

SPS ENGLISH SPINE – YEAR 3

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MAIN FOCUS	GEOGRAPHY <i>Land Use</i>	HISTORY (BH1) <i>Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</i>	GEOGRAPHY <i>All around the world</i>	HISTORY (BH2) <i>Why did the Romans settle in Britain?</i>	GEOGRAPHY <i>Extreme Earth</i>	HISTORY <i>What was important to Ancient Egyptians?</i>
BIG QUESTION	<i>Are rocks different or are they all the same size?</i>	<i>How did people survive in the Stone Age?</i>	<i>Is every country in the world the same?</i>	<i>What made Britain great?</i>	<i>Why does the Earth erupt?</i>	<i>How do Ancient Egyptian Culture differ from ours?</i>
TOPIC	SOLID AS A ROCK	STICKS & STONES	AROUND THE WORLD IN 80 DAYS	WHEN IN ROME	HIGHS & LOWS	TOMB RAIDERS
CORE TEXT	Stig of the dump by Clive King	Stone Age Boy by Satoshi Kitamura	Around the world in 80 days by Jules Verne (Usborne Young Reading)	Escape from Pompeii by Christina Balit	The Firework Maker's Daughter by Philip Pullman	The Boy Who Stole The Pharaoh's Lunch by Karen McCombie
EXTRA TEXTS	The pebble in my pocket Stone girl, bone girl	How to wash a woolly mammoth Oi, Caveboy!	Sector 7	Empire's End: A Roman Story	King of the Cloud Forests Stranded	Flat Stanley and the Great Egyptian Grave Robbery Egyptology
WRITING PURPOSE & TASKS	WRITING EXPECTATIONS (FIRST WEEK)	WRITING TO INFORM <i>Non-Chronological Report - Stone Age Creature</i> <i>GS PVPG MODEL TEXT – Prehistoric Creatures</i> <i>GS UNIT GUIDE (Prehistoric Creatures)</i> <i>Follow Whole Unit Guide</i>	WRITING TO ENTERTAIN <i>Recount – Letter from another country</i> <i>GS MODEL TEXT – Letter Home (Meerkat)</i> <i>GS UNIT GUIDE (Stone Age Letter)</i> <i>Use this as a basis for the lesson foci but change the theme to 'countries'.</i>	WRITING TO ENTERTAIN <i>Characterising Speech – Livi and Felix Conversation</i> <i>GS MODEL TEXT – Escaping Pompeii</i> <i>GS UNIT GUIDE (Escaping Pompeii)</i> <i>Follow the whole unit guide.</i>	WRITING TO INFORM <i>Explanation – Why does the Earth erupt?</i> <i>GS MODEL TEXT – How Volcanoes Are Formed</i> <i>GS UNIT GUIDE (Digestive System)</i> <i>Use this as a basis for the lesson foci but change the theme to 'volcanoes'.</i>	WRITING TO ENTERTAIN <i>Setting Description – Egyptian Tomb</i> <i>GS MODEL TEXT – Ancient Egypt</i> <i>GS UNIT GUIDE (The Tomb of Wonders)</i> <i>Use this as a basis for the lesson foci but change the theme to 'Ancient Egypt'.</i>
	PVPG LESSONS		WRITING TO INFORM <i>Non-Chronological Report</i> <i>GS MODEL TEXT – The World – Continents & Oceans</i> <i>GS UNIT GUIDE (Prehistoric Creatures)</i> <i>Use this as a basis for the lesson foci but change the theme to 'the world'.</i>		WRITING TO PERSUADE <i>Persuasive Letter</i> <i>GS MODEL TEXT – Come To The Firework Competition</i> <i>GS UNIT GUIDE (Boudicca Rallies Support)</i> <i>Use this as a basis for the lesson foci but change the theme to 'Firework Competition'.</i>	
		POETRY <i>Diamante Poems (Winter)</i>		POETRY <i>Simile Poems (Weather)</i>		POETRY <i>Haiku Poems (Water)</i>
Wider Curriculum Writing Possibilities	Diary Entry for Stig (English) Describe different rocks (Geography)	Evaluation of Prehistoric Shelter (DT) Description of a Stone Age Village (History)	Poster for how to stay safe online (Computing) Retell the story of one of Jesus' miracles (RE)	Explain the life cycle of a plant (Science) Instructions for making rice pudding (DT)	Describe one of the Hindu Deities (RE) Explain how the skeleton helps us (Science)	Argument for/against exercise (PSHE) Diary entry for an Egyptian Pharaoh (History)

