

Year3 Autumn term:

Week	1	2	3	4	5	6	7
Reading skills (VIPERS)	<b>Prediction:</b> What do we think this story is about by just looking at the title and the picture?	<b>Inference:</b> Why was Hodge-Heg given that name?	<b>Explain:</b> Why is the title of this book called 'Bill's new Frock'?	<b>Retrieval:</b> What did they find that was all pink?	<b>Summarise:</b> Why was Bill wearing a frock?	<b>Vocabulary:</b> What words are used to create imagery?	<b>Explain:</b> What do you think the poet is telling you about the poem?
Quality text	The Hodgeheg by Dick King Smith Bill's new frock by Anne Fine				A first poetry book collection by Pie Corbett		
Genre	Narrative in first and third person - Fiction Narrative writing to inform, Monologue - Fiction				Shape Poetry		
Curriculum links	Protecting the environment (PSHE) That's not fair or is it? (RE)				What is so special about places? (RE)		
Assessment (reading)	To retell a story that has been read to ensure their understanding. To add inference questions to find out a deeper meaning for some of the implications in the story.				To recognise several different forms of poetry, such as shape poems, free verse or narrative.		
Assessment (writing)	To write a range of sentence types which are grammatically accurate.				To create a shape poem of their choice. To use some of the poet devices to enhance their poetry e.g.: onomatopoeia, rhyming couplets and rhythm.		

Week	8	9	10	11	12	13	14
Reading skills (VIPERS)	<b>Inference:</b> Can we infer meaning from the front cover?	<b>Prediction:</b> What do you think happens in the enchanted wood?	<b>Explain:</b> What makes this an enchanted wood?	<b>Prediction:</b> By looking at the title and reading the blurb, what do you think this story could be about?	<b>Retrieve:</b> Who suggests that there is a place of sanctuary and why?	<b>Vocabulary:</b> What words are being used to point out that something is not quite right in this story?	<b>Summarise:</b> What is happening to the animals of Farthing woods home?
Quality text	The Enchanted Wood by Enid Blyton				Animals of farthing wood by Colin Dann		
Genre	Narrative - Formal letter writing. Changing Environment. Monologue.				Narrative – Diary entries. Writing instructions/rules.		
Curriculum links	How can an egg survive a journey home from the shop? Materials (Design and technology)				What makes the earth angry? Climate and natural occurrences (geography)		
Assessment (reading)	Explain and discuss their understanding of the text e.g. explain events; describe a character's actions.				Find ways to explain what words within text mean; use a dictionary with guidance, to check meanings.		
Assessment (writing)	To identify word classes; noun ,adjectives, verbs, adverbs and their usage within the context of their own writing.To express time,place and cause using conjunctions				Usually use the past or present tense, and 1st/3rd person, consistently.		

Year 3 Spring term

Week	1	2	3	4	5	6
Reading skills (VIPERS)	<b>Predict:</b> What can you predict about the story using clues from the cover and blurb?	<b>Explain:</b> Why is the car called 'Black salamander'?	<b>Infer:</b> What makes this characters suspicious?	<b>Retrieval:</b> Find examples of similes/metaphors and personification.	<b>Summarise:</b> In a few short sentences, summarise the message/moral of this poem	<b>Vocab:</b> Identify vocabulary used to set the mood of the poem?
Quality text	Mystery of the black Salamander The butterfly lion			A first poetry book by Pie Corbett		
Genre	Crime Mystery Narrative			Non-fiction/Poetry		
Curriculum links	Contrast with a European society?(History) Geographical similarities and differences (Geography)			How can collage help us make a book for younger children? (Art)		
Assessment (reading)	Predict what might happen from details started and implied. Explain the meaning of words in context.			Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences.		
Assessment (writing)	Describe characters, settings and/or plot in a simple way, with some interesting details. Write to suit purpose and show some features of the genre being taught.			Write to suit purpose, and show some features of the genre being taught.		

Week	7	8	9	10	11	12
Reading skills (VIPERS)	<b>Infer:</b> What can we infer about the characters using their names?	<b>Explain:</b> Why did Mr Wonka grow up to become so passionate about sweets?	<b>Predict:</b> Why did Mr Wonka invite the children to his factory?	<b>Vocabulary:</b> Can you identify any new vocabulary?	<b>Retrieve:</b> How do I know this poem is about....?	<b>Summarise:</b> In a few short words/sentences- what is this poem about?
Quality text	Charlie and the chocolate factory The accidental Prime Minister			The works poetry book		
Genre	Fantasy Fiction			Non-fiction/poetry		
Curriculum links	How can we have an egg survive a journey from home to the shop? (DT) Ethical questions about right and wrong. (R.E)			How interactive can we make our book? (DT)		
Assessment (reading)	Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.			Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences.		
Assessment (writing)	Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses			Write to suit purpose, and show some features of the genre being taught.		

Year 3 Summer term

Week	1	2	3	4	5	6
Reading skills (VIPERS)	<b>Vocabulary-</b> What fictional vocabulary is used by the author? Why?	<b>Predict:</b> What else may Harry discover about himself?	<b>Summarise:</b> What were the key events in the story?	<b>Retrieval:</b> What life changes did Carrie experience during the war?	<b>Explain:</b> How did Carrie feel about having to move to a different city?	<b>Infer:</b> How can we tell Carrie and Nick started to feel more at ease in the Welsh town?
Quality text	<i>Harry Potter and the Philosophers Stone</i>			<i>Carries War</i>		
Genre	Fiction			Fiction/Historical		
Curriculum links	What are the rules? (RE)			What would my dinner be back in time? (DT) What is that composer thinking? (Music)		
Assessment (reading)	Discuss words and phrases that capture the reader's interest and imagination.			Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.		
Assessment (writing)	Create chronological, well-formed narratives; write in clear sequence. Shape text with beginning, middle and ending.			Organise sections logically within a theme, often independently.		

Week	7	8	9	10	11	12
Reading skills (VIPERS)	<b>Explain:</b> Why did the author entitle the story "The suitcase kid"	<b>Retrieval:</b> Find examples of negative interactions between Andy and her step-sister, Katie.	<b>Predict:</b> Will Andy's parents get back together?	<b>Vocabulary:</b> What vocabulary is used to describe King Arthur?	<b>Infer:</b> What can you infer about the relationship between and his father using the text?	Summarise: What are the key points in the story?
Quality text	<i>Suitcase kid</i>			<i>King Arthur high king of Britain</i>		
Genre	Fiction			Fiction/Historical		
Curriculum links	How do plants and flowers flourish? (Science)			Who first lived in Britain (History)		
Assessment (reading)	During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say.			Identify how language, structure and presentation contribute to meaning e.g. that the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts.		
Assessment (writing)	Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.			Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses.		