

**Sir John Sherbrooke Junior School - Year 3 English Objectives and Genre Coverage 2023- 2024**

| Term                                  | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                 | Autumn 2                                                                                                                                                                                                                                                                                                                                     | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Topic                                 | Lost words                                                                                                                                                                                                                                                                                                                                                                               | Victorians                                                                                                                                                                                                                                                                                                                                   | One world                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | One world                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | The Romans                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | The Romans                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Text Type                             | <b>Non-Fiction</b><br>Lost words<br><b>Poetry</b><br>Information texts                                                                                                                                                                                                                                                                                                                   | <b>Fiction</b><br>Recounts/ Diary Entry<br>Oliver Twist                                                                                                                                                                                                                                                                                      | <b>Fiction</b><br>Narrative – Alternative Ending                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Non-fiction</b><br>Letter to persuade<br><b>Poetry</b><br>Shakespeare Week –<br>Midsummer Night’s Dream                                                                                                                                                                                                                                                                                                                                                                         | <b>Fiction</b><br>Historic fiction<br><b>Poetry</b><br>Rhyming poem                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Non-Fiction</b><br>Instructions                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Objectives Covered in all text types: | <b>Information texts</b><br>-To demonstrate some understanding of purpose and audience.<br>-To proof read their work for errors and make simple improvements with support.<br>-Usually maintain the correct tense.<br>-Full stops.<br>-Capital letters.<br>-Inverted commas for direct speech.<br>-To use adjectives and adverbs confidently.<br>-To create setting, character and plot. | <b>Diary Entry</b><br>-To demonstrate some understanding of purpose and audience.<br>-To proof read their work for errors and make simple improvements with support.<br>-Usually maintain the correct tense.<br>-Full stops.<br>-Capital letters.<br>-Exclamation marks.<br>-Questions marks.<br>-To use adjectives and adverbs confidently. | <b>Alternative retelling of traditional tale</b><br>-To demonstrate some understanding of purpose and audience.<br>-To proof read their work for errors and make simple improvements with support.<br>-Usually maintain the correct tense.<br>-Full stops.<br>-Capital letters.<br>-Exclamation marks.<br>-Questions marks.<br>-To use a range of conjunctions.<br>-To use adjectives and adverbs confidently.<br>-To organise paragraphs into themes.<br>-To create setting, character and plot.<br>-Inverted commas for direct speech. | <b>Instructions</b><br>-To demonstrate an increase understanding of purpose and audience.<br>-Proof read theirs and others’ work to check for errors and make improvements.<br>-Full stops.<br>-Capital letters.<br>-To use a range of conjunctions.<br>To use adjectives and adverbs confidently.<br>-To use expanded noun phrases.<br>-To begin to use adverbs, prepositions to show time, place and cause.<br><br><b>Sonnet</b><br>-To demonstrate an increase understanding of | <b>Alternative Ending</b><br>-To demonstrate an increase understanding of purpose and audience.<br>-Proof read theirs and others’ work to check for errors and make improvements.<br>-Usually maintain the correct tense.<br>-Full stops.<br>-Capital letters.<br>-Exclamation marks.<br>-Question marks.<br>-Inverted commas for direct speech.<br>-To use a range of conjunctions.<br>-To create setting, character and plot.<br>-To organise paragraphs into themes.<br>-To use apostrophes for contraction. | <b>Instructions</b><br>-To demonstrate an increase understanding of purpose and audience.<br>-Proof read theirs and others’ work to check for errors and make improvements.<br>-Full stops.<br>-Capital letters.<br>-Exclamation marks<br>-To use a range of conjunctions.<br>-To use adjectives and adverbs confidently.<br>-To use apostrophes for contraction.<br>-To use expanded noun phrases.<br>-To begin to use adverbs, prepositions to show time, place and cause. |

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| <p>-To spell some words with suffixes –ly –ous – ation.</p> <p>-To spell some year 3 common exception words.</p> <p>-To increase legibility of writing.</p> <p>-To begin to plan their own writing.</p> <p>-To use the structure of a wide range of text types.</p> <p>-Use ‘a’ or ‘an’ correctly.</p> <p>-To begin to spell homophones correctly – which witch.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |              |             | <p>purpose and audience.</p> <p>-Proof read theirs and others’ work to check for errors and make improvements.</p> <p>-Capital letters.</p> <p>-To use expanded noun phrases.</p> | <p>-To use subordinate clauses.</p> <p>-To use expanded noun phrases.</p> <p>-To begin to use adverbs, prepositions to show time, place and cause.</p> <p><b>Rhyming Poem</b></p> <p>-To demonstrate an increase understanding of purpose and audience.</p> <p>-Proof read theirs and others’ work to check for errors and make improvements.</p> <p>-Capital letters.</p> <p>-To use expanded noun phrases.</p> |     |
| <b>Focus Text</b>                                                                                                                                                                                                                                                                                                                                                    | Lost Words                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Oliver Twist | We Are Here | Midsummer Night’s Dream                                                                                                                                                           | TBC                                                                                                                                                                                                                                                                                                                                                                                                              | TBC |
| <p><b>Decoding and Phonics</b></p> <p><b>Reading for pleasure</b></p> <p><b>Vocabulary</b></p>                                                                                                                                                                                                                                                                       | <p>Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>Apply their growing knowledge of root words prefixes and suffixes including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- , auto.</p> <p>To begin to read year 3/4 common exception words, noting the correspondences between spelling and sound and where these occur within the word.</p> <p>Reading independently an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways.</p> <p>Beginning to use a junior dictionary to check the meaning of words.</p> <p>Identifying specific techniques, e.g. simile, metaphor, repetition, exaggeration, and say why they interest them.</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry].</p> |              |             |                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                  |     |

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| <b>Inference</b>              | Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying their inferences with evidence.<br>Discussing the actions of characters.                                                                                                                                             |
| <b>Prediction</b>             | Identifying how language, structure, and presentation contribute to meaning.<br>Identifying specific language which contributes to the development of meaning.                                                                                                                                                                          |
| <b>Discussing<br/>Reading</b> | Taking turns and listening to what others say.<br>Identifying and discussing how language and structure contribute to meaning.<br>Discussing words and phrases that capture their interest and imagination.                                                                                                                             |
| <b>Retrieval</b>              | Use features to locate and retrieve information, e.g. contents; indices; subheadings and begin to recognise fact and opinion.<br>Locate and retrieve information using skimming, scanning and text marking.<br>Retrieve information from a range of books, including books for information, Non-fiction books, novels and poetry books. |
| <b>Summarise</b>              | Summarise main details from more than one paragraph in a few sentences, using vocabulary from the text.<br>Begin to discuss how language, structure and presentation help the reader to understand the text.                                                                                                                            |

\*You can move the text types around to fit the topics and texts you want to use but objective coverage must remain the same for each text type (ensure similar targets are progressive).

\*\*Can use videos and other hooks.

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