

	Year 3													
	Spoken Word Taught throughout Y3		Pupils should be taught to ask relevant questions to extend their understanding and knowledge. Pupils should be taught to use relevant strategies to build their vocabulary. Pupils should be taught to articulate and justify answers, arguments and opinions. Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Pupils should be taught to speak audibly and fluently with an increasing command of Standard English. Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates. Pupils should be taught to gain, maintain and monitor the interest of the listener(s). Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others. Pupils should be taught to select and use appropriate registers for effective communication.											
	Text / Genre		Year 3 Objectives	Genre Progression										
Term 1	The Iron Man by Ted Hughes Narrative (Science Fiction)	Writ ng comp ositio n	Pupils should be taught to write sentences by saying out loud what they are going to write about. (Y2) Pupils should be taught to write sentences by composing a sentence orally before writing it. (Y2) Pupils should be taught to write sentences by sequencing sentences to form short narratives. (Y2) Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense. (Y2) Pupils should be taught to discuss what they have written with the teacher or other pupils. Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher(Y1)	<table><tr><th>Text Structure</th><th>Sentence</th><th>Useful Vocabulary</th><th>Word Classes</th><th>Punctuation</th></tr><tr><td>Time and place are referenced to guide the reader through the text, e.g. in the morning.  Organised into paragraphs, e.g. When she arrived at the bear’s house.  Cohesion is strengthened through relationships between characters, e.g. Jack, his, his mother, her.</td><td>Simple sentences with extra description.  Some complex sentences using because, which, where etc.  Tense consistent, e.g. typically past tense for narration, present tense in dialogue.  Dialogue is realistic and conversational in style, e.g. Well, I suppose...  Verbs used are specific for action, e.g. rushed, shoved, pushed.  Adverbials, e.g. When she reached home...  Expanded noun phrases, e.g. two horrible hours.</td><td>Year 3 ambitious vocabulary used  Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as  Adverbs: very, rather, slightly</td><td><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.  <u>Verbs</u> Present perfect forms of verbs instead of ‘the’.  <u>Adjectives</u> Choose appropriate adjectives.  <u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because).  <u>Tense</u> Correct and consistent use of past and present tense.  <u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.</td><td>Introduce possessive apostrophes for plural nouns.      Introduce inverted commas.</td></tr></table>	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation	Time and place are referenced to guide the reader through the text, e.g. in the morning.  Organised into paragraphs, e.g. When she arrived at the bear’s house.  Cohesion is strengthened through relationships between characters, e.g. Jack, his, his mother, her.	Simple sentences with extra description.  Some complex sentences using because, which, where etc.  Tense consistent, e.g. typically past tense for narration, present tense in dialogue.  Dialogue is realistic and conversational in style, e.g. Well, I suppose...  Verbs used are specific for action, e.g. rushed, shoved, pushed.  Adverbials, e.g. When she reached home...  Expanded noun phrases, e.g. two horrible hours.	Year 3 ambitious vocabulary used  Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as  Adverbs: very, rather, slightly	<u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.  <u>Verbs</u> Present perfect forms of verbs instead of ‘the’.  <u>Adjectives</u> Choose appropriate adjectives.  <u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because).  <u>Tense</u> Correct and consistent use of past and present tense.  <u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.	Introduce possessive apostrophes for plural nouns.      Introduce inverted commas.
