ST PHILOMENA'S PRIMARY SCHOOL
YEAR 3 ENGLISH MEDIUM TERM PLAN
2026–2027

EVERY HALF TERM - WHOLE-SCHOOL ENGLISH EXPECTATIONS

Power of Reading Text with writing outcomes	Shared Reading Texts	Spelling, Punctuation and Grammar Focus	Assessments from Testbase – end of every half term
5 English lessons weekly (45 mins) High-quality text-based curriculum through Power of Reading Wide range of genre's covered (in writing genre progression document) Speaking and listening opportunities (oracy) within every unit	3 session per week (25 minutes) Year 1 – 6 Literacy Shed + EYFS RWI books *Class reading book at the end of every day *Every child to have a reading record and book at their level (RWI and accelerated reader)	3 grammar and punctuation sessions per week (25 mins) Year 1 – 6 Twinkl SPAG Weekly spelling test (15 mins) Year 1 -6 Purple Mash spelling Rec and Year 1 spelling taught through RWI lessons Daily – Vocabulary of the day Vocabulary-rich classroom environments	• Writing Assessment • Grammar, spelling and punctuation assessment • Reading Comprehension Assessment • Reading Fluency Assessment Formative assessment is embedded within every lesson to identify misconceptions, inform teaching and maximise progress. Teachers will routinely use: Clearly shared success criteria. Targeted questioning to assess understanding and deepen thinking. Live feedback during learning. Retrieval of prior knowledge. Opportunities for peer discussion and reflection where appropriate. Assessment information is used to adapt teaching and determine next steps.

Progress and sequencing	Adaptive teaching
Progress is achieved through the careful sequencing of the curriculum. Children build on prior knowledge and skills by learning the curriculum in the intended order, ensuring secure understanding before moving on to new concepts. Teachers regularly revisit previous learning to strengthen long-term memory and support mastery.	Teachers adapt learning to ensure that every pupil can access the curriculum and achieve success. This includes: High expectations for all learners. Appropriate scaffolds and challenge. Planned support for pupils with SEND, informed by individual Provision Plans. Flexible grouping and responsive teaching based on ongoing assessment. Adaptations that enable pupils to access the same ambitious curriculum as their peers.

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Cultural capital	Rich and ambitious vocabulary
At St Philomena's, cultural capital is woven throughout our rich and broad curriculum. Every subject provides opportunities for children to develop the knowledge, experiences and understanding needed to become well-rounded, informed citizens. Children are exposed to: High-quality literature and ambitious texts. A wide range of subjects, cultures, faiths, history and the arts. Meaningful real-life experiences and enrichment opportunities. Character-building experiences that develop resilience, respect, compassion and responsibility. Cross-curricular learning that broadens understanding and deepens connections across the curriculum. Where appropriate, every English lesson provides opportunities to further develop pupils' cultural capital through carefully chosen texts, discussion and vocabulary.	Developing pupils' vocabulary is central to learning across the curriculum. Teachers will explicitly teach ambitious vocabulary by: Introducing a daily Word of the Day as part of our whole-school vocabulary initiative. Explicitly teaching and displaying key subject-specific vocabulary in lessons. Revisiting new vocabulary regularly in different contexts. Modelling precise, ambitious language. Encouraging pupils to use newly acquired vocabulary confidently in both speech and writing. Providing opportunities for vocabulary to be rehearsed, discussed and applied across the curriculum. Our aim is for every child to develop a rich vocabulary that enables them to communicate effectively, comprehend increasingly challenging texts and succeed across all areas of learning.

