

Amble Links First School – Y3 Literacy Yearly Overview

Year 3	Autumn		Spring		Summer	
	Stone Age to Iron Age		Extreme Earth		Ruthless Romans	
Texts	<u>Fiction</u> Model Text: Elf Road	<u>Non-fiction:</u> Model Text: How to Trap a Troll	<u>Fiction</u> Model Text: Escape From Pompeii	<u>Non-fiction</u> Model Text: Twisted Tornado	<u>Fiction</u> Model Text: Theseus and the Minotaur	<u>Non-fiction</u> Model Text: The Teacher Pleaser Machine
	Genre: Portal Tale	Genre: Instructions	Genre: Action and Adventure Tale	Genre: Information	Genre: Myth Tale	Genre: Explanation
	Focus: Settings and Description		Focus: Description		Focus: Dialogue	
	Free writing week		Free writing week		Free writing week	
Spelling	RWI Y3 Spelling Programme Adding the prefixes dis- and in- Adding im- to root words beginning with m or p Adding the suffix -ous Adding the suffix -ly Words ending in -ture Y3/4 Word List		RWI Y3 Spelling Programme Adding -ation to verbs to form nouns Words with the c sound spelt ch Words with the sh sound spelt ch The short i sound spelt y Adding the suffix -ion Adding the suffix -ian Y3/4 Word List		RWI Y3 Spelling Programme Adding the prefix re- Homophones Adding the prefix anti- Adding the prefix super- Anti the prefix sub- Y3/4 Word List	

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Grammar & punctuation	<p><u>Text structure</u></p> <p>Fiction:</p> <p>Secure use of planning tools: story map/story mountain/boxing-up grids</p> <p>Develop 5 parts to story: introduction/ Build-up/ Problem/ resolution/ Ending</p> <p>Paragraphs: organise each part of a story to indicate a change in place or time</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Non-fiction:</p> <p>Secure use of planning tools: text map/ washing line/boxing-up grids</p> <p>Paragraphs:to organise ideas around a theme</p> <p>Subheadings</p> <p>Bullet Points</p>	<p><u>Text structure</u></p> <p>Fiction:</p> <p>Secure use of planning tools: story map/story mountain/boxing-up grids</p> <p>Continue to develop 5 parts to story: introduction/ Build-up/ Problem/ resolution/ Ending</p> <p>Paragraphs: organise each part of a story to indicate a change in place or time</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Non-fiction:</p> <p>Introduction: develop hook to introduce and tempt the reader</p> <p>Subheadings and Paragraphs</p> <p>Diagrams</p> <p>Present Perfect</p>	<p><u>Text structure</u></p> <p>Fiction:</p> <p>Secure use of planning tools: story map/story mountain/boxing-up grids</p> <p>5 parts to story: introduction/ Build-up/ Problem/ resolution/ Ending</p> <p>Paragraphs: organise each part of a story to indicate a change in place or time</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Non-fiction:</p> <p>Develop ending, e.g. personal response, extra information, amazing facts</p> <p>Sub headings</p> <p>Paragraphs</p>
	<p><u>Sentence Construction</u></p> <p>Embellished simple sentences: Adverbial phrases used as a ‘where’, ‘when’, or ‘how’ starter e.g. A few days ago, we discovered a hidden box.</p> <p>Compound sentences (coordination) using connectives: and/or/but/so</p> <p>Sentence of 3 for description e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</p>	<p><u>Sentence Construction</u></p> <p>Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points.</p> <p>Prepositional phrases to place the action: on the mat; behind the tree, in the air</p> <p>Develop complex sentences (subordination) with a range of subordinating conjunctions</p>	<p><u>Sentence Construction</u></p> <p>Embellished simple sentences: Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave...</p> <p>‘ing’ clauses as starters e.g. Sighing, the boy finished his homework.</p> <p>Drop in a relative clause using who/whom/which/whose/that e.g. The boy, whose name was George, thought he was brave.</p> <p>Pattern of 3 for persuasion e.g. Visit, Swim, Enjoy!</p> <p>Dialogue - powerful speech verb</p>
	<p><u>Word structure/language</u></p> <p>Use of determiners a or an according to whether next word begins with a vowel</p> <p>Prepositions</p>	<p><u>Word structure/language</u></p> <p>Powerful verbs</p> <p>More specific/technical vocabulary to add detail</p>	<p><u>Word structure/language</u></p> <p>Boastful language</p> <p>Nouns formed from prefixes e.g. super- anti-</p>
	<p><u>Punctuation</u></p> <p>Colon before a list</p>	<p><u>Punctuation</u></p> <p>Ellipses to keep the reader hanging on</p>	<p><u>Punctuation</u></p> <p>Secure use of inverted commas for direct speech</p>