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Word / sente nce / text	Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs (Y2) Subordination (using when, if, that, because) and co-ordination (using or, and, but) (Y2) Expanded noun phrases for description (Y2) and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command (Y2) Correct choice and consistent use of present tense and past tense throughout writing (Y2) Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] (Y2) Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)													
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	How A Robot Dog Works Non-Fiction (Explanation)	Writing composi tion	Pupils should be taught to write sentences by saying out loud what they are going to write about. (Y2) Pupils should be taught to write sentences by composing a sentence orally before writing it. (Y2) Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense. (Y2) Pupils should be taught to discuss what they have written with the teacher or other pupils. Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher. (Y1) Pupils should be taught to draft and write by using organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) (Y2)											
		Word / sentenc e / text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] Adverbs [for example, then, next, soon, therefore]											

		Punctua tion	<div>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (Y1)</div> <div>Commas to separate items in a list (Y2)</div> <div>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name] (Y2)</div>	<table><tr><th>Text Structure</th><th>Sentence</th><th>Useful Vocabulary</th><th>Word Class</th><th>Punctuation</th></tr><tr><td>Clear title and introduction.</td><td>Simple sentences with extra description.</td><td></td><td><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</td><td>Introduce possessive apostrophes for plural nouns.</td></tr><tr><td>Organised into paragraphs shaped around a key topic sentence.</td><td>Some complex sentences using when, if, as etc.</td><td></td><td><u>Verbs</u> Present perfect forms of verbs instead of ‘the’.</td><td>Introduce inverted commas.</td></tr><tr><td>Use formal and technical vocabulary.</td><td>Tense consistent</td><td></td><td><u>Adjectives</u> Choose appropriate adjectives and expanded noun phrases.</td><td>Apostrophes for possession.</td></tr><tr><td></td><td>Adverbials of time and manner are used to add additional information.</td><td></td><td><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because).  Correct and consistent use of past and present tense.  Subordination to expand upon independent clauses – when, as, before, since and although. Coordination to link ideas – and, but, so and for</td><td>Commas in a list.</td></tr><tr><td></td><td></td><td></td><td><u>Adverbs</u> Introduce/revise adverbs.  Express time and cause: following that, soon after, moments later.</td><td></td></tr><tr><td></td><td></td><td></td><td>Explore adverbs ending in ‘-ly’.</td><td></td></tr></table>	Text Structure	Sentence	Useful Vocabulary	Word Class	Punctuation	Clear title and introduction.	Simple sentences with extra description.		<u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.	Introduce possessive apostrophes for plural nouns.	Organised into paragraphs shaped around a key topic sentence.	Some complex sentences using when, if, as etc.		<u>Verbs</u> Present perfect forms of verbs instead of ‘the’.	Introduce inverted commas.	Use formal and technical vocabulary.	Tense consistent		<u>Adjectives</u> Choose appropriate adjectives and expanded noun phrases.	Apostrophes for possession.		Adverbials of time and manner are used to add additional information.		<u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because).  Correct and consistent use of past and present tense.  Subordination to expand upon independent clauses – when, as, before, since and although. Coordination to link ideas – and, but, so and for	Commas in a list.				<u>Adverbs</u> Introduce/revise adverbs.  Express time and cause: following that, soon after, moments later.					Explore adverbs ending in ‘-ly’.	
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			<div>Different ways to construct sentences</div> <ul style="list-style-type: none"><li>I can use <b>fronted adverbials</b>, <i>e.g. Carefully, the boy tip-toed. Above the clouds, the magical creature flew. A few spins later, he toppled over.</i></li><li>I can identify <b>conjunctions</b> for different purposes.</li><li>I can use <b>conjunctions</b> to <b>express time</b>, <i>e.g. after, before, when, since, until</i></li><li>I can use <b>conjunctions</b> to <b>express place</b>, <i>e.g. where, wherever</i></li><li>I can use <b>conjunctions</b> to <b>express cause</b>, <i>e.g. because, so that, whether, since.</i></li><li>I can recognise the <b>main clause</b> and <b>subordinate clause</b> within a sentence, <i>e.g. In the forest, where small children should never venture, a girl with a crimson hood stood still.</i></li></ul> <div>Must haves...</div> <ul style="list-style-type: none"><li>I can identify conjunctions for different purposes and use some in my writing.</li><li>I can use fronted adverbials.</li></ul>																																				