SPS WRITING PROGRESSION – YEAR 3

NC 2014 PROGRESSION

Y3	Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation
	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them: <ul style="list-style-type: none"> - prefixes: <i>super-, auto-</i> to form nouns - prefixes: <i>un-, dis-, mis-, sub-, tele-</i> - suffixes: <i>-ness, -ful, -less, -ly</i> Spell further homophones Spell words that are often misspelt: e.g. 'ay', 'y' sounding 'i', <i>-gue, -que, 'sh', 'ch', 'ou'</i> Place possessive apostrophe accurately in words with regular plurals e.g. <i>girls' boys'</i> and in words with irregular plurals e.g. <i>children's</i> Use apostrophe correctly for further contracted forms Use the first 2 or 3 letters of a word to check its spelling in a dictionary Create word families based on common words: e.g. <ul style="list-style-type: none"> - <i>fear, feared, fearful, fears, fearfully</i> - <i>solve, solution, solving, solved, solver, dissolved, soluble, insoluble</i> Apply rules from Spelling Progression – Y3 Write from memory simple sentences dictated by the teacher 	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Ensure that lines of writing are spaced sufficiently so that ascenders and descenders do not touch 	<ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas Compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures Organise paragraphs around a theme. Create settings, characters and plot Use simple organisational devices e.g. <i>headings and sub-headings</i> Assess the effectiveness of their own and others' writing and suggest improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proofread for spelling and punctuation errors Read writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear Begin to adjust the writing to suit 'The Reader's' needs 	<ul style="list-style-type: none"> Punctuation: <ul style="list-style-type: none"> o full stops o capital letters o exclamation marks o question marks o commas to separate items in a list o apostrophes for contracted forms and singular possession. o inverted commas for direct speech Correct use of 'a' or 'an' according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an umbrella</i> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because', 'although' Use the present perfect form of verbs in contrast to the past tense e.g. <i>He has gone out to play contrasted with He went out to play</i> Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Express time, place and cause using: <ul style="list-style-type: none"> - conjunctions: e.g. <i>while, so, until, although, even if</i> - adverbs: e.g. <i>soon, yesterday, always, now, inside</i> - prepositions: e.g. <i>because of, below, through, beside, with</i> Use fronted adverbials + comma

SPS PROGRESSION

Y3	Sentence Structure	Vocabulary	Sentence Openers	Building Cohesion	Verb Tense
	<p>Simple:</p> <ul style="list-style-type: none"> Short sentences used for emphasis and to make key points e.g. <i>Sam was unhappy. Visit the farm now.</i> <p>Compound:</p> <ul style="list-style-type: none"> Join sentences using: and, but, or, so, for, nor, yet <p>Complex:</p> <ul style="list-style-type: none"> Join sentences using: because, if, after, that, before, when, although, while, until <p>Phrases/Clauses:</p> <ul style="list-style-type: none"> Know that a phrase does not have a subject and verb but a clause does. <p>Adding detail:</p> <ul style="list-style-type: none"> Use expanded noun phrases: <ul style="list-style-type: none"> determiner + adjective + noun + prepositional phrase e.g. <i>the black cat in the basket</i> Use prepositions and prepositional phrases: e.g. <i>across, through, by the side of, around the</i> Use quantifiers: enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several Use possessive adjectives: my, your, his, hers, its, ours, theirs Know that pronouns, nouns and proper nouns can all be the subject of a sentence. <p>Exciting sentences:</p> <ul style="list-style-type: none"> B.O.Y.S ~ PC ~ Double -ly ~ If ... if ... if ... then 	<ul style="list-style-type: none"> Use appropriate adjectives to give effect, avoiding making the sentence sound laboured. Use sophisticated language e.g. <i>unbelievable, glorious</i> Use specific/technical vocabulary to add detail e.g. <i>variety, species, feline</i> Use synonyms of verbs e.g. <i>said ~ yelled and walk ~ paced</i> Tier 2 Vocabulary – Y3 	<ul style="list-style-type: none"> Use '-ly' fronted adverbials followed by a comma: e.g. <i>Gleefully, ...</i> <p style="text-align: center;">ISPACE</p>	<p>Coordinating:</p> <ul style="list-style-type: none"> for, nor, yet (FANBOYS) <p>Subordinating:</p> <ul style="list-style-type: none"> although, while, until <p>Correlative:</p> <ul style="list-style-type: none"> neither ... nor <p>Adverbials of time:</p> <ul style="list-style-type: none"> e.g. <i>afterwards, soon, in the morning</i> 	<p>Irregular simple past</p> <ul style="list-style-type: none"> E.g. <i>awake – awoke, blow - blew</i> <p>Past perfect</p> <ul style="list-style-type: none"> 'had' + past participle To show something happened at an unspecified time e.g. <i>He had walked to school</i> <p>Present perfect</p> <ul style="list-style-type: none"> 'has/have' + past participle To show something happens at an unspecified time e.g. <i>He has walked to school (every day this week)</i>

