends – Unit 3	Arthurian Legends – Unit 4	Arthurian Legends – Unit 5	Greek Myths – Unit 1	Greek Myths – Unit 2	Greek Myths – Unit 3	Greek Myths – Unit 4	Greek Myths – Unit 5
<i>Spelling Pupils should be taught to:</i>															
<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them 															
<ul style="list-style-type: none"> spell further homophones 															
<ul style="list-style-type: none"> spell words that are often misspelt 															
<ul style="list-style-type: none"> place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] 															
<ul style="list-style-type: none"> use the first two or three letters of a word to check its spelling in a dictionary 															
<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 															
<i>Handwriting Pupils should be taught to:</i>															
<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined 															
<ul style="list-style-type: none"> increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] 															

Writing: Composition – Coverage in Spring Fiction plans: Year 3

Objective	Classic Fiction – Unit 1	Classic Fiction – Unit 2	Classic Fiction – Unit 3	Classic Fiction – Unit 4	Classic Fiction – Unit 5	Arthurian Legends – Unit 1	Arthurian Legends – Unit 2	Arthurian Legends – Unit 3	Arthurian Legends – Unit 4	Arthurian Legends – Unit 5	Greek Myths – Unit 1	Greek Myths – Unit 2	Greek Myths – Unit 3	Greek Myths – Unit 4	Greek Myths – Unit 5
Pupils should be taught to plan their writing by:															
<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	Yellow	Orange			Red		Orange			Red	Yellow				Red
<ul style="list-style-type: none"> discussing and recording ideas 					Red		Orange		Blue	Red	Yellow	Orange	Purple		Red
Pupils should be taught to draft and write by:															
<ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 		Orange	Purple	Blue	Red	Yellow	Orange	Purple	Blue	Red	Yellow	Orange	Purple	Blue	Red
<ul style="list-style-type: none"> organising paragraphs around a theme 	Yellow				Red					Red					Red
<ul style="list-style-type: none"> in narratives, creating settings, characters and plot 				Red						Red					Red
<ul style="list-style-type: none"> in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 															
Pupils should be taught to evaluate and edit by:															
<ul style="list-style-type: none"> assessing the effectiveness of their own and others’ writing and suggesting improvements 					Red	Yellow	Orange			Red	Yellow		Purple		Red
<ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 					Red					Red					
<ul style="list-style-type: none"> Proof-read for spelling and punctuation errors 					Red					Red					
<ul style="list-style-type: none"> Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 											Yellow		Purple		Red

Writing: Vocabulary, Grammar and Punctuation – Coverage in Spring Fiction plans: Year 3

Objective	Classic Fiction – Unit 1	Classic Fiction – Unit 2	Classic Fiction – Unit 3	Classic Fiction – Unit 4	Classic Fiction – Unit 5	Arthurian Legends – Unit 1	Arthurian Legends – Unit 2	Arthurian Legends – Unit 3	Arthurian Legends – Unit 4	Arthurian Legends – Unit 5	Greek Myths – Unit 1	Greek Myths – Unit 2	Greek Myths – Unit 3	Greek Myths – Unit 4	Greek Myths – Unit 5
Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by:															
<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 															
<ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense 															
<ul style="list-style-type: none"> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 															
<ul style="list-style-type: none"> using conjunctions, adverbs and prepositions to express time and cause 															
<ul style="list-style-type: none"> using fronted adverbials 															
<ul style="list-style-type: none"> learning the grammar for years 3 and 4 in English Appendix 2 															
Pupils should be taught to indicate grammatical and other features by:															
<ul style="list-style-type: none"> using commas after fronted adverbials 															
<ul style="list-style-type: none"> indicating possession by using the possessive apostrophe with plural nouns 															
<ul style="list-style-type: none"> using and punctuating direct speech 															
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading															