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Autumn 1 – Year 3

Power of reading text = Stone Age Boy by Satoshi Kitamura

Links to wider curriculum = Science – Rocks, History – Stone Age to Iron Age

Story time text = Billy the Kid by Michael Monpurgo

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 1	Text: The Iron Age 1 x shared reading Information focus	1. To analyse the front cover and make reasoned predictions. 2. To use capital letters, commas and full stops correctly. 3. To use shades of meaning to compare synonyms with varying intensities.	**Twinkl SPaG focus: Nouns and Pronouns for Clarity** Twinkl resource: Choose Nouns or Pronouns for Clarity Lesson Ideas and Resource Pack 1.To identify nouns and pronouns 2.To use nouns and pronouns in my writing	**Handwriting taught daily working through handwriting progression document blends**	Children rehearsing sentences which includes nouns and pronouns. Children enhance their vocabulary by identifying synonyms and listening to ambitious vocabulary

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Autumn 1 – Year 3

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WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 2	Text: Continuation of The Iron Age 3 x shared reading Information focus VIPERS	1. To explore the thoughts, feelings and perceptions of a character. 2. To use past, present and future tense. 3. To practice using the power of 3 4. To use conjunctions and adjectives correctly to create expanded noun phrases. 5. To use learnt techniques to write a character description. Genre: Narrative - Character description	**Twinkl SPaG focus: Consonants and Vowels** Twinkl resource: Identifying Vowels and Consonants Resource Pack 1. To identify vowels and consonants 2. To use vowels and consonants in my writing	**Handwriting taught daily working through handwriting progression document focusing on blends** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Homophones and near-homophones (Purple Mash Week 1) **Words / guidance:** here hear knot not mail male ball bawl groan grown	Hot Seating – identifying feelings and thoughts of a character.

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Autumn 1 – Year 3

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WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 3	Text: The Stone Age 3 x shared reading Information focus VIPERS	1. To analyse language and style of delivery 2. To use dialogue to reveal character and move action forward 3. To write a draft and edit my script 4. To write a script using procedural language 5. To speak audibly and perform my script Genre: Script	**Twinkl SPaG focus: Suffixes: -ly** Twinkl resource: PlanIt Y3 SPaG Lesson Pack: Suffix '-ly' 1. To identify words with the -ly suffix 2. To write sentences with the -ly suffix 3. To use imperative verbs/prepositional phrases	**Handwriting taught daily working through handwriting progression document focusing on blends** **PURPLE MASH • Published Autumn 1 Week 3: Homophones and near-homophones** Words: meat meet berry bury peace piece break brake saw sore	Performing scripts

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Autumn 1 – Year 3

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WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 4	Text: How a Fossil is Formed 3 x shared reading Information focus VIPER	1. To plan a comic strip using a clear sequence of events 2. To use captions and speech bubbles to organise the story 3. To edit and improve my comic strip 4. To use speech marks correctly. 5. To write dialogue Genre: Comic	**Twinkl SPaG focus: Past Tense** Twinkl resource: PlanIt Y3 SPaG Lesson Pack: Present Perfect and Simple Past 1. To understand present perfect and simple past tenses 2. To write sentences with present and past tense 3. To use speech marks correctly	**Handwriting taught daily working through handwriting progression document focusing on blends** **PURPLE MASH • Published** **Autumn 1 Week 4: The /eɪ/ sound spelt ei, eigh or ey** Words: eight they obey vein weigh neighbour eighth neigh beige sleigh	Practicing for Class Liturgy

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Autumn 1 – Year 3

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WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 5	Text: Bronze Age Britain 3 x shared reading Information focus VIPER	1. To create a word bank for characters and setting 2. To use my word bank to create a descriptive setting using adjectives. 3. To practice using a range of sentence openers. 4. To plan using a story mountain. 5. To write a narrative using a range of openers. Genre: Setting description	**Twinkl SPaG focus: Subordinate Clauses** 1. To understand subordinate clauses 2. To use subordinate clauses 3. To use subordinate and main clauses	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH • Published Autumn 1 Week 5: Statutory Year 3/4 spelling words** Words: eight arrive breath circle fruit guard height often popular eighth	

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WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 6	1. Reading assessment 2. Reading assessment 3. To identify common misconceptions through assessment	Writing assessment 1. Planning 2. Writing 3. Editing **Practice for class assembly.**	**Twinkl SPaG focus: Assess and Review** 1.Grammar assessment 2. Spelling and punctuation assessment 3. To identify common misconceptions through assessment	**Handwriting taught daily working through handwriting progression document focusing on blends** **PURPLE MASH • Published Autumn 1 Week 6: The /ʃ/ sound spelt ch** Words: chef chalet machine brochure chute parachute moustache quiche chauffeur chandelier	Class Assembly