SPS READING PROGRESSION – YEAR 3

SPS ENGLISH SPINE	BOOK	FORMAT	DATE WRITTEN	GENRE	PAGES
	Stig Of The Dump	Paperback – Chapter Book	1963	Historical - Adventure	272
	Stone Age Boy	Paperback – Picture Book	2007	Historical - Humour	40
	Around The World In 80 Days	Hardback – Chapter Book	19 th Century	Classic - Adventure	64
	Escape from Pompeii	Paperback – Picture Book	2005	Historical	32
	The Firework Maker's Daughter	Paperback – Chapter Book	1995	Cultural (China)	144
	The Boy Who Stole The Pharaoh's Lunch	Paperback – Chapter Book	2023	Historical - Adventure	88
Poetry Types: Diamante Poems, Simile Poems, Haiku Poems					

WORD READING:

Y3	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	<ul style="list-style-type: none"> Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words) Apply growing knowledge of root words and prefixes both to read aloud and understand the meaning of new words they meet: <i>un-, dis-, mis-, sub-, tele-, super-, auto-</i> Apply growing knowledge of root words and suffixes both to read aloud and understand the meaning of new words they meet: <i>-ness, -ful, -less, -ly, -ing, -er, -ed</i> 	<ul style="list-style-type: none"> Accurately read the words on the NC Y3/4 word list: <i>appear, arrive, breath(e), busy, business, century, certain, circle, complete, decide, describe, different, difficult, disappear, early, earth, extreme, famous, February, forward(s), fruit, grammar, group, heard, heart, history, important, interest, learn, length, minute, natural, notice, often, opposite, perhaps, popular, possible, potatoes, pressure, promise, purpose, question, sentence, special, straight, strange, therefore, woman, women</i> 	<ul style="list-style-type: none"> Read age-appropriate (Gold Level) texts at 90+ words per minute Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words) Begin to use appropriate intonation and volume when reading aloud Reading Level(s): RWI - Grey Book Bands - Gold, White <p style="text-align: right;"><i>Fluency is developed by choral reading and echo reading</i></p>

COMPREHENSION:

Y3	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014	<ul style="list-style-type: none"> Listen to and discuss 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 Increase familiarity with a wide range of books and retell some of these orally Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognise different forms of poetry 	<ul style="list-style-type: none"> Check that the text makes sense to them, discussing their understanding Ask questions to improve their understanding of a text Retrieve and record information from non-fiction Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say Use appropriate terminology when discussing texts e.g. <i>plot, character, setting</i> Learn the skill of 'skim and scan' to retrieve details Generate a variety of literal and inferential questions to help them understand the text further 	<ul style="list-style-type: none"> Use dictionaries to check the meaning of word they have not read Discuss words and phrases that capture the reader's interest and imagination Explain the meaning of words in context Begin to find the meaning of new words using substitution within a sentence 	<ul style="list-style-type: none"> Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied in the text Use relevant prior knowledge to make predictions Use details from the text to form further predictions Begin to use quotations from the text to support opinions and ideas 	<ul style="list-style-type: none"> Identify main ideas drawn from more than one paragraph and summarise these Begin to distinguish between the important and less important information in a text Give a brief verbal summary of what they have read Teachers begin to model how to record summary writing 	<ul style="list-style-type: none"> Identify themes and conventions in a wide range of books Identify how language, structure and presentation contribute to meaning Introduce the idea of story 'themes' e.g. <i>Learning a lesson, friendship, trust</i>