Coverage Chart – Year 3 Spring Term Non-Fiction

Spoken Language – Coverage in Spring Non-Fiction plans: Year 3

Objective	Reports – Unit 1	Reports – Unit 2	Reports – Unit 3	Reports – Unit 4	Reports – Unit 5	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Recounts – Unit 5	Instructions & Explanations – Unit 1	Instructions & Explanations – Unit 2	Instructions & Explanations – Unit 3	Instructions & Explanations – Unit 4
Listen and respond appropriately to adults and their peers														
Ask relevant questions to extend their understanding and knowledge														
Use relevant strategies to build their vocabulary														
Articulate and justify answers, arguments and opinions														
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings														
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments														
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas														
Speak audibly and fluently with an increasing command of Standard English														
Participate in discussions, presentations, performances, role play, improvisations and debates														
Gain, maintain and monitor the interest of the listener(s)														
Consider and evaluate different viewpoints, attending to and building on the contributions of others														
Select and use appropriate registers for effective communication														

Word Reading – Coverage in Spring Non-Fiction plans: Year 3

Objective	Reports – Unit 1	Reports – Unit 2	Reports – Unit 3	Reports – Unit 4	Reports – Unit 5	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Recounts – Unit 5	Instructions & Explanations – Unit 1	Instructions & Explanations – Unit 2	Instructions & Explanations – Unit 3	Instructions & Explanations – Unit 4
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet														
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word														

Reading: Comprehension – Coverage in Spring Non-Fiction plans: Year 3

Objective	Reports – Unit 1	Reports – Unit 2	Reports – Unit 3	Reports – Unit 4	Reports – Unit 5	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Recounts – Unit 5	Instructions & Explanations – Unit 1	Instructions & Explanations – Unit 2	Instructions & Explanations – Unit 3	Instructions & Explanations – Unit 4
Develop positive attitudes to reading and understanding of what they read by:														
<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 														
<ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes 														
<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read 														
<ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 														
<ul style="list-style-type: none"> identifying and discussing themes and conventions in a wide range of books 														
<ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 														
<ul style="list-style-type: none"> discussing words and phrases that capture the reader’s interest and imagination 														
<ul style="list-style-type: none"> recognising some forms of poetry [for example, free verse, narrative poetry] 														
Understand what they read, in books they can read independently, by:														
<ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context 														
<ul style="list-style-type: none"> asking questions to improve their understanding of a text 														
<ul style="list-style-type: none"> drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence 														
<ul style="list-style-type: none"> predicting what might happen from details stated and implied 														
<ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarising these 														
<ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning 														
Retrieve and record information from non-fiction														
Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say														

Writing: Transcription – Coverage in Spring Non-Fiction plans: Year 3

Objective	Reports – Unit 1	Reports – Unit 2	Reports – Unit 3	Reports – Unit 4	Reports – Unit 5	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Recounts – Unit 5	Instructions & Explanations – Unit 1	Instructions & Explanations – Unit 2	Instructions & Explanations – Unit 3	Instructions & Explanations – Unit 4
<i>Spelling Pupils should be taught to:</i>														
<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them 														
<ul style="list-style-type: none"> spell further homophones 														
<ul style="list-style-type: none"> spell words that are often misspelt 														
<ul style="list-style-type: none"> place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] 														
<ul style="list-style-type: none"> use the first two or three letters of a word to check its spelling in a dictionary 														
<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 														
<i>Handwriting Pupils should be taught to:</i>														
<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined 														
<ul style="list-style-type: none"> increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] 														

