

Year group & Stage of Learning	Text Coverage	Writing Genres & Coverage	Spelling Grammar & Punctuation Coverage
<p style="text-align: center;"><i>Year 3</i> 20%-40% 3i (Autumn)</p>	<p><u>Wings 2 Phase 3</u></p>		<p><u>Grammar and Punctuation:</u></p>
	<p><b>Text:</b> The Tiger Child – Fiction (1 week)  <b>Link/s:</b> Geography  <b>Reading Focus:</b>                      Role of Fairy Tales in entertaining and teaching a lesson.</p>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To write a letter to the author.</li> <li>To use capital letters appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to inverted commas to punctuate direct speech.</li> <li>Formation of nouns using a range of prefixes Example: Super-, anti-, auto-</li> </ul>
	<p><b>Text:</b> The Lighthouse Keeper’s Catastrophe  <b>Link/s:</b> N/A  <b>Reading Focus:</b>                      To identify the problem and solution in the story.</p>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To write a newspaper report about what happened.</li> <li>To use linking words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Use of the forms a OR an according to whether the next words begins with a consonant OR a vowel. Example: a rock an open box.</li> <li>Word families based on common words showing how words are related in form and meaning. Example: solve, solution, solver, dissolve, insoluble.</li> </ul>
	<p><b>Text:</b> Amazing Grace – Fiction (1 week)  <b>Link/s:</b> PSHE  <b>Reading Focus:</b>                      To make predictions about what might happen next.</p>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To write another story about Grace.</li> <li>To use powerful verbs.</li> </ul>	<ul style="list-style-type: none"> <li>Expressing time, place and cause using Conjunctions - when, before, after, while, so, because.</li> <li>Expressing time, place and cause using: Adverbs - then, next, soon, therefore.</li> </ul>
	<p><b>Text:</b> The Gruffalo – Non-Fiction (1 week)  <b>Link/s:</b> N/A  <b>Reading Focus:</b>                      To enjoy story poems, including making inferences.</p>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To write a description of a different monster.</li> <li>To use commas in lists of adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>Expressing time, place and cause using: Prepositions - before, after, during, in, because of.</li> </ul>
<p><b>Text:</b> Rapunzel - Fiction (1 week)  <b>Link/s:</b> RRS  <b>Reading Focus:</b>                      To identify common features of Traditional Tales.</p>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To write the opening to a Traditional Tale.</li> <li>To use punctuation for dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to paragraphs as a way to group related material.</li> <li>Headings and Sub-headings to aid presentation.</li> </ul>	

## 2020/2021 Coverage to support Planning process

	<p><b>Text:</b> Burglar Bill (2 weeks)  <b>Link/s:</b> RRS  <b>Reading Focus:</b>          To summarise the text. To compare with other Ahlberg texts.</p> <p><b>Text:</b> Paperbag Princess – Fiction (1 week)  <b>Link/s:</b> RRS  <b>Reading Focus:</b>          Compare and contrast princesses in different Fairy Tales.</p> <p><b>Text:</b> Oceans and Seas – Non-Fiction (1 week)  <b>Link/s:</b> Science  <b>Reading Focus:</b>          To identify main ideas and supporting evidence.</p>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>• Wanted Poster. Write additional text in same style.</li> <li>• Adventurous language and cohesive sentences.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>• Retell story ending from Elizabeth’s viewpoint.</li> <li>• To use punctuation for dialogue.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>• To write a poem about life undersea.</li> <li>• To explain the use of adjectives.</li> </ul>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• Adding of suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, forgotten, beginner.</li> <li>• /i/ sound spelt y elsewhere than at the end of words: e.g. myth, gym, Egypt.</li> <li>• Ou sounded /u/ e.g. young , touch, double</li> <li>• Prefixes – un - , dis - , mis- (negative meanings)</li> <li>• Prefixes – In - , im - , re - , sub - , inter- , super- , anti - ,</li> <li>• Prefixes – Auto- , il- , ir-</li> <li>• Prefix examples: Disagree, misbehave, inactive, illegal, immature, irregular, superman, antiseptic, autograph.</li> <li>• Suffixes: -ation e.g. information</li> <li>• Suffixes: ly e.g. usually ly exceptions e.g. happily , angrily</li> <li>• Suffixes: sure, -ture, -sion e.g. measure, furniture, division</li> </ul>
<p><i>Year 3</i>  <i>41%-60%</i>  <i>3ii</i>  <i>(Spring)</i></p>	<p><b><u>Wings 3 Phase 1</u></b></p> <p><b>Text:</b> Making the Past into Presents – Non-Fiction (1 week)  <b>Link/s:</b> History  <b>Reading Focus:</b>          Explain and comment on writers use of language</p> <p><b>Text:</b> Natural Record Breakers - Non-Fiction (1 week)  <b>Link/s:</b> Geography  <b>Reading Focus:</b>          Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.</p> <p><b>Text:</b> Incredible Insects – Non-Fiction (1 week)  <b>Link/s:</b> Science  <b>Reading Focus:</b>          Use a range of strategies, including accurate decoding of text, to read for meaning.</p>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>• To write the instructions for a board game.</li> <li>• Compose sentences using adjectives, nouns and verbs for precision, clarity and impact.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>• To produce texts which are appropriate to task, reader and purpose.</li> <li>• Construct paragraphs and use cohesion within and between paragraphs.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>• To produce a booklet about insects (non-chronological report).</li> <li>• To organise and present texts effectively using a range of devices.</li> </ul>	

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	<p><b>Text:</b> Grace and Family – Fiction (1 week)  <b>Link/s:</b> Culture  <b>Reading Focus:</b>          To identify the character’s viewpoint and the setting.</p> <p><b>Text:</b> The Hedgehog – Fiction (2 weeks)  <b>Link/s:</b> Science/ Road Safety  <b>Reading Focus:</b>          To recognise what a character is like- inferred and explicit.</p> <p><b>Text:</b> The Owl Who as Afraid of the Dark – Fiction (2 weeks)  <b>Link/s:</b> Science  <b>Reading Focus:</b>          To identify the main problem and the events that resolve it.</p> <p><b>Text:</b> Shape Poems – Poetry (1 week)  <b>Link/s:</b> N/A  <b>Reading Focus:</b>          To comment on the language, structure and effect of poems.</p>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To describe a setting, suggesting a viewpoint about it.</li> <li>To choose vocabulary that suggests a viewpoint.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To write a conversation and a road safety commercial.</li> <li>To understand how to punctuate speech.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To write an interesting story opening and a story ending.</li> <li>To vary sentence openings when writing.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To write an effective shape poem with a water theme.</li> <li>To identify different types of words.</li> </ul>	
<p><i>Year 3</i>  <i>61%-80%+</i>  <i>3iii</i>  <i>(Summer)</i></p>	<p><b>Wings 3 Phase 2</b></p> <p><b>Text:</b> Noisy Poems – Fiction (1 week)  <b>Link/s:</b> N/A  <b>Reading Focus:</b>          Explain and comment on writers use of language.</p> <p><b>Text:</b> Amazing Creatures – Non-Fiction (2 weeks)  <b>Link/s:</b> Science/Geography  <b>Reading Focus:</b>          To infer the cause and effect relationship in a non-fiction text.</p> <p><b>Text:</b> Robin Hood – Fiction (2 weeks)  <b>Link/s:</b> History  <b>Reading Focus:</b>          Compare different versions of a story/identify main theme.</p>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To write a noisy poem.</li> <li>To use a range of word combinations, onomatopoeic words, rhyming words, rhythm.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To create an advertising brochure and a leaflet.</li> <li>To use conjunctions to express time and cause.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To write another adventure for Robin Hood and his men.</li> <li>To punctuate speech appropriately.</li> </ul>	

## 2020/2021 Coverage to support Planning process

	<p><b>Text:</b> The Willow Pattern Story – Fiction (1 week)  <b>Link/s:</b> Culture/Geography  <b>Reading Focus:</b>          To identify how the setting, social, cultural and historical contexts affects what happens in a story.</p> <p><b>Text:</b> Classic Fairytales – Fiction (1 week)  <b>Link/s:</b> RRS  <b>Reading Focus:</b>          Identify common themes and features of Fairy Tales.</p> <p><b>Text:</b> Play Scripts – Fiction (1 week)  <b>Link/s:</b> Drama  <b>Reading Focus:</b>          To know how play scripts differ from stories.</p> <p><b>Text:</b> Feargal Fly – Fiction (1 week)  <b>Link/s:</b> Digital Literacy  <b>Reading Focus:</b>          Understand, select and retrieve information, deduce, infer and interpret.</p> <p><b>Text:</b> 101 Ways to Save the Earth – Non-Fiction (2 weeks)  <b>Link/s:</b> Geography/Digital Literacy  <b>Reading Focus:</b>          To interpret diagrams and written directions.</p>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To describe a setting and plan a story using that setting.</li> <li>To select appropriate and effective vocabulary.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To rewrite Snow White from the viewpoint of the Queen.</li> <li>Understand and use verbs written in 1st and 3rd person.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To create the play script of a story.</li> <li>Organise and present whole texts effectively.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To write a newspaper report.</li> <li>To explore how different perspectives can alter a newspaper report through the use of tone and language.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To write a report and to write instructions.</li> <li>Revise the use of punctuation to demarcate sentences.</li> </ul>	
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**2020/2021 Coverage to support Planning process**

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## 2020/2021 Coverage to support Planning process

	Reading Coverage Statements for the year	Writing Coverage Statements for the year
<b>Overall Coverage</b>	<p><b>Reading Coverage:</b></p> <p><b><u>Pupils will be taught to:</u></b></p> <ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>• Develop positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> <li>- using dictionaries to check the meaning of words that they have read</li> <li>- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>- identifying themes and conventions in a wide range of books</li> <li>- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>- discussing words and phrases that capture the reader’s interest and imagination</li> <li>- recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> </li> <li>• Understand what they read, in books they can read independently, by:               <ul style="list-style-type: none"> <li>- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>- asking questions to improve their understanding of a text</li> <li>- drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- predicting what might happen from details stated and implied</li> <li>- identifying main ideas drawn from more than one paragraph and summarising these</li> <li>- identifying how language, structure, and presentation contribute to meaning</li> </ul> </li> <li>• retrieve and record information from non-fiction</li> </ul>	<p><b>Writing Milestones:</b></p> <ul style="list-style-type: none"> <li>• Able to plan and write for different purposes and a range of audiences, using appropriate genre features.</li> <li>• Organise writing into meaningful paragraphs accurately effectively using presentational devices.</li> <li>• Use dialogue which begins to advance the action.</li> <li>• Describe character, setting and plot with depth.</li> <li>• Use Expanded noun phrases.</li> <li>• Use Prepositional Phrases.</li> <li>• Use adverbial Phrases.</li> <li>• Demarcate some sentences with capital letters, full stops, question marks and exclamation marks.</li> <li>• Write a range of sentence styles – simple, compound, complex, coordinating/subordinating conjunctions and a range of openers.</li> <li>• Accurate use of fronted adverbial phrases.</li> <li>• Using KS2 punctuation accurately.</li> <li>• Using determiners accurately.</li> <li>• Use the past or present tense and the perfect form accurately as well as 1st/3rd person correctly.</li> <li>• Spelling all words from the year 3/4 spelling list correctly.</li> <li>• Writing is legible and joined.</li> </ul>

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	<ul style="list-style-type: none"><li>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.</li></ul>	
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