YEAR 3 RESPONSES TO READING

Y3	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
QUESTION STEMS	<ul style="list-style-type: none"> ▪ What is your favourite book? ▪ Who is your favourite author? ▪ Which character would you most like to meet? Why? ▪ What would you say to ... if you met them? ▪ How does the structure of this book differ to the other books you have read? ▪ Why has the author chosen these chapter headings? ▪ Which words do you like best in this book? Why? 	<ul style="list-style-type: none"> ▪ Who is ...? ▪ What did ...? ▪ When did ...? ▪ Where does ...? ▪ How did ...? ▪ How would you describe this story / text? ▪ What genre is this text? How do you know? ▪ Where does the story take place? ▪ What does the main character look like? ▪ Where does the main character live? ▪ How does the main character behave? ▪ When is the story set? ▪ What can you learn about ... from this section? 	<ul style="list-style-type: none"> ▪ Can you find one word in the text which means ...? ▪ Which word most closely matches the meaning of the word ... ▪ Which of these words is a synonym for ...? ▪ What does the word ... tell you about ...? ▪ Can you find and copy one word meaning ...? ▪ Can you find and highlight the word that is closest in meaning to ...? ▪ Can you find a word or phrase which shows / suggests that ...? ▪ Can you circle the correct option to complete this sentence ...? ▪ Which words do you think are the most important? Why? 	<ul style="list-style-type: none"> ▪ What makes you think ...? Give evidence. ▪ What impression do you get of ...? Why? ▪ Why did ... behave like this? ▪ How can you tell that ...? ▪ What was ... thinking when ...? ▪ How was ... different after ...? ▪ What do you think the text is going to be about? ▪ Do you think ... will happen? Yes, no or maybe? Explain your answer using evidence from the text. ▪ How do you think the story will develop next? ▪ Do you think the character will change their behaviour in the future? Why? 	<ul style="list-style-type: none"> ▪ What is the main point in this paragraph? ▪ Can you summarise in a sentence the opening / middle / end of the story? ▪ Can you number these events 1-5 in the order that they happened? ▪ What was the first thing that happened in the story? ▪ What happened after ...? ▪ In what order do these chapter headings occur? 	<ul style="list-style-type: none"> ▪ Whose point of view is the story told from? ▪ In what way is ... like ...? ▪ What are the clues that a character is liked / disliked / feared etc? ▪ What is similar / different about the characters ... and ...? ▪ How has the character changed during the story? ▪ Who has the author written this text for? ▪ When might someone choose to read this book? ▪ Why has the author used chapter headings? ▪ How does the title or chapter heading make you want to read on? ▪ Which section was the most interesting / exciting part?
ANSWER STEMS	<ul style="list-style-type: none"> ▪ I would say ... ▪ My favourite ... is ... due to the fact that ... ▪ In my opinion ... ▪ This is my preferred choice as ▪ I would recommend ... to ... because ... 	<ul style="list-style-type: none"> ▪ The answer is ... ▪ This tells me ... ▪ It is important because ... ▪ The story is ... ▪ He/she is ... ▪ It was ... 	<ul style="list-style-type: none"> ▪ This word suggests that .. ▪ This word tells you that ... ▪ This sentence means ... ▪ This phrase means ... ▪ This description shows me that ... 	<ul style="list-style-type: none"> ▪ I think ... because ... ▪ This suggests ... ▪ I know this because ... ▪ I can tell that ... due to ... ▪ The impression I get is ... as it says ... ▪ In the text it says ... which makes me think ... ▪ The evidence suggests that ... 	<ul style="list-style-type: none"> ▪ In this text ... ▪ This text is about ... ▪ The main event is ... ▪ This story involves ... 	<ul style="list-style-type: none"> ▪ I believe that ... ▪ In my opinion ... ▪ Using evidence from the text, I would suggest that ... ▪ It would appear that ... ▪ The impression I get is ... because
POSSIBLE TASKS	<ul style="list-style-type: none"> ▪ Book Review ▪ Writing answers in thought bubbles ▪ Amazon book reviews ▪ Write a letter to the author ▪ Drawing favourite book cover 	<ul style="list-style-type: none"> ▪ Draw a picture of a character / setting and label it with words from the text. ▪ Show me, tell me ▪ Write down three things you are told about the character / setting. ▪ Multiple choice questions. ▪ Circle the right answer. ▪ Tick the box with the correct word / phrase in it. ▪ Write down 5 facts you have learnt 	<ul style="list-style-type: none"> ▪ Make a list of words and phrases the author uses to describe the setting. ▪ Substitute the highlighted words from the text with synonyms. ▪ Draw and label a picture of a setting from the story. 	<ul style="list-style-type: none"> ▪ Write a diary entry about an event from the book as one of the characters. ▪ Write a character's thoughts in a thought bubble. ▪ Make a list of things the character would like / dislike. ▪ Create a 'Gingerbread' for one of the characters. ▪ Draw a picture to show the next setting / event of the story ▪ Using the clues to infer meaning - chart 	<ul style="list-style-type: none"> ▪ Write a blurb for the book. ▪ Draw a story mountain or story map to show the events in the story. ▪ Draw a cartoon strip of the main events in the story. ▪ Summarise the story in 5 bullet points. 	<ul style="list-style-type: none"> ▪ Draw and label a picture of the main character at the start, middle and end of the story. ▪ Label the different parts of the text. ▪ Write an author 'thought bubble' stating who they wrote for and why. ▪ List 5 people who should read this book, with reasons.