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Week 7	Text: Iron Age Celts 3 x shared reading Information focus VIPERS	1. To use examples of factsheets to gain ideas 2. To identify parts of a non-fiction text 3. To record ideas in note form 4. To write using paragraphs and subheadings 5. To write a factsheet Genre: Non-fiction text	1. To recap using capital letters 2. To recap using full stops 3. To extend my vocabulary through reading class story	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Consolidation of Autumn 1; assessment **Words / guidance:** Review the words from the five published weekly lists and assess; choose 10 words for the test as already specified by the teacher. **School-selected practice words (from published Weeks 1–5):** here, hear, meat, meet, eight, they, arrive, chef, chalet.	

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Autumn 2 – Year 3

Power of reading text = The King who banned the dark by Emily Haworth-Booth
Links to wider curriculum = Science – Light/Dark DT – Making light up keyrings for bags
Story time text = The Christmas Pig by J K Rowling

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 1	**Text: What is light? (non-fiction)** 3 x shared reading Retrieval focus VIPERS	1. To identify features of a Newspaper 2. To gather key facts and information for a newspaper report. 3. To gather quotes and direct speech. 4. To use a headline, introduction and paragraphs. 5. To write a newspaper report. Genre: Newspaper article	**Twinkl SPaG focus: Adjectives** Twinkl resource: Adjectives Word Mat; Powerful Adjectives Differentiated Worksheets 1. To understand what adjectives can be powerful 2. To write sentences with powerful adjectives 3. To use a stimulus to write a description with powerful adjectives	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Ending /ʃən/ spelt -cian **Words / guidance:** musician electrician magician optician politician mathematician physician technician dietician beautician	

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Autumn 2 – Year 3

Power of reading text = The King who banned the dark by Emily Haworth-Booth
Links to wider curriculum = Science – Light/Dark DT – Making light up keyrings for bags
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WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 2	**Text: The eye (non-fiction)** 3 x shared reading Retrieval focus VIPERS	1. To use persuasive devices - rhetorical questions, groups of 3, 2. To use persuasive devices - hyperbole, statistics. 3. To contribute to class debate 4. To write a persuasive text including two persuasive devices. 5. To edit and improve. Genre – Persuasive writing	**Twinkl SPaG focus: 'A' or 'An'?** Twinkl resource: PlanIt Y3 SPaG Lesson Pack: Articles An or A 1. To understand A or An 2. To sort A or An for the correct phrase 3. To implement and use A or An in my writing	**PURPLE MASH SPELLING OVERVIEW** **Focus:** The /ɪ/ sound spelt y within words **Words / guidance:** myth gym Egypt pyramid mystery crystal symbol syrup cygnet lyric	Debate – should the King allow the Dark.

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Autumn 2 – Year 3

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Links to wider curriculum = Science – Light/Dark DT – Making light up keyrings for bags
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WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 3	**Text: Optical wonders (non-fiction)** 3 x shared reading Vocabulary focus VIPERS	1. To analyse how writers plant clues and create an unsettling or uncertain atmosphere. 2. To identify personification 3. To use alliteration 4. To write an engaging suspense narrative. 5. To edit against set criteria. Genre: Narrative	**Twinkl SPaG focus: Prefixes: super-, anti-, auto-** Twinkl resource: PlanIt Y3 SPaG Lesson Pack: 'anti-', 'auto-' and 'super-' Prefix 1. To use the prefix 'anti' 2. To use the prefix 'auto' 3. To use the prefix 'super'	**Handwriting taught daily working through handwriting progression document focusing on blends** **PURPLE MASH SPELLING OVERVIEW** **Focus:** The /ʌ/ sound spelt ou **Words / guidance:** young touch double trouble country rough enough tough cousin couple	