Writing: Composition – Coverage in Spring Non-Fiction plans: Year 3

Objective	Reports – Unit 1	Reports – Unit 2	Reports – Unit 3	Reports – Unit 4	Reports – Unit 5	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Recounts – Unit 5	Instructions & Explanations – Unit	Instructions & Explanations – Unit	Instructions & Explanations – Unit	Instructions & Explanations – Unit
Pupils should be taught to plan their writing by:														
<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 		Yellow	Purple	Blue	Red	Yellow		Purple		Red				
<ul style="list-style-type: none"> discussing and recording ideas 	Yellow		Purple		Red	Yellow				Red				Blue
Pupils should be taught to draft and write by:														
<ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 		Yellow	Purple			Yellow	Yellow	Purple	Blue	Red	Yellow	Yellow	Purple	Blue
<ul style="list-style-type: none"> organising paragraphs around a theme 	Yellow				Red	Yellow								
<ul style="list-style-type: none"> in narratives, creating settings, characters and plot 										Red				
<ul style="list-style-type: none"> in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 	Yellow		Purple	Blue	Red						Yellow			Blue
Pupils should be taught to evaluate and edit by:														
<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements 										Red				Blue
<ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 					Red									
Proof-read for spelling and punctuation errors			Purple		Red					Red				Blue
Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Yellow			Blue	Red									

Writing: Vocabulary, Grammar and Punctuation – Coverage in Spring Non-Fiction plans: Year 3

Objective	Reports – Unit 1	Reports – Unit 2	Reports – Unit 3	Reports – Unit 4	Reports – Unit 5	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Recounts – Unit 5	Instructions & Explanations – Unit 1	Instructions & Explanations – Unit 2	Instructions & Explanations – Unit 3	Instructions & Explanations – Unit 4
Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by:														
<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 														
<ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense 														
<ul style="list-style-type: none"> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 														
<ul style="list-style-type: none"> using conjunctions, adverbs and prepositions to express time and cause 														
<ul style="list-style-type: none"> using fronted adverbials 														
<ul style="list-style-type: none"> learning the grammar for years 3 and 4 in English Appendix 2 														
Pupils should be taught to indicate grammatical and other features by:														
<ul style="list-style-type: none"> using commas after fronted adverbials 														
<ul style="list-style-type: none"> indicating possession by using the possessive apostrophe with plural nouns 														
<ul style="list-style-type: none"> using and punctuating direct speech 														
<ul style="list-style-type: none"> Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading 														

Coverage Chart – Year 3 Spring Term Poetry

Spoken Language – Coverage in Spring Poetry plans: Year 3

Objective	Performance Poetry – Unit 1	Performance Poetry – Unit 2	Performance Poetry – Unit 3	Performance Poetry – Unit 4	Performance Poetry – Unit 5	Performance Poetry – Unit 6	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Classic Poems – Unit 1	Classic Poems – Unit 2	Classic Poems – Unit 3	Classic Poems – Unit 4
Listen and respond appropriately to adults and their peers															
Ask relevant questions to extend their understanding and knowledge															
Use relevant strategies to build their vocabulary															
Articulate and justify answers, arguments and opinions															
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings															
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments															
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas															
Speak audibly and fluently with an increasing command of Standard English															
Participate in discussions, presentations, performances, role play, improvisations and debates															
Gain, maintain and monitor the interest of the listener(s)															
Consider and evaluate different viewpoints, attending to and building on the contributions of others															
Select and use appropriate registers for effective communication															

Word Reading – Coverage in Spring Poetry plans: Year 3

Objective	Performance Poetry – Unit 1	Performance Poetry – Unit 2	Performance Poetry – Unit 3	Performance Poetry – Unit 4	Performance Poetry – Unit 5	Performance Poetry – Unit 6	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Classic Poems – Unit 1	Classic Poems – Unit 2	Classic Poems – Unit 3	Classic Poems – Unit 4
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet															
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word															