SPS SPOKEN LANGUAGE PROGRESSION – YEAR 3

Y3	Listen & Respond	Question, Reason, Explain & Discuss	Develop Vocabulary	Performance, Presentation & Evaluation
Objectives	<ul style="list-style-type: none"> ▪ Listen to a range of fiction, poetry, and non-fiction with increasing attention. ▪ Identify main ideas and supporting details in oral texts. ▪ Ask relevant questions to clarify understanding. ▪ Summarise and present information from oral sources in own words. ▪ Make connections between what is heard and prior knowledge. 	<ul style="list-style-type: none"> ▪ Ask thoughtful questions to extend understanding. ▪ Explain ideas clearly using reasons or examples. ▪ Begin to reason about ideas, giving more than one viewpoint. ▪ Take an active part in group discussions, responding to others' contributions. 	<ul style="list-style-type: none"> ▪ Understand subtle differences between related words. ▪ Use precise vocabulary to describe, explain, or narrate. ▪ Begin to use tier 2 (academic) vocabulary in speaking and writing. 	<ul style="list-style-type: none"> ▪ Deliver short presentations or performances with clarity and expression. ▪ Use gestures, facial expression, and pacing to enhance meaning. ▪ Evaluate own and others' performances with simple suggestions for improvement.
Activity ideas	<ul style="list-style-type: none"> ▪ Listening to an explanation and summarising key points. ▪ Comparing two short stories or accounts and discussing similarities/differences. ▪ Reading aloud a poem and discussing imagery or mood. ▪ Questioning the speaker: "Why did ... happen?" 	<ul style="list-style-type: none"> ▪ Mystery Box/Story Clues: Children ask questions to solve a problem and explain reasoning. ▪ Opinion Lines: Children physically line up to show agreement with a statement and explain their position. ▪ Text Discussion: Ask questions about a story's message or theme and give explanations with examples. ▪ Group Projects: Discuss steps or solutions and justify choices. 	<ul style="list-style-type: none"> ▪ Word Maps: Explore new words with synonyms, antonyms, and examples. ▪ Character Descriptions: Use precise adjectives to describe characters' appearance, feelings, or actions. ▪ Subject Vocabulary Boxes: Add new science, geography, or history words to a class glossary. ▪ Story Expansion: Replace basic words with richer, more expressive vocabulary. 	<ul style="list-style-type: none"> ▪ Drama Scenes: Act out a story scene or historical event. ▪ Topic Presentations: Present a science or history topic with visuals. ▪ Choral Reading: Read poems or texts as a group, focusing on expression. ▪ Performance Feedback: Discuss what worked well and what could be better.
Sentence Stems	<ul style="list-style-type: none"> ▪ "The most important point is ..." ▪ "I notice that ..." ▪ "This reminds me of ... because ..." ▪ "I wonder why ..." 	<ul style="list-style-type: none"> ▪ "I think ... because ..." ▪ "One reason is ..." ▪ "I notice that ..." ▪ "Another point is ..." 	<ul style="list-style-type: none"> ▪ "I chose the word ... because it shows ..." ▪ "The difference between ... and ... is ..." ▪ "I could describe ... as ..." ▪ "This word helps me explain ..." 	<ul style="list-style-type: none"> ▪ "I performed ... by ..." ▪ "I showed ... through ..." ▪ "I think ... did ... well because ..." ▪ "Next time I could ..."