Literacy planning for Class 3

Genres:

	Autumn	Spring	Summer	
Fiction	Realistic stories with familiar settings	Myths, legends and fabless	Adventure and mystery	Dialogue and play
Non-Fiction	Newspapers and reports	Instructions	Information, persuasive texts and letter writing	
Poetry	Performance poetry	Concrete poems and calligrams	Short forms of poetry, from puns, riddles, haikus, limericks, nonsense verse, cautionary tales etc…	

Read Aloud	Contemporary	Classic	Poems	Literacy Heritage (mainly 5/6)
Treasure Island (classic) Robin Hood Blitz Boys At the Firefly Gate Charlie And the Chocolate Factory The Tripods The Railway Children The Selfish Giant Mushroom Planet Books	Blitz Boys The Runner	Treasure Island Robin Hood The Railway Children	Digging- Seamus Heaney Stopping by Woods on a Snowy Night- Robert Frost	

The Lion, The Witch and the Wardrobe Stig of the Dump City of Ember				

Pupils should be taught to:
- 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

Reading – Word reading

Pupils should be taught to:

- 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 they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Adding suffixes beginning with vowel letters to words of more than one syllable forgetting, forgotten, beginning, beginner, prefer, preferred, gardening, gardener,

The /ɪ/ sound spelt y elsewhere than at the end of words myth, gym, Egypt, pyramid, mystery

The /ʌ/ sound spelt ou young, touch, double, trouble, country

More prefixes
dis–: disappoint, disagree, disobey
mis–:misbehave, mislead, misspell (mis + spell)
in–: inactive, incorrect
il-: illegal, illegible,
im-: immature, immortal, impossible, impatient, imperfect
ir-:irregular, irrelevant, irresponsible
re–: redo, refresh, return, reappear, redecorate
sub–: subdivide, subheading, submarine, submerge

Writing - Transcription

Pupils should be taught to:

Spelling (see English Appendix 1)
- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

inter–: interact, intercity, international, interrelated (inter + related)
super–: supermarket, superman, superstar
anti–: antiseptic, anti-clockwise, antisocial
auto–: autobiography, autograph **The suffix –ation** information, adoration, sensation, preparation, admiration
The suffix –ly sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly), happily, angrily, gently, simply, humbly, nobly basically, frantically, dramatically

Words with endings sounding like /ʒə/ or /tʃə/ measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure
Endings which sound like /ʒən/ division, invasion, confusion, decision, collision, television
The suffix –ous poisonous, dangerous, mountainous, famous, various, tremendous, enormous, jealous humorous, glamorous, vigorous, courageous, outrageous, serious, obvious, curious, hideous, spontaneous, courteous
Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission, expansion, extension, comprehension, tension, musician, electrician, magician, politician, mathematician

Word List – Year 3/4	busy/business	different	favourite	history	medicine
accident(ally)	calendar	difficult	February	imagine	mention
actual(ly)	caught	disappear	forward(s)	increase	minute
address	centre	early	fruit	important	natural
answer	century	earth	grammar	interest	naughty
appear	certain	eight/eighth	group	island	notice
arrive	circle	enough	guard	knowledge	occasion(ally)
believe	complete	exercise	guide	learn	often
bicycle	consider	experience	heard	length	opposite
breath	continue	experiment	heart	library	ordinary
breathe	decide	extreme	height	material	particular
build	describe	famous			

Reading - Comprehension	Writing - Composition
Pupils should be taught to:	Pupils should be taught to:
develop positive attitudes to reading and understanding of what they read by: • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: ▪ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ▪ asking questions to improve their understanding of a text ▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ▪ predicting what might happen from details stated and implied ▪ identifying main ideas drawn from more than one paragraph and summarising these ▪ 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.	plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements • 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.

5 – 8 yrs (Year 3)