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WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 4	**Text: History of shadow theatre (non-fiction)** 3 x shared reading Vocabulary focus VIPERS	1. To generate ideas around a feeling or experience 2. To use rhythm, rhyme and line breaks to organise a poem 3. To take part in a blindfold walk, using senses to describe 4. To plan my poem using literary devices 5. To write, edit and perform my poem Genre: Poem	**Twinkl SPaG focus: Present Tense** Twinkl resource: Past and Present Tense Verb Word Mat; Past, Present and Future Sorting Worksheet 1. To write sentences with past and present tense. 2. To write sentences in future tense. 3. To use similes and metaphors	**Handwriting taught daily working through handwriting progression document focusing on blends** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Year 3/4 statutory spelling list **Words / guidance:** difficult famous extreme guide heart history popular minute natural believe	Blindfold walk – using senses to describe. Performing poems.

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Autumn 2 – Year 3

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Links to wider curriculum = Science – Light/Dark DT – Making light up keyrings for bags
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WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 5	**Text: Amazing eyes (non-fiction)** 3 x shared reading Retrieval focus VIPERS	1. To create a word bank for characters and setting. 2. To use similes and metaphors to create effect. 3. To use personification and alliteration. 4. To plan using a story mountain 5. To write a narrative Genre: Narrative – The Snowman	**Twinkl SPaG focus: Apostrophes** Twinkl resource: Using an Apostrophe for Possession Teaching Pack; Apostrophes for Contraction: KS2 SPaG PowerPoint Quiz 1. To understand apostrophes for possession 2. To understand apostrophes can shorten words 3. To understand apostrophes for contraction.	**Handwriting taught daily working through handwriting progression document focusing on blends** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Prefix in- **Words / guidance:** inactive incorrect incredible independent incomplete incapable incompatible inconsiderate indefinitely inability	

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Week 6	1. Reading assessment 2. Reading assessment 3. To identify common misconceptions through assessment	Writing assessment 1. Planning 2. Writing 3. Editing	Punctuation, grammar and spelling assessment and identifying common misconceptions **Twinkl SPaG focus: Assess and Review** 1. Punctuation and grammar assessment 2. Spelling assessment 3. To identify common misconceptions through assessment	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Consolidation of Autumn 2; assessment **Words / guidance:** Review Weeks 1–5 spellings, including -cian, y, ou, statutory words and in-; assessment as in the overview. **PURPLE MASH • Source consolidation words by day:** Day 1: myth pyramid mystery lyric musician optician politician guide heart history trouble country dietician | Day 2: famous extreme young couple mathematician physician touch double enough incomplete incapable incorrect incredible | Day 3: difficult popular independent rough technician politician tough cousin incompatible inconsiderate indefinitely Egypt | Day 4: inactive inability minute natural believe crystal	

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Autumn 2 – Year 3

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Links to wider curriculum = Science – Light/Dark DT – Making light up keyrings for bags
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WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
				symbol syrup cygnet electrician magician gym	

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Week 7	**Text: A Christmas Carol (fiction)** 3 x shared reading VIPERS	1. To develop ideas for a fictitious rumour 2. To write sentences with the opener 'fortunately and unfortunately' 3. To add adverbs and imaginative/humerous details 4. To analyse how speakers organise and present ideas for audience 5. To contribute verbally to shared rumour Genre: Fictitious rumour	1. To write sentences including apostrophes 2. To recap using suffixes 3. To recap using A or An	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Additional week: revisit published spellings **Words / guidance:** No additional weekly list is published for this week. Revisit the half-term's spellings and assess as appropriate; any teacher-entered focus above remains unchanged. **SCHOOL-SELECTED SPELLING** **School-selected practice words (from published Weeks 1–5):** musician, electrician, myth, gym, young, touch, difficult, famous, inactive, incorrect.	

