Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	***CLPE Recovery Curriculum Unit of work based on the book Here We Are by Oliver Jeffers*** ***Teaching Texts:*** Stone Age Boy A Ruined House	***Teaching Texts:*** Clever Polly Poetry –The sound Collector - Roger McGough	***Teaching Texts:*** Jason and the Golden Fleece – Geraldine McGaughrean Greek Myths for Young Children – Marcia Williams	***Teaching Texts:*** The Village that Vanished If the World were a Village	***Teaching Texts:*** First News Blodin the Beast	***Teaching Texts – Novel/Chapter Book:*** The Iron Man Poetry – Roger McGough / Ted Hughes
	Reciprocal Reading Focus Texts: - Tricksters - Further reading from the Clever Polly Anthology - Non-Fiction – organisation / structure to support reading - Poetry		***Reciprocal Reading Focus Texts:*** - Tail Twister - Theseus and the Minotaur – Geraldine McGaughrean - Non – Fiction – organisation / structure to support reading - Poetry		***Reciprocal Reading Focus Texts:*** - Spooky or What? - Non-Fiction – organisation / structure to support reading - Poetry	

Opportunities for Writing	**Stone Age Boy** - Diary entry - Non-Chron Report **A Ruined House** -Organising information writing	**Clever Polly** -Letters from the point of view of contrasting characters -Diary entry - Narrative writing – identify common themes and techniques in trickster narratives **Poetry** -Construct own written pieces focusing on rhyme and onomatopoia	**Greek Myths** - Instructional writing related to tasks - Diary entry - Letters - Constructing a quest narrative	**The Village that Vanished** - Recount - Letter writing **If the world were a village** -Non-Chron Report	**First News** - Create newspaper reports consistent with conventions of journalistic writing **Blodin the Beast** Recount Diary entry Newspapers	**Iron Man** -Narrative – rewriting Chp. 1 from the perspective of the Iron Man. Draw on the authors descriptive language model - Diary entry -Descriptive writing – setting and character - Newspaper report
Punctuation	**Consolidation** Capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list	**Consolidation** Apostrophes to mark contracted forms in spelling Apostrophes to mark singular possessions in nouns	Introduction to direct speech – using the comic format of Marcia Williams	Use and punctuate direct speech. • Use dialogue punctuation.	Use and punctuate direct speech. • Use dialogue punctuation.	Use and punctuate direct speech. • Use dialogue punctuation.

Grammar	**Word Structure**	Year 2 - Formation of nouns using suffixes such as –ness, –er and by compounding (for example, whiteboard, superman). Formation of adjectives using suffixes such as – ful, – less. Use of the suffixes –er, –est in adjectives and the use of – ly in Standard English to turn adjectives into adverbs.	Formation of nouns using a range of prefixes (for example super–, anti–, auto–)	Use of the forms a or an according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box)	• Choosing and using a greater range of powerful verbs	Use the perfect form of verbs	Word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble) Sentence
	Sentence Structure	Year 2 - Subordination (using when, if, that, because) and coordination (using or, and, but). • Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Alan Peat – Short/List sentences	Expressing time, place and cause using conjunctions (for example, when, before, after, while, so, because) Alan Peat BOYS sentences	Adverbs (for example, then, next, soon, therefore) Alan Peat – Double –ly ending	Use prepositions to express time, place and cause (for example, before, after, during, in, because of) Alan Peat - _ing, _ed	Use conjunctions, adverbs and prepositions to express time and cause.	Write sentences with more than one clause using a wider range of connectives. Alan Peat – As –ly

| Text | Year 2 - Correct choice and consistent use of present tense and past tense throughout writing.

Headings and subheadings to aid presentation | Introduction to paragraphs as a way to group related material | Use of the progressive form of verbs in the present and past tense to mark actions in progress (for example, she is drumming, he was shouting) | Headings and subheadings to aid presentation

Verb tenses (past, present, future). | Understand that writing can be 3rd or 1st person. | Extend the range of sentences with more than one clause by using a wider range of conjunctions. |
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