

**SSPP Year 3 Overview**

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| **Units** | | | | | | | | |
| **Autumn**  **Ancient Egyptians** | | | | **Spring**  **Europe** | | | **Summer**  **The Ancient Greeks** | |
| Narrative 1  Legends/Myths  Historical | Non-fiction  Non Chronological report  Newspaper reports | | Winter Poetry  Narrative poems | | Narrative  Familiar settings  Adventure | Non-fiction  Information Texts  Persuasive Texts | Narrative  Myths/ Legends  Playscripts | Non-fiction 3  Information  Explanation |
| **Suggested Texts for Writing and Reading skills**  These are **limited** recommendations. Any high-quality text, that fits with the aims of the unit, can be planned from. | | | | | | | | |
| **Autumn Term:**    **Spring Term:**  A picture containing text  Description automatically generated  The Grotlyn  Literacy Shed  **Summer Term:**    Hercules  Literacy Shed | | | | | | | | |
| **Skills and Knowledge Reading** | | | | | | | | |
| Decoding | | * apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet * read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word | | | | | | |
| Range of  Reading | | * listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes | | | | | | |
| Familiarity with  texts | | * increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally * identifying themes and conventions in a wide range of books | | | | | | |
| Poetry &  Performance | | * preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action * recognising some different forms of poetry | | | | | | |
| Word meanings | | * using dictionaries to check the meaning of words that they have read | | | | | | |
| Understanding | | * checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context * asking questions to improve their understanding of a text * identifying main ideas drawn from more than one paragraph and summarising these | | | | | | |
| Inference | | * drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence | | | | | | |
| Prediction | | * predicting what might happen from details stated and implied | | | | | | |
| Authorial  Intent | | * discussing words and phrases that capture the reader’s interest and imagination * identifying how language, structure, and presentation contribute to meaning | | | | | | |
| Non-fiction | | * retrieve and record information from non-fiction | | | | | | |
| Discussing  reading | | * participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say | | | | | | |

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| **Skills and Knowledge Writing** | |
| **Phonic & Whole word spelling** | * spell further homophones * spell words that are often misspelt (Appendix 1) * use further prefixes and suffixes and understand how to add them * place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals * • use the first 2 or 3 letters of a word to check its spelling in a dictionary |
| **Transcription** | * write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. |
| **Handwriting** | * 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 * increase the legibility, consistency and quality of their handwriting |
| **Contexts for Writing** | * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar |
| **Planning Writing** | * discussing and recording ideas * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures |
| **Drafting Writing** | * organising paragraphs around a theme * in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings & subheadings) |
| **Editing Writing** | * assessing the effectiveness of their own and others’ writing and suggesting improvements * proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences * proofread for spelling and punctuation errors |
| **Performing Writing** | * read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. |
| **Vocabulary** | * extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although * choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause (and place) |
| **Grammar & Terminology** | * using the present perfect form of verbs in contrast to the past tense • form nouns using prefixes (super-, anti-) • use the correct form of 'a' or 'an' * word families based on common words (solve, solution, dissolve, insoluble) * adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’) |
| **Punctuation** | * using and punctuating direct speech (i.e. Inverted commas) |

**Spoken language**

Pupils should be taught to:

* listen and respond appropriately to adults and their peers
* ask relevant questions to extend their understanding and knowledge
* use relevant strategies to build their vocabulary
* articulate and justify answers, arguments and opinions
* give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
* maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
* use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
* speak audibly and fluently with an increasing command of Standard English
* participate in discussions, presentations, performances, role play/improvisations and debates
* gain, maintain and monitor the interest of the listener(s)
* consider and evaluate different viewpoints, attending to and building on the contributions of others
* select and use appropriate registers for effective communication