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Power of reading text = Marcy and the riddle of the Sphinx by Joe Todd – Stanton

Links to wider curriculum = Ancient Egypt - History

Story time text: Planet Omar by Zaineb Nain

SPRING 1 — YEAR 3 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 1	**Text: Important animals (non-fiction)** 3 x shared reading Information focus VIPERS	1. To make predictions and deductions about the front cover 2. To research and group information into purposeful sections 3. To use precise vocabulary and explanation to develop key facts 4. To organise paragraphs around a theme. 5. To write and edit an information text that is accurate, organised and easy to navigate. Genre: Non-fiction information text	**Twinkl SPaG focus: Verbs** Twinkl resource: KS2 Verb List Word Mat; KS2 Meaning of Powerful Verbs PowerPoint 1. To use a word mat to increase my verb vocabulary 2. To use powerful verbs in my writing 3. To use synonyms for 'said'	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Recap of Autumn term **Words / guidance:** optician pyramid trouble country incomplete mail male piece vein parachute	Debate

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Links to wider curriculum = Ancient Egypt - History

Story time text: Planet Omar by Zaineb Nain

SPRING 1 — YEAR 3 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 2	**Text: Egyptian Gods (non-fiction)** 3 x shared reading Information focus VIPERS	1. To plan a character description by selecting details that reveal appearance and personality 2. To use precise vocabulary and figurative language to create a vivid impression 3. To reveal character through dialogue 4. To organise descriptive details purposefully 5. To write and edit a developed characterisation Genre: Past tense character description	**Twinkl SPaG focus: Compound Nouns** Twinkl resource: Joining Words to Make a Compound Noun SPaG Lesson Teaching Pack 1. To understand compound nouns 2. To join words to make compound nouns 3. To write sentences using compound nouns	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Prefix super- **Words / guidance:** supermarket superstar superman superhuman supersonic superfine superficial supercomputer supertanker superstructure	

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Links to wider curriculum = Ancient Egypt - History

Story time text: Planet Omar by Zaineb Nain

SPRING 1 — YEAR 3 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 3	**Text: Cleopatra (non-fiction)** 3 x shared reading Information focus VIPERS	1. To plan a comic using a clear sequence of events 2. To describe characters and setting using expanded noun phrases 3. To use dialogue to show character voice and interaction 4. To use conjunctions to extend sentences and explain events 5. To create and edit a comic that combines words and images effectively Genre: Comic strip	**Twinkl SPaG focus: Prefixes: dis-, mis-, un-** Twinkl resource: PlanIt Y3 SPaG Lesson Pack: Prefixes dis- Words, mis- Words, un- Words 1. To understand and use words with the prefix dis- 2. To understand and use words with the prefix mis- 3. To understand and use words with the prefix un-	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Prefix im- **Words / guidance:** immature impossible impatient imperfect immortal impolite immovable improbable imbalance impeccable	

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Links to wider curriculum = Ancient Egypt - History

Story time text: Planet Omar by Zaineb Nain

SPRING 1 — YEAR 3 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 4	**Text: On a mission (narrative)** 3 x shared reading VIPERS	1. To visit the British Museum and write key facts based on artefacts 2. To select and organise the important events of a recount 3. To use paragraphs and time adverbials to organise events chronologically 4. To use precise verbs, adjectives and adverbials to add relevant detail 5. To write and edit an engaging, clearly organised recount Genre: Recount in past tense	**Twinkl SPaG focus: Subordinating Conjunctions** Twinkl resource: KS2: What Is a Subordinating Conjunction? PowerPoint 1. To understand what a subordinating conjunction is 2. To use the acronym 'I SAW A WABUB' to help me 3. To write sentences using subordinating conjunctions	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Year 3/4 statutory spelling list **Words / guidance:** appear material library perhaps sentence various regular bicycle possess caught	To talk about my visit to the British Museum

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Links to wider curriculum = Ancient Egypt - History

