**Knowledge and Skills progression Year 3**

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

 **Stage 3**

|  |  |  |
| --- | --- | --- |
| **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
 |