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		Word / sente nce / text	<div>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</div> <div>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]</div> <div>Prepositions [for example, before, after, during, in, because of]</div> <div>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</div>																																				
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			<div>Nouns and noun phrases</div> <div><ul style="list-style-type: none"><li>I can use a/an correctly depending on the <b>vowel sound</b>, e.g. <i>an hour, an FBI agent, a university, a European country</i>.</li><li>I can use <b>apostrophes</b> to mark <b>singular</b> and <b>plural possession</b>.</li><li>I can use <b>preposition</b> to add greater detail to my noun phrase, e.g. <i>the strict maths teacher with curly hair...</i></li><li>I can use <b>pronouns</b> within and across sentences to avoid repetition and make my writing flow.</li><li>I carefully choose <b>nouns for accuracy</b>, e.g. <i>pot, tub, box, container, holder</i>.</li><li>I can identify a range of <b>determiners</b>, e.g. <i>Definite article: the Indefinite: a, an Possessives: my, your, our, its, her, his, their, whose</i>.</li></ul></div> <div>Must haves..</div> <div><ul style="list-style-type: none"><li>I use apostrophes to mark singular possession.</li></ul></div> <div>I carefully choose nouns for accuracy.</div>																																				

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			<ul style="list-style-type: none"><li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li><li>discussing and recording ideas</li><li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li><li>in narratives, creating settings, characters and plot</li><li>proof-read for spelling and punctuation errors</li><li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including if, because</li><li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li></ul>											
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Term 3	The Journal of Iliona - A Young Slave by Richard Platt Non-Fiction (Diary)	Writing composition	<p>Pupils should be taught to write sentences by saying out loud what they are going to write about. (Y2)</p> <p>Pupils should be taught to write sentences by composing a sentence orally before writing it. (Y2)</p> <p>Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense. (Y2)</p> <p>Pupils should be taught to discuss what they have written with the teacher or other pupils.</p> <p>Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher. (Y1)</p> <p>Pupils should be taught to draft and write by using organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) (Y2)</p>	<table><tr><th>Text Structure</th><th>Sentence</th><th>Useful Vocabulary</th><th>Word Classes</th><th>Punctuation</th></tr><tr><td>Clear introduction.  Organised into paragraphs shaped around key events.  A closing statement to summarise the overall impact.</td><td>Simple sentences with extra description.  Some complex sentences using when, if, as etc.  Tense consistent, e.g. modal verbs can/will.  Adverbials, e.g. When we arrived, the tour guide gave us a chocolate bar.</td><td>Last week...  During our school trip...  Soon...  Meanwhile...  To begin with...  I was pleased that...  I didn't expect that...  It was difficult to...</td><td><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.  <u>Verbs</u> Present perfect forms of verbs instead of 'the'.  <u>Adjectives</u> Choose appropriate adjectives.  <u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because).  <u>Tense</u> Correct and consistent use of past and present tense.  <u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.</td><td>Introduce possessive apostrophes for plural nouns.   Introduce inverted commas.</td></tr></table>	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation	Clear introduction.  Organised into paragraphs shaped around key events.  A closing statement to summarise the overall impact.	Simple sentences with extra description.  Some complex sentences using when, if, as etc.  Tense consistent, e.g. modal verbs can/will.  Adverbials, e.g. When we arrived, the tour guide gave us a chocolate bar.	Last week...  During our school trip...  Soon...  Meanwhile...  To begin with...  I was pleased that...  I didn't expect that...  It was difficult to...	<u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.  <u>Verbs</u> Present perfect forms of verbs instead of 'the'.  <u>Adjectives</u> Choose appropriate adjectives.  <u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because).  <u>Tense</u> Correct and consistent use of past and present tense.  <u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.	Introduce possessive apostrophes for plural nouns.   Introduce inverted commas.