Story time text: Planet Omar by Zaineb Nain

SPRING 1 — YEAR 3 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 5	Reading comprehension assessment Reading fluency assessment	1. Writing assessment - planning 2. Writing assessment – writing and editing 1. To use a thesaurus to create a word bank of ambitious vocabulary 2. To plan a poem using figurative language 3. To write my poem using figurative language Genre: Poem using figurative language	**Twinkl SPaG focus: Inverted Commas** Twinkl resource: PlanIt Y3 SPaG Lesson Pack: Inverted Commas 1. To understand inverted commas 2. To use inverted commas for direct speech 3. To edit and improve using inverted commas	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Ending /ʒən/ spelt - sion **Words / guidance:** division invasion confusion decision collision television abrasion expansion erosion excursion	To deliver and perform my poem

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Week 6	**Text: Mummify a tomato (non-fiction)** 3 x shared reading Instruction focus VIPERS	1. To create a word bank for characters and setting 2. To use dialogue and action to develop characters and move the story forward 3. To use similes and personification to create effect 4. To plan using a story mountain 5. To write and edit my narrative Genre: Narrative	Punctuation, grammar and spelling assessment and identifying common misconceptions **Twinkl SPaG focus: Assess and Review** 1. Punctuation and grammar assessment 2. Spelling assessment 3. To identify common misconceptions from assessments	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Consolidation of Spring 1; assessment **Words / guidance:** Review Weeks 1–5 spellings; assessment as in the overview. **PURPLE MASH • Source consolidation words by day:** Day 1: superhuman collision television supercomputer supertanker superstructure impatient confusion imperfect decision pyramid trouble | Day 2: impolite library perhaps bicycle superstar superman erosion impeccable immortal invasion optician country parachute | Day 3: appear material possess caught expansion immature impossible improbable imbalance supermarket mail male | Day 4: division abrasion sentence various regular immovable supersonic	

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2026–2027

Power of reading text = Marcy and the riddle of the Sphinx by Joe Todd – Stanton

Links to wider curriculum = Ancient Egypt - History

Story time text: Planet Omar by Zaineb Nain

SPRING 1 — YEAR 3 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
				superfine superficial excursion piece vein incomplete	

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Power of reading text = The Great Kapok Tree by Lynne Cherry

Links to wider curriculum = Rainforests - Geography

Story time text: George's Marvellous Medicine by Roald Dahl

SPRING 2 — YEAR 3 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 1	**Text: The place for me (fiction)** 3 x shared reading Inference focus VIPERS	1. To generate and organise ideas around a theme, feeling or experience 2. To use rhyme, rhythm and line breaks to shape a poem 3. To use precise vocabulary and imagery to create a clear picture for the reader 4. To use alliteration and repetition to create effect 5. To write a poem using adjective, nouns and verbs Genre: Poem	**Twinkl SPaG focus: Adverbs - Time, Place & Cause** Twinkl resource: PlanIt Y3 SPaG Lesson Pack: Adverbs Lesson Plan 1. To understand when adverbs are used 2. To identify different types of adverbs 3. To write using different types of adverbs	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Ending /ʃən/ spelt -tion **Words / guidance:** action mention position solution fiction option caution relation introduction construction	

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Power of reading text = The Great Kapok Tree by Lynne Cherry

Links to wider curriculum = Rainforests - Geography

Story time text: George's Marvellous Medicine by Roald Dahl

SPRING 2 — YEAR 3 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 2	**Text: Habitat loss (non-fiction)** 3 x shared reading Retrieval focus VIPERS	1. To research and make notes about the rainforest 2. To organise facts using sentence openers 3. To understand speaking with expression and intonation 4. To plan my documentary script 5. To perform my documentary script Genre: Documentary about rainforest	**Twinkl SPaG focus: Prefixes: in-** Twinkl resource: PlanIt Y3 SPaG Lesson Pack: Prefixes: in- 1. To understand and use prefixes in- and im- 2. To understand and use prefixes ir- and il- 3. To recap on my knowledge of prefixes	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Ending /ʃən/ spelt -sion **Words / guidance:** expansion extension comprehension tension suspension apprehension dimension pension diversion confession	

