


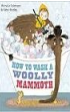

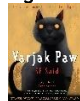



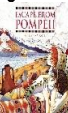




Backworth Park Primary School Knowledge and Skills Progression Grid English Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Context	<ul style="list-style-type: none"> ✓ Black country – counties and cities UK ✓ Stone age vs Iron age ✓ Health and well- being ✓ Road safety ✓ Online safety ✓ Animals/skeletal ✓ Music – Blaydon races ✓ Christianity ✓ Advent Christingle ✓ Cave art 		<ul style="list-style-type: none"> ✓ The Ancient Egyptians ✓ Relationships – different types of relationships ✓ Fanfarra Cabua Le Le ✓ Margaret Mee ✓ Cathedrals ✓ Brilliant Biomes ✓ Rocks ✓ Forces 		<ul style="list-style-type: none"> ✓ Hinduism ✓ Living in the wider world – research/debate topical issues/rules/laws to protect ✓ Music – Latin dance ✓ Feed the fish – junk material ✓ Viva Espania ✓ Romans ✓ Plants ✓ Light 	
Texts	<p>Focus Text: The Three Billy Goats Gruff</p>  <p>Stig of the Dump</p>  <p>Non-Fiction: Counties/ cities of UK Stone age Iron age Road safety Online safety</p>	<p>Focus Text: Hodgeheg</p>  <p>How to wash a woolly Mammoth</p>  <p>Non-Fiction: Animals Skeletons Christianity Advent Christingle Cave art</p>	<p>Focus Text: The Boy who biked the World</p>  <p>Non-Fiction: Ancient Egyptians Different types of relationships Margaret Mee</p>	<p>Focus Text: Varjak Paw</p>  <p>There's Pharaoh in our Bath</p>  <p>Non-Fiction: Cathedrals Biomes Rocks Forces</p>	<p>Focus Text: The Midnight Fox</p>  <p>Non-Fiction: Hinduism Topical issues/rules/laws Fish Spain</p>	<p>Focus Text: The Magic Finger</p>  <p>Escape from Pompeii</p>  <p>Non-Fiction: Romans Plants Light</p>
Poetry	<p>The Christmas Pine</p> <ul style="list-style-type: none"> • Rhyming couplets • Verses 		<p>The Sea by James Reeves</p> <ul style="list-style-type: none"> • Personification • Rhyme 		<p>No Haiku by Adrian Henri</p> <ul style="list-style-type: none"> • Haiku • Syllables 	
Planned Outcome (fiction/non-fiction)	<p>Fiction – Retell a familiar story with a different ending</p> <p>Non-fiction – Setting description</p>	<p>Fiction – Character description</p> <p>Non-fiction – Instructions</p>	<p>Fiction – Next part of an adventure story</p> <p>Non-fiction – Recount</p>	<p>Fiction – Characterisation through dialogue</p> <p>Non-fiction – Non-chronological report</p>	<p>Fiction – Five-part story</p> <p>Non-fiction – Travel advert</p>	<p>Fiction – Story with historical setting</p> <p>Non-fiction – Persuasive letter</p>
Reading Progression of Skills	<ul style="list-style-type: none"> ✓ Read, listen to and discuss a wide range of high-quality texts. 					

	<ul style="list-style-type: none"> ✓ Read books that are structured in different ways and read for a range of purposes. Increase their familiarity with a wide range of books, and retell some of these orally. ✓ Recognise some different forms of poetry. ✓ Prepare poems and plays to read aloud and to perform using intonation, tone and volume and action. <p>Word</p> <ul style="list-style-type: none"> ✓ Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words. (NC Appendix 1) ✓ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word e.g. although, weight, eight. <p>Comprehension</p> <ul style="list-style-type: none"> ✓ Retrieve and record information from fiction and nonfiction. Participate in discussions about books they have read, and have been read to them, taking turns and listening to what others say. ✓ Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Ask questions to improve their understanding of a text. <p>Inference and deduction</p> <ul style="list-style-type: none"> ✓ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify with evidence. ✓ Predict what might happen from details stated and implied Identify main ideas from more than one paragraph. <p>Text Structure</p> <ul style="list-style-type: none"> ✓ Identify that texts are structured in different ways for a range of purposes. ✓ Identify themes e.g. triumph of good over evil or the use of magical devices in fairy stories and folk tales. ✓ Identify conventions e.g. greeting in letters, a diary written in the first person, presentational devices such as numbering and headings. <p>Language for effect</p> <ul style="list-style-type: none"> ✓ Discuss words and phrases that capture the reader's interest and imagination. ✓ Recognise some different forms of poetry.
Writing Progression of Skills	<p>Vocabulary and grammar</p> <ul style="list-style-type: none"> ✓ Begin to extend sentences by adding in clauses and using a wider range of conjunctions. ✓ Use a or an correctly ✓ Express time, place and cause using when, before, after, while, so. ✓ Express time, place and cause using adverbs (then, next, soon, therefore). Express time, place and cause using prepositions (in, before, after, because of, during). ✓ Form new nouns using a range of prefixes e.g. natural + super = supernatural. ✓ Learn the grammar for Y3 and Y4 in Appendix 2. <p>Spelling and Punctuation</p> <ul style="list-style-type: none"> ✓ Identify and use word families showing how words are related e.g. solve, dissolve, solution. ✓ Introduce and spell words from the Y3/Y4 word list. ✓ Introduce inverted commas to punctuate direct speech <p>Planning Drafting and writing</p> <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. ✓ Build in a progressively varied and rich vocabulary, and an increasing range of sentence structures. ✓ Introduce paragraphs as a way to group related material. ✓ In narrative, create settings, character and plot. ✓ Use headings and sub-headings to aid presentation. <p>Handwriting</p> <ul style="list-style-type: none"> ✓ Use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left un-joined. <p>Begin to increase the legibility, consistency and quality of their joined handwriting.</p>

Assessment

Diagnostic (cold write)
Success Criteria – pupil/ teacher
Editing and Redrafting
Outcome – Final Piece