Text Structure	Sentence Construction	Word / Language	Punctuation	Terminology
Consolidate Year 2 list **Introduce:** **Fiction** **Secure use of planning tools:** Story map /story mountain / story grids / 'Boxing-up' grid (Refer to Story-Type grids) **Plan opening around** character(s), setting, time of day and type of weather **Paragraphs** to organise ideas into each story part **Extended vocabulary** to introduce 5 story parts: **Introduction –**should include detailed description of setting or characters **Build-up –**build in some suspense towards the problem or dilemma **Problem / Dilemma –**include detail of actions / dialogue **Resolution -** should link with the problem **Ending –** clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.	**Consolidate Year 2 list** **Introduce:** **Vary long and short sentences:** **Long sentences** to add description or information. **Short sentences** for emphasis and making key points e.g. *Sam was really unhappy.* *Visit the farm now.* **Embellished simple sentences:** **Adverb starters to add detail** e.g. *Carefully, she crawled along the floor of the cave….* Amazingly, small insects can…. **Adverbial phrases** used as a 'where', 'when' or 'how' starter **(fronted adverbials)** ***A few days ago,*** *we discovered a hidden box.* ***At the back of the eye,*** *is the retina.* ***In a strange way,*** *he looked at me.* ***Prepositional phrases to place the action:*** *on the mat; behind the tree, in the air* **Compound sentences (Coordination)** using connectives: *and/ or / but / so / for /nor / yet*	**Consolidate Year 2 list** **Introduce:** **Prepositions** *Next to by the side of* *In front of during through throughout because of* **Powerful verbs** e.g. *stare, tremble, slither* **Boastful Language** e.g. *magnificent, unbelievable, exciting!* **More specific / technical vocabulary to add detail** e.g. *A few dragons of this variety can*	**Consolidate Year 2 list** **Introduce:** **Colon** before a list e.g. *What you need:* **Secure use of inverted commas for direct speech** Use of commas after **fronted adverbials** (e.g. *Later that day, I heard the bad news.)*	**<u>Consolidate</u>:** **Punctuation** • Finger spaces • **Letter** • **Word** • **Sentence** • **Statement question exclamation Command** • **Full stops** • **Capital letter** • **Question mark** • **Exclamation mark** • Speech bubble • **'Speech marks'** • Bullet points • **Apostrophe (contractions only)** • **Commas for sentence of 3 - description** **Singular/ plural** **Suffix**

	(coordinating conjunctions) **Develop complex sentences (Subordination)** with range of	*breathe on any creature and turn it to stone immediately.*		**Adjective / noun / Noun phrases Verb / adverb** Bossy verbs **Tense (past, present,**

Non-Fiction **Introduce:** **Secure use of planning tools:** e.g. Text map, washing line, 'Boxing –up' grid, story grids **Paragraphs** to organise ideas around a theme **Introduction** Develop hook to introduce and tempt reader in e.g. *Who….? What….? Where….?* *Why….? When….? How….?* **Middle Section(s)** Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs Topic sentences to introduce paragraphs Lists of steps to be taken Bullet points for facts Flow diagram **Develop Ending** Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment **Use of the perfect form of verbs to mark relationships of time and cause e.g**. *I have written it down so I can check what it said.*	subordinating conjunctions **(See Connectives and Sentence Signposts doc.)** **-'ing' clauses as starters** e.g. *Sighing, the boy finished his homework.* *Grunting, the pig lay down to sleep.* **Drop in a relative clause using: who/whom/which/whose/ that** e.g. *The girl, **whom** I remember, had long black hair.* *The boy, **whose** name is George, thinks he is very brave.* *The Clifton Suspension bridge, **which** was finished in 1864,is a popular tourist attraction.* **Sentence of 3 for description** e.g. *The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.* *Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.* **Pattern of 3 for persuasion** e.g. *Visit, Swim, Enjoy!* **Topic sentences to introduce non-fiction**	*Drops of rain pounded on the corrugated, tin roof.* ***Nouns formed from* prefixes** **e.g. *auto… super…anti…*** **Word Families based on common words** **e.g. *teacher –teach, beauty – beautiful*** **Use of determiners a or an according to whether next word begins with a vowel e.g. *a rock, an open box***		**future)** Connective Generalisers Alliteration Simile – 'as'/ 'like' **<u>Introduce:</u>** • **Word family** • **Conjunction** • ***Coordinating conjunction*** • ***Subordinating conjunction*** • **Clause** • **Subordinate clause** • **Adverb** • **Preposition** • **Direct speech** • **Inverted commas** • **Prefix** • **Consonant/Vowel** • <u>Determiner</u> • <u>Synonyms</u> • <u>Relative clause</u> • <u>Relative pronoun</u> • <u>Imperative</u> • Colon for

Use of present perfect instead of simple past. *He has left his hat behind,* as opposed to *He left his hat behind.*	**paragraphs** e.g. *Dragons are found across the world*. **<u>Dialogue –powerful speech verb</u>** e.g. *"Hello," she whispered.*			instructions

Oracy

Progression Through Lower Key Stage 2

Beginning of LKS2	End of LKS2
Justifying opinions	Evaluating viewpoints
Responding to others' ideas	Building upon and challenging ideas respectfully
Retelling and explaining	Organising and refining spoken compositions
Contributing to discussion	Helping sustain productive discussion
Using ambitious vocabulary with support	Selecting vocabulary deliberately and precisely
Presenting within familiar situations	Presenting confidently to different audiences
Explaining thinking	Evaluating and refining thinking
Considering the listener occasionally	Adapting communication for audience and purpose
Oral rehearsal of sentences	Oral rehearsal of paragraphs and extended compositions

Listening and Understanding	Language and vocabulary	Discussion and Collaboration

By the end of Lower Key Stage 2, pupils should be able to listen attentively to increasingly complex spoken language and demonstrate understanding through thoughtful responses and discussion. Pupils typically: • Listen attentively during extended discussions and learning activities. • Identify important information and key messages when listening. • Respond appropriately to different viewpoints. • Recognise when additional information or clarification is needed. • Listen critically and identify relevant information. • Begin to infer meaning that is not directly stated. • Demonstrate understanding through questions, comments and discussion. • Sustain attention when listening to presentations, discussions and information over extended periods. • Recognise when information is unclear and ask specific questions for clarification. • Listen effectively in a range of contexts and with a variety of speakers. **This might sound like:** "So the important point is that..." "Do you mean...?" "I'm not sure I understand what you mean by..." "I think she felt worried even though she didn't actually say it."	**By the end of Lower Key Stage 2, pupils should be able to communicate clearly and precisely using an increasingly sophisticated vocabulary and a growing command of Standard English.** Pupils typically: • Use ambitious vocabulary appropriately in discussion and learning. • Select subject-specific vocabulary across the curriculum. • Explain ideas using increasingly detailed and precise language. • Adapt language according to audience and purpose. • Use a wider range of sentence structures when speaking. • Explain and define unfamiliar vocabulary. • Discuss vocabulary choices and their effect. • Use increasingly consistent Standard English in formal situations. • Explore and discuss vocabulary choices made by others. • Use a growing range of verbs and descriptive language to communicate accurately. **This might sound like:** "The evidence suggests..." "I think 'cautious' is a better word because..." "The evaporation happened because..." "A more precise word would be..."	**By the end of Lower Key Stage 2, pupils should be able to contribute confidently to discussions and collaborate effectively with increasing independence.** Pupils typically: • Contribute appropriately to discussion. • Listen carefully to a range of viewpoints. • Build upon and develop the ideas of others. • Ask questions that deepen discussion and understanding. • Remain focused on agreed purposes and topics. • Recognise that different viewpoints may have value. • Explain and justify their contributions. • Help maintain productive discussion within groups. • Demonstrate increasing independence when solving problems collaboratively. • Begin to challenge ideas respectfully. • Keep discussions going through relevant comments and questions. • Show increasing awareness that different people may need different amounts of information. • Adapt explanations according to what the listener already knows.

		• Notice when someone has not understood and attempt to clarify their meaning. • Demonstrate growing awareness of conversational rules and group dynamics. **This might sound like:** "Could we combine those ideas?" "I understand your point, but..." "What evidence do we have for that?" "Let's hear what everyone thinks." "Let me explain that another way."
Reasoning and Thinking Through Talk	**Storytelling and Oral Composition**	**Presentation and Leadership Communication**
By the end of Lower Key Stage 2, pupils should be able to use spoken language to explain, justify, predict, speculate and evaluate ideas. Pupils typically: • Explain their thinking clearly and logically. • Justify opinions using reasons and evidence. • Predict outcomes and explain their reasoning. • Ask thoughtful questions that deepen understanding. • Compare ideas and viewpoints. • Use spoken language to solve problems and make decisions. • Speculate about possible outcomes and alternatives. • Explain cause and effect relationships. • Reflect upon and refine ideas following discussion.	**By the end of Lower Key Stage 2, pupils should be able to orally compose, organise and communicate increasingly detailed narratives, explanations and information.** Pupils typically: • Retell stories accurately with appropriate detail. • Structure spoken narratives coherently. • Explain events and processes clearly. • Use vocabulary and language patterns encountered through reading. • Develop characters, settings and events within oral storytelling. • Orally compose and organise paragraphs before recording ideas. • Use discussion and partner talk to refine spoken compositions.	**By the end of Lower Key Stage 2, pupils should be able to present information and ideas clearly to a range of audiences, demonstrating increasing awareness of audience and purpose.** Pupils typically: • Speak clearly, audibly and with growing confidence in front of others. • Present information and ideas in an organised way. • Participate in performances and presentations. • Use expression, pace and volume appropriately. • Monitor and maintain audience interest

• Evaluate the strengths of different ideas and approaches. • Explain why they agree or disagree with the ideas of others. **This might sound like:** "I think that solution would work because..." "Another possibility could be..." "The evidence supports..." "That might happen if..."	• Draw upon familiar text structures when creating spoken compositions. • Organise spoken narratives with a clear beginning, development and ending. • Adapt the amount of detail provided according to audience and purpose. • Explain experiences and events in a way that makes sense to the listener. • Refine vocabulary and language choices through oral rehearsal before writing. • Discuss and evaluate language choices before recording ideas. **This might sound like:** "The character changed because..." "My opening paragraph could begin..." "First I need to explain..." "I could improve that by..."	when presenting. • Adapt language and delivery for different audiences. • Explain information clearly enough for unfamiliar audiences. • Take responsibility within collaborative presentations and performances. • Begin to represent the views and ideas of others appropriately. • Use expression and intonation to support meaning. • Begin to distinguish between formal and informal communication situations. • Use increasingly consistent Standard English when presenting and explaining. **This might sound like:** "Today we are presenting..." "Our group decided..." "The most important point is..." "Can everybody see the diagram?" "I'll explain that more clearly."