

	Autumn Term			
	Unit 1 - Poetry	Unit 2 - Narrative	Unit 3 - Non-fiction	Unit 4 - Non-fiction
Year 3	Calligraphies and shape poems	Story - finding tale	Recount - report/newspaper style	Letter
Key vocabulary Lighthouse words	Calligraphy; Subject specific vocabulary;	key features (used for description); finally; similar; may lead to; problem; solution;	Sequencing; report; meanwhile; eventually; following; finally; problem; solution; one reason why; may lead to; this causes; the effect of this;	Recipient; Dear; Sincerely; request; finally; one reason why; may lead to; this causes; the effect of this;
Key structural features	Shaped like the thing it describes. Adds to the meaning of the poem. Contains words specific to the thing it describes. Can include words and sentences.	Opening: Main character introduced. Build Up: Main character goes somewhere and finds something unusual/amazing/important. Problem: Something goes wrong and it is the fault of the object found. Resolution: main character has to put the object back/throw it away/hide it/call for help/sort it out. Ending: All is well again and lessons have been learnt.	Introduction that grabs the reader's attention. Main paragraph of detail about the key event. Conclusion. - round off information about the event. Past tense. Time conjunctions. Sequenced in clear logical order. Third person recount. Conjunctions used - meanwhile, following, eventually, finally.	Include the address of the recipient. Use 'Dear..' as the greeting. Introduction that explains why the letter is being written. Main paragraph(s) that give details. A conclusion to express hopes/wishes. Letter ending with 'Yours Sincerely,'
Key skills taught for the term	use diagonal and horizontal stroke needed to join letters; spell words that are often misspelt; organise paragraphs around a theme;			
Teaching of reading - comprehension.	<u>Skills to specifically focus on:</u> Retrieval <u>Strategies to focus on:</u> VIP words strategy Breakdown and Repair.	<u>Skills to specifically focus on:</u> Connections and Comparing <u>Strategies to focus on:</u> Background Knowledge Breakdown and Repair Inference I wonder	<u>Skills to specifically focus on:</u> Predicting <u>Strategies to focus on:</u> I wonder Inference Background Knowledge	<u>Skills to specifically focus on:</u> Inference <u>Strategies to focus on:</u> Inference I wonder Background Knowledge Breakdown and Repair Visualise

	Spring Term		
	Unit 1 - Poetry	Unit 2 - Narrative	Unit 3 - Non-fiction
Year 3	Animal theme/dirty beasts	Story - warning tale	Non-chronological report
Key vocabulary Lighthouse words	revolting; beast; a range of; identical; similar; main difference;	Warning; rescue; punishment; curiosity; key features (used for description); finally; similar; identical; main difference; may lead to; the effect of this is;	sequence; subject; a range of; many types of; one reason why; may lead to; this causes;
Key structural features	Title based on a beast/animal/creature Description of the the beasts appearance Description of the beasts personality/actions use of humour gruesome and disgusting appearance and actions. use of rhyming couplets	Opening: Main character was warned not to do something. Build Up: Main character does what they were warned against. Problem: Something goes wrong and main character in trouble. Resolution: Main character rescued. Ending: Main chapter told off/punished for not listening to the warning.	Introduction Categorise ideas into paragraphs in a logical sequence. Use of generalisers Start paragraphs with topic sentence. Subject specific/technical vocabulary. Written in present tense and third person. Ending with a final amazing point or how it relates the subject to the reader.
Key skills taught	use further suffixes and understand how to ass them; inverted commas to punctuate direct speech; form nouns using prefixes; extending range of sentences with more than one clause by using a wider range of conjunctions;		
Teaching of reading - comprehension.	<u>Skills to specifically focus on:</u> Sequencing & Summarising <u>Strategies to focus on:</u> VIP words strategy	<u>Skills to specifically focus on:</u> Vocabulary & Impact on the reader/evaluation Retrieval <u>Strategies to focus on:</u> VIP words strategy Visualise Breakdown and Repair I wonder Inference	<u>Skills to specifically focus on:</u> Connections & Comparing <u>Strategies to focus on:</u> Background Knowledge Breakdown and Repair Inference I wonder

	Summer Term			
	Unit 1 - Poetry	Unit 2 - Narrative	Unit 3 - Non-fiction	Unit 4 - Narrative
Year 3	Performance poetry built around verbs.	Story - losing tale	Explanation text	Meeting tale story
Key vocabulary Lighthouse words	verb; gruesome; disgusting; beastly; humour;	adventure; loss; precious; consequences; vow; key features (used for description); many types of; may lead to; the effect of this; this causes; problem; solution;	technical vocabulary; key features;	meet; dilemma; key features (used for description); many types of; may lead to; the effect of this; this causes; problem; solution;
Key structural features	Title Theme Verses Verbs (may contain rhyming couplets).	Opening: main character has something precious. Build Up: main character sets off with the precious item. Problem: main character loses the precious item and has to search for it/face the consequences. Resolution: precious item is found. Ending: main character vows to keep the item safe/reflects on their feelings/learns a lesson.	Title - using a question. Introduction - what is being explained and hook the reader. Paragraphing Following a text structure (life cycle/flow chart/ sequential paragraphs) Sequential explanation Visual aids to support explanation. Time conjunctions Cause and effect conjunctions Present tense	Opening: main characters meet Build Up: Main characters disagree and go their separate ways or leads to a dilemma Problem: something happens to one main character or character has to be looked after/kept a secret Resolution: the other main character saves/helps them Ending: main characters are friends again/character leaves with a strengthened friendship
Key skills taught	choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition;			
Teaching of reading - comprehension.	<u>Skills to specifically focus on:</u> Predicting <u>Strategies to focus on:</u> I wonder Inference Background Knowledge	<u>Skills to specifically focus on:</u> Inference <u>Strategies to focus on:</u> Inference I wonder Background Knowledge Breakdown and Repair Visualise	<u>Skills to specifically focus on:</u> Sequencing & Summarising <u>Strategies to focus on:</u> VIP words strategy	<u>Skills to specifically focus on:</u> Vocabulary & Impact on the reader/evaluation <u>Strategies to focus on:</u> Visualise Breakdown and Repair I wonder