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Word / sentence / text	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]</p> <p>Adverbs [for example, then, next, soon, therefore]</p> <p>Prepositions [for example, before, after, during, in, because of]</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>													
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (Y1)</p> <p>Commas to separate items in a list (Y2)</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name (Y2)]</p>													
	I asked the little boy who couldn't see Poetry	Writing composition	<p>Pupils should be taught to discuss what they have written with the teacher or other pupils.</p> <p>Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher. (Y2)</p>											
	Grammar Focus													
			<p><u>Adverbials</u></p> <ul style="list-style-type: none"><li>I open sentences with a single word (adverb), e.g. <i>Slowly, he swam to the surface.</i></li><li>I open sentences with a simile, e.g. <i>Like a dolphin, he swam to the surface.</i></li><li>I can open sentences with an adverbial clause, e.g. <i>When he could no longer hold his breath, he swam to the surface.</i></li></ul> <p><i>Note: a preposition needs an object whereas an adverb does not.</i></p> <p><b>Must have...</b></p> <ul style="list-style-type: none"><li>I open sentences with a single word (adverb), e.g. <i>Slowly, he swam to the surface.</i></li></ul>											



Year 3														
	Text / Genre		Year 3 Objectives	Genre Progression										
Term 4	The Secret of Black Rock by Joe Todd-Stanton Narrative (Adventure)	Writi ng comp ositio n	Pupils should be taught to write sentences by saying out loud what they are going to write about. (Y2) Pupils should be taught to write sentences by composing a sentence orally before writing it(Y2). Pupils should be taught to write sentences by sequencing sentences to form short narratives. (Y2) Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense. (Y2) Pupils should be taught to discuss what they have written with the teacher or other pupils. Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher. (Y1)	<table><tr><th>Text Structure</th><th>Sentence</th><th>Useful Vocabulary</th><th>Word Classes</th><th>Punctuation</th></tr><tr><td>Time and place are referenced to guide the reader through the text, e.g. in the morning.  Organised into paragraphs, e.g. When she arrived at the bear’s house.  Cohesion is strengthened through relationships between characters, e.g. Jack, his, his mother, her.</td><td>Simple sentences with extra description.  Some complex sentences using because, which, where etc.  Tense consistent, e.g. typically past tense for narration, present tense in dialogue.  Dialogue is realistic and conversational in style, e.g. Well, I suppose...  Verbs used are specific for action, e.g. rushed, shoved, pushed.  Adverbials, e.g. When she reached home...  Expanded noun phrases, e.g. two horrible hours.</td><td>Year 3 ambitious vocabulary used  Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as  Adverbs: very, rather, slightly</td><td><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.  <u>Verbs</u> Present perfect forms of verbs instead of ‘the’.  <u>Adjectives</u> Choose appropriate adjectives.  <u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because).  <u>Tense</u> Correct and consistent use of past and present tense.  <u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.</td><td>Introduce possessive apostrophes for plural nouns.  Introduce inverted commas.</td></tr></table>	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation	Time and place are referenced to guide the reader through the text, e.g. in the morning.  Organised into paragraphs, e.g. When she arrived at the bear’s house.  Cohesion is strengthened through relationships between characters, e.g. Jack, his, his mother, her.	Simple sentences with extra description.  Some complex sentences using because, which, where etc.  Tense consistent, e.g. typically past tense for narration, present tense in dialogue.  Dialogue is realistic and conversational in style, e.g. Well, I suppose...  Verbs used are specific for action, e.g. rushed, shoved, pushed.  Adverbials, e.g. When she reached home...  Expanded noun phrases, e.g. two horrible hours.	Year 3 ambitious vocabulary used  Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as  Adverbs: very, rather, slightly	<u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.  <u>Verbs</u> Present perfect forms of verbs instead of ‘the’.  <u>Adjectives</u> Choose appropriate adjectives.  <u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because).  <u>Tense</u> Correct and consistent use of past and present tense.  <u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.	Introduce possessive apostrophes for plural nouns.  Introduce inverted commas.
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Word / sente nce / text	Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] Adverbs [for example, then, next, soon, therefore] Introduction to paragraphs as a way to group related material													
Punc tuati on	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (Y1) Commas to separate items in a list (Y2) Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name (Y2) Introduction to inverted commas to punctuate direct speech													
	Street Beneath My Feet by Charlotte Guillain and Yuval Zommer Non-Fiction (Explanation)	Writi ng comp ositio n	Pupils should be taught to write sentences by saying out loud what they are going to write about. (Y2) Pupils should be taught to write sentences by composing a sentence orally before writing it(Y2). Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense. (Y2) Pupils should be taught to discuss what they have written with the teacher or other pupils. Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher. (Y1) Pupils should be taught to draft and write by using organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) (Y2)	<table><tr><th>Text Structure</th><th>Sentence</th><th>Useful Vocabulary</th><th>Word Class</th><th>Punctuation</th></tr><tr><td>Clear title and introduction.  Organised into paragraphs shaped around a key topic sentence.  Use formal and technical vocabulary.</td><td>Simple sentences with extra description.  Some complex sentences using when, if, as etc.  Tense consistent  Adverbials of time and manner are used to add additional information.</td><td></td><td><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.  <u>Verbs</u> Present perfect forms of verbs instead of ‘the’.  <u>Adjectives</u> Choose appropriate adjectives and expanded noun phrases.  <u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because).  Correct and consistent use of past and present tense.  Subordination to expand upon independent clauses – when, as, before, since and although. Coordination to link ideas – and, but, so and for  <u>Adverbs</u> Introduce/revise adverbs.  Express time and cause: following that, soon after, moments later.  Explore adverbs ending in ‘-ly’.</td><td>Introduce possessive apostrophes for plural nouns.  Introduce inverted commas.  Apostrophes for possession.  Commas in a list.</td></tr></table>	Text Structure	Sentence	Useful Vocabulary	Word Class	Punctuation	Clear title and introduction.  Organised into paragraphs shaped around a key topic sentence.  Use formal and technical vocabulary.	Simple sentences with extra description.  Some complex sentences using when, if, as etc.  Tense consistent  Adverbials of time and manner are used to add additional information.		<u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.  <u>Verbs</u> Present perfect forms of verbs instead of ‘the’.  <u>Adjectives</u> Choose appropriate adjectives and expanded noun phrases.  <u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because).  Correct and consistent use of past and present tense.  Subordination to expand upon independent clauses – when, as, before, since and although. Coordination to link ideas – and, but, so and for  <u>Adverbs</u> Introduce/revise adverbs.  Express time and cause: following that, soon after, moments later.  Explore adverbs ending in ‘-ly’.	Introduce possessive apostrophes for plural nouns.  Introduce inverted commas.  Apostrophes for possession.  Commas in a list.
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Word / sente nce / text	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] Adverbs [for example, then, next, soon, therefore] Prepositions [for example, before, after, during, in, because of] Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation													
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	Grammar Focus		
			<u>Verbs</u> <ul style="list-style-type: none"><li>I use a range of synonyms for common verbs, <i>e.g. said, went, walked.</i></li><li>I can open sentences with a verb followed by a comma.</li><li>I can use <b>present perfect</b> form of verbs, <i>e.g. _He has gone out to play. _Instead of - _He went out to play.</i></li><li>I use <b>irregular verbs</b> in the past tense, <i>e.g. beat, awoke, bought, hid, drew, fought, did, put, saw.</i></li></ul> <b>Must haves...</b> <ul style="list-style-type: none"><li>I use a range of synonyms for common verbs.<ul style="list-style-type: none"><li>I use irregular verbs in the past tense.</li></ul></li></ul>
			Spring Assessment Points
			<ul style="list-style-type: none"><li>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</li><li>organising paragraphs around a theme</li><li>in non-narrative material, using simple organisational devices [for example, headings and subheadings]</li><li>assessing the effectiveness of their own and others' writing and suggesting improvements</li><li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li><li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because</li><li>using the present perfect form of verbs in contrast to the past tense</li></ul>