Reading: Comprehension – Coverage in Spring Poetry plans: Year 3

Objective	Performance Poetry – Unit 1	Performance Poetry – Unit 2	Performance Poetry – Unit 3	Performance Poetry – Unit 4	Performance Poetry – Unit 5	Performance Poetry – Unit 6	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Classic Poems – Unit 1	Classic Poems – Unit 2	Classic Poems – Unit 3	Classic Poems – Unit 4
Develop positive attitudes to reading and understanding of what they read by:															
<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 							Yellow		Purple			Yellow			Blue
<ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes 															
<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read 												Yellow			
<ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 															
<ul style="list-style-type: none"> identifying and discussing themes and conventions in a wide range of books 	Yellow											Yellow			
<ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	Yellow			Blue	Red	Green	Yellow								
<ul style="list-style-type: none"> discussing words and phrases that capture the reader’s interest and imagination 	Yellow	Orange	Purple						Purple			Yellow			
<ul style="list-style-type: none"> recognising some forms of poetry [for example, free verse, narrative poetry] 												Yellow			
Understand what they read, in books they can read independently, by:															
<ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context 							Yellow								
<ul style="list-style-type: none"> asking questions to improve their understanding of a text 															
<ul style="list-style-type: none"> drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence 															
<ul style="list-style-type: none"> predicting what might happen from details stated and implied 															Blue
<ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarising these 															
<ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning 	Yellow						Yellow		Purple						
Retrieve and record information from non-fiction															
Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say												Yellow			Blue

Writing: Transcription – Coverage in Spring Poetry plans: Year 3

Objective	Performance Poetry – Unit 1	Performance Poetry – Unit 2	Performance Poetry – Unit 3	Performance Poetry – Unit 4	Performance Poetry – Unit 5	Performance Poetry – Unit 6	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Classic Poems – Unit 1	Classic Poems – Unit 2	Classic Poems – Unit 3	Classic Poems – Unit 4
<i>Spelling</i> Pupils should be taught to:															
<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them 	Yellow														
<ul style="list-style-type: none"> spell further homophones 					Green										
<ul style="list-style-type: none"> spell words that are often misspelt 															
<ul style="list-style-type: none"> place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] 															
<ul style="list-style-type: none"> use the first two or three letters of a word to check its spelling in a dictionary 								Purple		Red					
<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 															
<i>Handwriting</i> Pupils should be taught to:															
<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined 															Blue
<ul style="list-style-type: none"> increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] 						Yellow		Purple		Red					Blue

Writing: Composition – Coverage in Spring Poetry plans: Year 3

Objective	Performance Poetry – Unit 1	Performance Poetry – Unit 2	Performance Poetry – Unit 3	Performance Poetry – Unit 4	Performance Poetry – Unit 5	Performance Poetry – Unit 6	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Classic Poems – Unit 1	Classic Poems – Unit 2	Classic Poems – Unit 3	Classic Poems – Unit 4
Pupils should be taught to plan their writing by:															
<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 															
<ul style="list-style-type: none"> discussing and recording ideas 															
Pupils should be taught to draft and write by:															
<ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 															
<ul style="list-style-type: none"> organising paragraphs around a theme 															
<ul style="list-style-type: none"> in narratives, creating settings, characters and plot 															
<ul style="list-style-type: none"> in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 															
Pupils should be taught to evaluate and edit by:															
<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements 															
<ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 															
Proof-read for spelling and punctuation errors															
Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear															

Writing: Vocabulary, Grammar and Punctuation – Coverage in Spring Poetry plans: Year 3

Objective	Performance Poetry – Unit 1	Performance Poetry – Unit 2	Performance Poetry – Unit 3	Performance Poetry – Unit 4	Performance Poetry – Unit 5	Performance Poetry – Unit 6	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Classic Poems – Unit 1	Classic Poems – Unit 2	Classic Poems – Unit 3	Classic Poems – Unit 4
Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by:															
<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 															
<ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense 															
<ul style="list-style-type: none"> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 															
<ul style="list-style-type: none"> using conjunctions, adverbs and prepositions to express time and cause 															
<ul style="list-style-type: none"> using fronted adverbials 															
<ul style="list-style-type: none"> learning the grammar for years 3 and 4 in English Appendix 2 															
Pupils should be taught to indicate grammatical and other features by:															
<ul style="list-style-type: none"> using commas after fronted adverbials 															
<ul style="list-style-type: none"> indicating possession by using the possessive apostrophe with plural nouns 															
<ul style="list-style-type: none"> using and punctuating direct speech 															
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading															