**Knowledge and Skills progression Year 3**

**Subject: English (Literacy and Language 3)**

**Stage 3**

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| **Term** | **Knowledge** | **Skills** |
| **1**  **Fiction – A story with a familiar setting**  *Sand Wizards by Jon Blake*  **Non-Fiction – Information Texts**  *Your A to Z Holiday Guide*  *Which Holiday* | **TEXT LEVEL**   * To understand themes of friendship and feelings * To understand character description * To understand setting description * To know the main features of information texts * To recognise headings and subheadings   **SENTENCE LEVEL**   * To understand the function of or adverbial phases * To identify inverted commas in a sentence   **WORD LEVEL**   * To recognise adverbs | **TEXT LEVEL**   * To ask questions about the text * To participate in discussion about books * To link the key theme of friendship to your own experiences * To discuss how the description of a setting reflects the characters’ feelings * To write contrasting descriptions of settings to show different moods and feeling * To identify inference and justify the impact/the use of inferences * To write for a range of real purposes * To predict what you think might happen next * To suggest improvements in their writing * To be able to roof-read their own writing * To be able to use the conventions of different types of writing, such as the use of presentational devices * To discuss reference books * To retrieve and record information * Use simple organisational devices, such as heading and subheadings * Organise paragraphs around a theme   **SENTENCE LEVEL**   * Use inverted commas correctly in speech * Use adverbs to express time * Suggest improvements in their writing * Compose sentences orally   **WORD LEVEL**   * To use particular words and techniques used to create contrasting moods * Discuss words and phrases that capture the reader’s interest and imagination |
| **2**  **Fiction – Playscript**  *A Tune of Lies by Lou Kuenzler*  **Non-Fiction – Instruction Texts**  *How to Make a One-string guitar* | **TEXT LEVEL**   * To understand themes of friendship and lying * To understand the features of a playscript * To understand and explore instruction texts * To learn how to write instruction texts   **SENTENCE LEVEL**   * To understand the function of adverbs * To understand how to create dialogue   **WORD LEVEL**   * To understand the function of adding the suffix ‘ing’ to verbs to help create stage directions | **TEXT LEVEL**   * To listen to and discuss a wide range of fiction, identifying themes * To listen and discuss the features of instructional texts * To predict and identify how language, structure and presentation contribute to meaning * To check that the text makes sense, asking questions and drawing inferences * To participate in discussions taking turns to listen to what others say * To be able to Infer characters’ feelings, thoughts and motives * To be able to participate in discussion about books * To plan writing by discussing writing that is similar * To assess the effectiveness of their own and others’ writing * To prepare playscripts to read aloud and perform * To read for a range of purposes * To monitor whether their own writing makes sense   **SENTENCE LEVEL**   * To discuss words and phrases that capture the readers interest and imagination * To compose and rehearse dialogue orally, discussing and recording ideas * To draft and re-read sentences to make sure their meaning is clear * To proofread for spelling and punctuation errors * To understand and use grammatical terms, increasing the range of sentence structure * To use adverbs to express time   **WORD LEVEL**   * To recognise adverbs that express time |
| **3**  **Fiction – Science Fiction/ Fantasy**  *A Tale of Two Robots by Roy Apps*  **Non-fiction – Discussion Texts**  *Nose in a Book or Eyes on the Game*  *How Long Should Break Be?* | **TEXT LEVEL**   * To gain an awareness of different points of view * Knowledge and understanding of discussion texts – fact and opinion * To learn how to write own discussion texts * To learn how to take part in class debates   **SENTENCE LEVEL**   * To learn how to use adverbs and adverbial phrases     **WORD LEVEL**   * To understand the use of the determiners ‘a’ and ‘an’ * To identify conjunctions | **TEXT LEVEL**   * To listen to and discussing a wide range of fiction, identifying themes * Predict and identify how language, structure and presentation contribute to meaning * Check that the text makes sense, asking questions and making inferences * Discuss words and phrases that capture the reader’s interest and imagination * Ask questions to improve their understanding of the text * Ask questions and make predictions * Compose and rehearse sentences orally, increasing range of sentence structures * Plan writing by discussing writing that is similar * Prepare playscripts to perform * Understand the skills and processes that are essential for writing * Assess the effectiveness of others’ writing * Create settings, characters, plot * Monitor whether their writing makes sense * Proofread for spelling and punctuation errors * Justify inferences with evidence * Predict what might happen from details stated and implied * Learn the conventions of different types of writing * To use adverbs correctly * Use simple organisational devices such as headings and subheadings   **SENTENCE LEVEL**   * Use a varied and rich vocabulary and an increasing range of sentence structures   **WORD LEVEL**   * Explain the meaning of words in context * Use determiners *a* and *an* * Use dictionaries to check the meaning of words * Express time and cause using conjunctions |