	Year 3														
	Text / Genre		Year 3 Objectives	Genre Progression											
Term 5	Stone Age Boy by Satoshi Kitamura Narrative (Story)	Writi ng comp ositio n	Pupils should be taught to write sentences by saying out loud what they are going to write about. Pupils should be taught to write sentences by composing a sentence orally before writing it. Pupils should be taught to write sentences by sequencing sentences to form short narratives. Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense. Pupils should be taught to discuss what they have written with the teacher or other pupils. Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher. (Y1)	<table><tr><th>Text Structure</th><th>Sentence</th><th>Useful Vocabulary</th><th>Word Classes</th><th>Punctuation</th></tr><tr><td>Time and place are referenced to guide the reader through the text, e.g. in the morning.  Organised into paragraphs, e.g. When she arrived at the bear's house.  Cohesion is strengthened through relationships between characters, e.g. Jack, his, his mother, her.</td><td>Simple sentences with extra description.  Some complex sentences using because, which, where etc.  Tense consistent, e.g. typically past tense for narration, present tense in dialogue.  Dialogue is realistic and conversational in style, e.g. Well, I suppose...  Verbs used are specific for action, e.g. rushed, shoved, pushed.  Adverbials, e.g. When she reached home...  Expanded noun phrases, e.g. two horrible hours.</td><td>Year 3 ambitious vocabulary used  Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as  Adverbs: very, rather, slightly</td><td><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.  <u>Verbs</u> Present perfect forms of verbs instead of 'the'.  <u>Adjectives</u> Choose appropriate adjectives.  <u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because).  <u>Tense</u> Correct and consistent use of past and present tense.  <u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.</td><td>Introduce possessive apostrophes for plural nouns.  Introduce inverted commas.</td></tr></table>		Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation	Time and place are referenced to guide the reader through the text, e.g. in the morning.  Organised into paragraphs, e.g. When she arrived at the bear's house.  Cohesion is strengthened through relationships between characters, e.g. Jack, his, his mother, her.	Simple sentences with extra description.  Some complex sentences using because, which, where etc.  Tense consistent, e.g. typically past tense for narration, present tense in dialogue.  Dialogue is realistic and conversational in style, e.g. Well, I suppose...  Verbs used are specific for action, e.g. rushed, shoved, pushed.  Adverbials, e.g. When she reached home...  Expanded noun phrases, e.g. two horrible hours.	Year 3 ambitious vocabulary used  Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as  Adverbs: very, rather, slightly	<u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.  <u>Verbs</u> Present perfect forms of verbs instead of 'the'.  <u>Adjectives</u> Choose appropriate adjectives.  <u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because).  <u>Tense</u> Correct and consistent use of past and present tense.  <u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.	Introduce possessive apostrophes for plural nouns.  Introduce inverted commas.
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	Word / sente nce / text	Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] Prepositions [for example, before, after, during, in, because of]													
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			<u>Cohesion</u> <ul style="list-style-type: none"><li>I can identify and use <b>compound</b> and <b>complex</b> structures purposefully, <i>e.g. to build description - <a href="#">In the forest, where small children should never venture, a girl with a crimson hood stood still.</a></i></li><li>I can identify and use <b>simple</b> structures purposefully, <i>e.g. to build suspense – <a href="#">She was alone. There nobody else around. Or so she thought.</a></i></li><li>I can use <b>paragraphs</b> to organise around a theme (TiPToP).</li><li>I can use nouns with similar meanings to vary my writing, <i>e.g. <a href="#">The monster, beast, creature, figure, destroyer.</a></i></li></ul> <b>Must haves...</b> <ul style="list-style-type: none"><li>I can use compound sentences.</li></ul>											
