

PRIMARY English | YEAR 3 – Scheme of Work Term 1

YR3 Term/ Week	YR6 Topic/ Text/ Strand	Objectives: Reading	Objectives: Writing, Spelling and Vocab	Objectives: Grammar and Punctuation	Objectives: Listening and Speaking	Activities
Term 1						
Individual Reading	Select turquoise or gold band Bug Club readers as appropriate					Ongoing: Read and discuss texts, addressing Y3 EPIC reading objectives (including Grammar for Reading). Begin to read fluently, with and without support, out-loud and independently, for pleasure and for information.
Ongoing						
Term 1	All About Orang-utans	Answer simple questions about a character, event or piece of information.	Write simple sentences showing grammatical agreement of regular verbs with singular and plural nouns/pronouns.	Recognise that the past tense of verbs is often indicated by the inflectional suffix 'ed'.	Follow information during 2-3 minutes of listening to teacher-talk which is supported by pictures.	Week 1: Research information from non-fiction books. Ask questions. Justify answers. Research the Big Question 'Could you keep an orang-utan as a pet?'. Explore verbs.
Non-Fiction	Non-fiction about animals	Use contents page to locate the relevant pages to find information needed to answer a question.	Able to use a range of adjectives (approx. 20, in addition to colour and size) to add description.	Use present and past tense forms of regular verbs in own writing.	Participate in discussions when invited to do so by the teacher.	Week 2: Use text features to support reading. Link adjectives to nouns. Write a simple organised guide. Compose complex sentences orally. Plan a report or book.
3 weeks		Use a simple contents page and index to locate information.	Use correct letter formation in own writing.	Identify adjectives in expanded noun phrases and use the term 'adjective'.	Follow 3 step instructions when given slowly and clearly.	Week 3: Write a report or book. Edit and improve work. Peer review. Take part in a debate. Share and apply learning. Read and use peer reports.
		Use knowledge of other books or films to predict what might happen at the end of a short story.	Compose and write a sequence of three or more simple or compound sentences.	Use adjectives in expanded noun phrases in own writing of three or more simple or compound sentences.	Give brief descriptions using two or more linked sentences.	

		Decode unrecognised two-syllable words, using a range of strategies.	Select pictures and write simple report texts (up to 100 words), saying how or what something is.	With support, use capital letters and end punctuation correctly when writing dictated sentences.	Ask for repetition and clarification when they don't understand a word.	
		Recognise on sight high frequency verbs words with verb endings: ed, ing, s.	Sequence three pictures and write two or three sentences about each one to tell a story.	Point out conjunctions and, but, because and explain how they join sentences.		
		Use context to infer the meaning of unfamiliar words.	Re-read own writing, improving a sentence eg by adding an adjective or checking punctuation at the end of sentences.	Say and then write, compound sentences using coordinating conjunctions 'and' and 'but'.		
		Organise words into alphabetical order by the first two letters and use alphabetical order to find words in dictionaries and glossaries.				
		Read aloud an unfamiliar text of 10 - 12 basic sentences (about 100 words).				
		Read simple reports and alphabetically organised texts and identify key text features.				
Term 1	What Would You Do?	Read aloud an unfamiliar text of 10 - 12 basic sentences (about 100 words).	Compose and write a sequence of three or more simple or compound sentences.	Point out conjunctions and, but, because and explain how they join sentences.	Follow 3 step instructions when given slowly and clearly.	Week 1: Make predictions, ask and answer questions. Discuss characters and make inferences. Discuss understanding of a story and retrieve information. Read texts. Use pronouns appropriately
Fiction	Fiction about worries and fears.	Decode unrecognised two-syllable words, using a range of strategies.	Sequence three pictures and write two or three sentences about each one to tell a story.	Identify adjectives in expanded noun phrases and use the term 'adjective'.	Follow information during 2-3 minutes of listening to teacher-talk	Week 2: Look at characters in more depth, answer questions about their personalities. Use conjunctions to join sentences and expand noun phrases.

					which is supported by pictures.	
4 weeks		Recognise on sight high frequency verbs words with verb endings: ed, ing, s.	Re-read own writing, improving a sentence eg by adding an adjective or checking punctuation at the end of sentences.	Identify subject and object pronouns and link them to the head noun phrase they replace.	Give brief descriptions using two or more linked sentences.	Week 3: Orally construct and improve sentences. Write descriptions and edit and improve writing. Write longer stories and texts. Compose complex sentences.
		Answer simple questions about a character, event or piece of information.	Able to use a range of adjectives (approx. 20, in addition to colour and size) to add description.	Say and then write, compound sentences using coordinating conjunctions 'and' and 'but'.	Ask for repetition and clarification when they don't understand a word.	Week 4: Retell a story based on real life. Plan and carry out longer writing. Evaluate and improve writing. Revise learning. Practise proper sentence punctuation.
		Retell two events from a story in the correct order.	Use correct letter formation in own writing.	Use adjectives in expanded noun phrases in own writing of three or more simple or compound sentences.	Participate in discussions when invited to do so by the teacher.	
		With support, infer a character's feelings from information given in a text.		Use present and past tense forms of regular verbs in own writing.		
		Use context to infer the meaning of unfamiliar words.		Write simple sentences showing grammatical agreement of regular verbs with singular and plural nouns/pronouns.		
		Use knowledge of other books or films to predict what might happen at the end of a short story.		With support, use capital letters and end punctuation correctly when writing dictated sentences.		
Term 1	Where Would You Like to Live?	Read aloud an unfamiliar text of 10 - 12 basic sentences (about 100 words).	Compose and write a sequence of three or more simple or compound sentences.	Point out conjunctions and, but, because and explain how they join sentences.	Follow 3 step instructions when given slowly and clearly.	Week 1: Discuss the Big Question ' <i>Where would you like to live?</i> '. Collect information. Research using non-fiction books and/or the internet. Retrieve information and ask questions. Explore features of non-fiction. Record information. Compare and contrast.

Non-Fiction	Non-fiction about children around the world.	Decode unrecognised two-syllable words, using a range of strategies.	Select pictures and write simple report texts (up to 100 words), saying how or what something is.	Recognise that the past tense of verbs is often indicated by the inflectional suffix 'ed'.	Follow information during 2-3 minutes of listening to teacher-talk which is supported by pictures.	Week 2: Read for information, using text features to support. Use simple paragraphs and headings to organise writing. Link ideas within paragraphs and across a whole text. Write about themselves. Explore visual elements of texts. Make fact files. Revise verbs.
3 weeks		Recognise on sight high frequency verbs words with verb endings: ed, ing, s.	Re-read own writing, improving a sentence eg by adding an adjective or checking punctuation at the end of sentences.	Say and then write, compound sentences using coordinating conjunctions 'and' and 'but'.	Give brief descriptions using two or more linked sentences.	Week 3: Compare similarities and differences. Plan and discuss reports. Draft, write, edit and improve reports. Evaluate own and others' writing. Edit and redraft reports. Discuss where they would like to live. Work on verbs, past and present tenses.
		Answer simple questions about a character, event or piece of information.	Able to use a range of adjectives (approx. 20, in addition to colour and size) to add description.	Use present and past tense forms of regular verbs in own writing.	Ask for repetition and clarification when they don't understand a word.	
		Use contents page to locate the relevant pages to find information needed to answer a question.	Use correct letter formation in own writing.	Write simple sentences showing grammatical agreement of regular verbs with singular and plural nouns/pronouns.	Participate in discussions when invited to do so by the teacher.	
		Use headings to identify the section of an IT source needed to find answers to simple questions.	Use a QWERTY keyboard to write short texts.	With support, use capital letters and end punctuation correctly when writing dictated sentences.		
		Use context to infer the meaning of unfamiliar words.	Add suffixes ed, and s to regular verbs where the root word doesn't change e.g. played, plays.			
		Use a simple contents page and index to locate information.	Make the correct spelling choice for vowels and consonants (as shown in Appendix A).			

		Read simple reports and alphabetically organised texts and identify key text features.				
		Blend to read and segment to spell words containing alternative graphemes for vowels and consonants as shown in Appendix A.				
Term 1						
Reading Progress Checks						See assessment and marking guidance.
Test A half way through term.	Turquoise A Fiction					
Test B at tend of term.	Turquoise B Fiction					