| **4**  **Fiction – Poetry**  *Water-cycle by Andrew Fusek Peters*  **Non-Fiction – Explanation Texts**  *Where Does Water Come From?* | **TEXT LEVEL**   * To identify alliteration, rhyme, rhythm, repetition, onomatopoeia in poetry * To learn about Imagery within poetry * To recognise a range of tongue twisters, riddles, nonsense poems, performance poems * To learn how to write some poetry * To recognise the language used and the features of explanation texts   **SENTENCE LEVEL**  **WORD LEVEL**  To recognise a range of prefixes | **TEXT LEVEL**   * To listen to and discuss a wide range of poetry, recognising some different forms of poetry * To predict and identify how language, structure and presentation contribute to meaning * To prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action * To discuss writing similar to that which they are planning to write * To discuss writing in order to learn from its structure and vocabulary * To apply skills they have learnt earlier, to write for a range of real purposes * Assess the effectiveness of their own and others’ writing * Read aloud their own poem * To identify the conventions of explanation texts * To discuss writing in order to learn from its structure, grammar and vocabulary * Read for a range of purposes, checking that the text makes sense to them * To discuss non-fiction, learning the conventions of different types of writing * To identify how language, structure and presentation contribute to meaning * Retrieve and record information from non-fiction * Write for a range of real purposes and audiences   **SENTENCE LEVEL**   * Discuss words and phrases that capture the readers’ interest and imagination * Compose and rehearse sentences orally, building a rich a varied vocabulary * Proofread for spelling and punctuation errors   **WORD LEVEL**   * To recognise formation of nouns using a range of prefixes |
| **5**  **Fiction – A mystery story**  *Smash and Grab by John Doughherty*  **Non-fiction – non-chronological report**  *Wanted: A New Planet* | **TEXT LEVEL**   * To recognise features of mystery stories * To learn how to write their own mystery stories * To recognise features of non-chronological reports * To learn how to write their own non-chronological report   **SENTENCE LEVEL**   * To learn how to use adverbs correctly * To learn how to use verb tenses in their sentences   **WORD LEVEL**   * To recognise adverbs and word families * To recognise a range of verb tenses | **TEXT LEVEL**   * To listen to and discuss a wide range of fiction, identifying themes * To discuss and record ideas, making predictions * To identify how language, structure and presentation contribute to meaning * To discuss words and phrases that capture the readers interest and imagination * Check that the text makes sense, asking questions and drawing inferences * To discuss their understanding, identifying main ideas * To retell stories orally, discussing and recording ideas * To draw inferences and participate in discussion about books * To infer characters feelings, thoughts and motives, justifying inference with evidence * Plan writing by discussing writing that is similar * Explore and collect ideas and write for a range of purposes * To monitor whether their writing makes sense * To assess the effectiveness of their own and others’ writing * To retrieve and record information from non-fiction texts * Discuss non-fiction texts * To identify main ideas drawn from more than one paragraph * To record ideas, using simple devices, such as headings * To organise paragraphs around a theme * To assess the effectiveness of their own and others’ writing * Read aloud their own writing to the class, using appropriate intonation so that meaning is clear   **SENTENCE LEVEL**   * To use adverbs correctly in their writing * To compose and rehearse sentences orally, creating settings, character and plot * Proofread for spelling and punctuation errors * To develop an awareness of compound sentences * To develop an awareness of subordinate clauses in complex sentences   **WORD LEVEL**   * To identify word families, based on common words * To identify verb tenses * Discuss language, including vocabulary, extending their interest in the meaning of words |
| **6**  **Fiction – Folktales**  *The Enchantress of the Sands by Jamila Gavin*  **Non-fiction – Biography and Autobiography**  *Jamila Gavin* | **TEXT LEVEL**   * To learn how to write in paragraphs * To learn about stories from a variety of cultures * To recognise key features of Folktales * To learn how to write your own Folktale * Structure of biographies and autobiographies * To know the key features of biographies and autobiographies * To learn how to compare a biography and an autobiography   **SENTENCE LEVEL**   * To learn how to write similes   **WORD LEVEL**   * To recognise a range of prepositions * To recognise similes | **TEXT LEVEL**   * To discuss a wide range of fiction, identifying themes * To recognise themes and the use of magical devices in Folktales * To make predictions in a text * To discuss words and phases that capture the reader’s interest and imagination * To identify how language, structure and presentation contribute to meaning * To check that the text makes sense, asking questions and drawing inferences * To be able to ask questions and discuss their understanding * To create settings, character and plot with Folktales * To infer characters’ feelings, thoughts and motives from their actions and justifying inference with evidence * To discuss writing in order to understand and learn from its structure, grammar and vocabulary * To assess the effectiveness of their own and other’s writing * To discuss non-fiction * Ask questions to improve their understanding of a text * Retrieve and record information from non-fiction texts * Ask questions and use non-fiction to know what information they need to look for * To discuss writing similar to that which they are planning to write * To group related material to write paragraphs * Explore and collect ideas, organising paragraphs around a them   **SENTENCE LEVEL**   * To compose and rehearse sentences orally, building a varied and rich vocabulary * To proofread for spelling and punctuation errors * To use similes in their writing   **WORD LEVEL**   * To use prepositions to make new words * To discuss their understanding and explain the meaning of words in context * To identify similes |