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Term 6	The Incredible Book Eating Boy by Oliver Jeffers Narrative (Comedy)	Writing composition	<a href="#">Pupils should be taught to write sentences by saying out loud what they are going to write about (Y2).</a> <a href="#">Pupils should be taught to write sentences by composing a sentence orally before writing it. (Y2)</a> <a href="#">Pupils should be taught to write sentences by sequencing sentences to form short narratives (Y2)</a> <a href="#">Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense. (Y2)</a> <a href="#">Pupils should be taught to discuss what they have written with the teacher or other pupils.</a> <a href="#">Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher. (Y1)</a>	<table><tr><th>Text Structure</th><th>Sentence</th><th>Useful Vocabulary</th><th>Word Classes</th><th>Punctuation</th></tr><tr><td>Time and place are referenced to guide the reader through the text, e.g. in the morning.  Organised into paragraphs, e.g. When she arrived at the bear's house.  Cohesion is strengthened through relationships between characters, e.g. Jack, his, his mother, her.</td><td>Simple sentences with extra description.  Some complex sentences using because, which, where etc.  Tense consistent, e.g. typically past tense for narration, present tense in dialogue.  Dialogue is realistic and conversational in style, e.g. Well, I suppose...  Verbs used are specific for action, e.g. rushed, shoved, pushed.  Adverbials, e.g. When she reached home...  Expanded noun phrases, e.g. two horrible hours.</td><td>Year 3 ambitious vocabulary used  Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as  Adverbs: very, rather, slightly</td><td><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.  <u>Verbs</u> Present perfect forms of verbs instead of 'the'.  <u>Adjectives</u> Choose appropriate adjectives.  <u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because).  <u>Tense</u> Correct and consistent use of past and present tense.  <u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.</td><td>Introduce possessive apostrophes for plural nouns.  Introduce inverted commas.</td></tr></table>	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation	Time and place are referenced to guide the reader through the text, e.g. in the morning.  Organised into paragraphs, e.g. When she arrived at the bear's house.  Cohesion is strengthened through relationships between characters, e.g. Jack, his, his mother, her.	Simple sentences with extra description.  Some complex sentences using because, which, where etc.  Tense consistent, e.g. typically past tense for narration, present tense in dialogue.  Dialogue is realistic and conversational in style, e.g. Well, I suppose...  Verbs used are specific for action, e.g. rushed, shoved, pushed.  Adverbials, e.g. When she reached home...  Expanded noun phrases, e.g. two horrible hours.	Year 3 ambitious vocabulary used  Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as  Adverbs: very, rather, slightly	<u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.  <u>Verbs</u> Present perfect forms of verbs instead of 'the'.  <u>Adjectives</u> Choose appropriate adjectives.  <u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because).  <u>Tense</u> Correct and consistent use of past and present tense.  <u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.	Introduce possessive apostrophes for plural nouns.  Introduce inverted commas.
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Word / sentence / text	<a href="#">Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</a> <a href="#">Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</a> <a href="#">Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]</a> <a href="#">Adverbs [for example, then, next, soon, therefore]</a> <a href="#">Prepositions [for example, before, after, during, in, because of]</a>													
Punctuation	<a href="#">Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (Y1)</a> <a href="#">Commas to separate items in a list (Y2)</a> <a href="#">Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name (Y2)]</a> <a href="#">Introduction to inverted commas to punctuate direct speech</a>													

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			<div>Punctuation</div> <ul style="list-style-type: none"><li>• I use <b>commas</b> after fronted adverbials.</li><li>• I can use inverted commas to punctuate <b>direct speech</b>.</li><li>• I can use a comma after the reporting clause, <i>e.g. The owl whispered, “Hello.”</i></li><li>• I use an <b>apostrophe</b> to show the <b>omission</b> of letters.</li><li>• I can use <b>apostrophes</b> to mark <b>plural possession</b>, <i>e.g. The girls’ names were all Latin.</i></li></ul> <div>Must haves...</div> <ul style="list-style-type: none"><li>• I use commas after fronted adverbials.</li><li>• I can use inverted commas to punctuate direct speech.</li><li>• I use an apostrophe to show the omission of letters.</li></ul>																																									
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			<ul style="list-style-type: none"><li>• 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</li><li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li><li>• using conjunctions, adverbs and prepositions to express time and cause</li><li>• using fronted adverbials</li><li>• using and punctuating direct speech</li></ul>																																									