

Year 3 Literature Spine

Autumn Term

Comprehension:

Autumn 1

- Develop positive attitudes to reading, and an understanding of what they read 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
- Use dictionaries to check the meaning of words that they have read

Autumn 2

- Increase 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
- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Reading Knowledge:

Know that:

Autumn 1

- Dictionaries are organised in alphabetical order
- A dictionary gives definitions of words (their meanings) as well as information such as their word class.

Autumn 2

- Different genres and types of books can be identified by their themes and conventions
- A theme is the main idea of a text for example triumph of good over evil or the use of magical devices in fairy stories and folk tales
- Conventions are things which are particular to different text types e.g. subheadings or bullet points, first person in a diary entry or greetings in letters

Text	Purpose	Grammatical knowledge	Writing Outcomes	Wider reading
1. The Lost Happy Endings-Carol Anne Duffy (2)	Traditional tales with a twist Poet Laureate	-Adverbs such as therefore and prepositions such as because of can be used to express cause -Determiners are a word class -Determiner: 'a' or 'an' are used to determine a noun which means tell us which one. A is used	Advert to ask for the return of the endings (1 week)	The Princess Blankets-Carol Anne Duffy (former poet laureate, wider reading of an author)

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		before a consonant sounds and an is used before vowel sounds.		
2&3		<p>-Adverbs such as therefore and prepositions such as because of can be used to express cause</p> <p>-Adverbs then, next, soon, and prepositions before, after, during, in can be used to express time</p> <p>-Time and cause can also be expressed using conjunctions (e.g. when, before, after, while, so, because)</p>	Write alternate endings for traditional tales (2 weeks)	The Pencil- Alan Alberg
4&5 Previously-Allen Alberg (m)	Traditional tales with a twist, backstory	<p>-Time and cause can also be expressed using conjunctions (e.g. when, before, after, while, so, because)</p> <p>- The prefix super- can mean over, above, beyond & greater in quality e.g. superimpose, superstar</p> <p>-The prefix anti- means against or opposite of e.g antifreeze, anticlockwise</p> <p>-The prefix auto- means self e.g. autobiography, automatic</p>	Own backstories to traditional tales (narrative) (2 weeks)	<p>It Was a Dark and Stormy Night-Janet and Allan Alberg</p> <p>Please Mrs Butler-Janet and Allan Alberg (multiple texts by well-known award winning authors)</p>
6 The Jumblies-Edward Lear	Classical poetry	- Paragraphs are used to show that the person,	Persuasive letter from the Jumblies' friends	The Dragon Machine-Helen Ward (fantasy)

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		place, time or topic of the sentences has changed. -A new paragraph should start on a new line	asking them not to go (1 week)	
Half Term				
1 & 2 Hello Lighthouse-Sophie Blackall	Narrative Emotive language & vocabulary	Y3-A clause is a group of words containing a subject and a verb e.g. when she wakes up -Every verb has a subject -A subject is always a noun -Some verbs have an object as well as a subject. The object is the usually person or thing affected by the verb -An object can be a noun, a phrase, or a pronoun	The lighthouse keeper's logbook entries (2 weeks)	Stig of the Dump- Clive King (classic text, adventure)
3 & 4 The Great Kapok Tree-Lynne Cherry (m)	Eco theme	Revisit and apply -Adverbs such as therefore and prepositions such as because of can be used to express cause -Adverbs then, next, soon, and prepositions before, after, during, in can be used to express time -Time and cause can also be expressed using conjunctions (e.g. when,	Persuasive letter to save the Kapok tree (2 weeks)	

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		before, after, while, so, because)		
5		- Paragraphs are used to show that the person, place, time or topic of the sentences has changed. -A new paragraph should start on a new line	Letter – to government re plastic pollution	
6 One Christmas Wish- Katherine Rundell	Christmas text Vocabulary	Apply knowledge learnt this half term	Story opener (1 week)	The Day You Begin-Jacqueline Woodson (diversity)

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Spring Term

Comprehension:

Spring 1

- Discuss words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry]
- Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context

Spring 2

- Ask questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predict what might happen from details stated and implied
- Identify main ideas drawn from more than 1 paragraph and summarising these
- Identify how language, structure, and presentation contribute to meaning

Reading Knowledge:

Know that:

- There are different types of poetry such as narrative poems which tell stories and free verse poems which don't have to rhyme or follow a structure like other poems.
- We can use the context of unknown words to find their meaning

Text	Purpose	Grammatical knowledge	Writing Outcomes	Wider reading
1 Jumanji-Chris Van Allsburg (1)	Adventure story Setting	-Subordination is when one part of the sentence is less important than the other e.g. I will get wet if it rains. I will get wet is the main part of the sentence (most important) and still makes sense on its own. (recap) - Paragraphs are used to show that the person, place, time or topic of the sentences has changed.	Description of a jungle (1 week)	The Pebble in my Pocket-Meredith Hooper (Science link)

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		-A new paragraph should start on a new line		
2 & 3		-Inverted commas (speech marks) are used to show words which are being spoken -Speech should start with a capital letter and end with a comma, full stop, question mark or exclamation mark which also goes before the speech marks at the end of the speech. -Each time a new person speaks, you need to start a new line	Narrative- retelling the story (2 weeks)	Minnow and the Bear-Ben Blathwayt (link to history)
4- Embarked (literacy shed video)	Narrative, adventure	Application of narrative and descriptive grammar taught.	(1 week)	
5- Assessment week				
6-		Grammar focus		
Half Term				
1-3 Manfish-Jennifer Berne (Jacques Cousteau)	Biography, environmental, non-fiction writing Technical vocabulary Wider reading around a subject	-The perfect form of a verb shows the action has been completed either in the past 'She had walked.', in the present, 'She has walked.' Or the	Information text (3 weeks)	Ariki and the Giant Shark-Nicola Davies (diversity & link to Manfish, strong female lead, outsider)

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		<p>future, 'She will have walked.'</p> <p>-Present perfect tense can be used instead of simple past e.g. He has gone out to play instead of He went out to play.</p> <p>- Words can be connected through 'word families' where common words are used to form other words with similar/ opposite meanings .</p> <p>e.g. the root word happy might have a prefix added (unhappy) or might have a suffix added (happiness)</p> <p>-Headings and sub-headings can be used to structure and organise writing showing the reader where to look for particular information.</p> <p>Recap: subordination and coordination</p>		
		<p>Recap: Paragraphs to organise writing, clauses and subordination, conjunctions, prefixes</p>	Persuasive advert for diving resort	
4-6 Leon and the place between- Angela McCallister/ Graeme Baker- Smith	Narrative- magical theme	<p>Recap: Adverbs and prepositions to express time and cause</p>	Description of setting/narrative writing (2 weeks)	

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Summer Term

Comprehension:

Summer 1

- 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 others say

Recap:

- Discuss words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry]
- Understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context

Summer 2

Recap:

- Ask questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predict what might happen from details stated and implied
- Identify main ideas drawn from more than 1 paragraph and summarising these
- Identify how language, structure, and presentation contribute to meaning

Reading Knowledge:

Recap:

- Different genres and types of books can be identified by their themes and conventions
- A theme is the main idea of a text for example triumph of good over evil or the use of magical devices in fairy stories and folk tales (relate this knowledge to texts read throughout the year.)

Text	Purpose	Grammatical knowledge	Writing Outcomes	Wider reading
1&2 The Tunnel- Anthony Browne	Well known author Picture book- inspiration for writing	Recap-Paragraphs to organise writing, clauses and subordination, conjunctions, prefixes	Comparison of character's relationship before and after the adventure	The boy who grew dragons- Andy Shepherd (fantasy, engaging story)
3-5		-Inverted commas (speech marks) are used to show words which are being spoken	Own mystery/ adventure story based on narrative structure	

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		<p>-Speech should start with a capital letter and end with a comma, full stop, question mark or exclamation mark which also goes before the speech marks at the end of the speech.</p> <p>-Each time a new person speaks, you need to start a new line</p>		
Half Term				
1&2 Greek Myths for Young Children	Historical link Myths	Recap and apply: Adverbs and prepositions to express time and cause Formation of nouns using range of prefixes such as adding super-, anti- or auto-, perfect form of verbs	Innovating own versions of myths (narrative)	Mufaro's Beautiful Daughters (traditional tale from another culture)
3. The Silence Seeker-Ben Morley	Refugee, diversity, PSHE Refugee week (20th June)	Poetic structure based on model poem	Sound poem based on 'Pleasant Sounds'- sounds of the city/ changing mood	
4-6 The Lost Thing	Wordless text Inspiration for writing Unusual setting	Recap and apply: conjunctions, clauses and subordinate clauses	Narrative-retelling the story (2 weeks)	Even More Nonsense- Michael Rosen (poetry, former children's laureate)