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2026–2027

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SPRING 2 — YEAR 3 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 3	**Text: Microhabitats (non-fiction)** 3 x shared reading Retrieval focus VIPERS	1. To state a clear viewpoint and give reasons to support this 2. To organise reasons and examples to make argument clear 3. To listen to different viewpoints and respond appropriately 4. To use persuasive vocabulary and conjunctions to strengthen an argument 5. To engage in debate Genre: Debate	**Twinkl SPaG focus: Suffixes: -ation** Twinkl resource: PlanIt Y3 SPaG Lesson Pack: Suffix -ation 1. To consolidate learning on prefixes and suffixes 2. To use the suffix -ation 3. To reinforce my learning about the suffix -ation	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Prefix re- **Words / guidance:** redo refresh return reappear redecorate replay reaction review recycling rebound	Debate

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SPRING 2 — YEAR 3 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 4	**Text: Let's go rock pooling (non-fiction)** 3 x shared reading Vocabulary focus VIPERS	1. To observe suspenseful texts to gain ideas 2. To practice devices that create suspense 3. To create a suspenseful word bank 4. To plan my suspenseful narrative 5. To write and edit my suspenseful narrative Genre: Narrative with suspense	**Twinkl SPaG focus: Coordinating Conjunctions** Twinkl resource: FANBOYS Coordinating Conjunctions Poster; Coordinating Conjunctions FANBOYS Differentiated Activity Sheets 1. To understand coordinating conjunctions 2. To use the acronym FANBOYS to help me 3. To write sentences including coordinating conjunctions	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Year 3/4 statutory spelling list **Words / guidance:** imagine decide group learn weight build early island grammar therefore	

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Week 5	1. Reading assessment 2. Reading assessment 3. To identify misconceptions through assessment	Writing assessment 1. Planning 2. Writing 3. Editing 4. To identify misconceptions through assessment 5. To identify misconceptions through assessment	**Punctuation, grammar and spelling assessment and identifying common misconceptions** 1. Punctuation and grammar assessment 2.Spelling assessment 3. To identify misconceptions through assessment	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Ending /ʒə/ or /tʃə/ spelt -sure/-ture **Words / guidance:** measure treasure pleasure enclosure creature furniture picture nature adventure feature • The publisher's Week 6 consolidation is not allocated a separate lesson in this five-week half term. **PURPLE MASH • Source Week 6 consolidation (incorporate within Week 5)** Day 1: action mention introduction construction pension diversion confession weight build early caution creature furniture | Day 2: solution expansion nature adventure refresh island grammar return feature extension comprehension tension rebound | Day 3: redo redecorate replay reaction	

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WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
				picture position relation treasure fiction option measure review | Day 4: imagine pleasure enclosure decide recycling group learn therefore reappear suspension apprehension dimension	

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Power of reading text = Divers Daughter by Patrick Lawrence

Links to wider curriculum = Terrible Tudors – History

Story time text = Jack's Secret Summer by Jack Ryder

SUMMER 1 — YEAR 3 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 1	**Text: Staying alive (non-fiction)** x shared reading Information focus VIPERS	1. To use 'role on the wall' to record thoughts and feelings 2. To select and organise significant events chronologically 3. To use first person and time adverbials correctly 4. To plan my diary entry 5. To write my diary entry Genre: Diary entry in first person	**Twinkl SPaG focus: Prepositions** Twinkl resource: PlanIt Y3 SPaG: How to Make a Lesson Plan for Prepositions 1. To recap on my knowledge of prepositions 2. To apply my knowledge of prepositions 3. To use conjunctions, adverbs and prepositions	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Recap of Spring term **Words / guidance:** enclosure creature redecorate extension comprehension mention position immature supermarket missed	Role on the wall to discuss characters feelings

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Power of reading text = Divers Daughter by Patrick Lawrence

Links to wider curriculum = Terrible Tudors – History

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SUMMER 1 — YEAR 3 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 2	**Text: The first Tudor (non-fiction)** 3 x shared reading Information focus VIPERS	1. To identify emotive language in Greensleeves 2. To choose powerful vocabulary to express emotions 3. To use expanded noun phrases and figurative language to describe feelings 4. To use repetition and rhyme to make song lyrics effective 5. To write song lyrics using emotive language to express feelings Genre: Emotive language to write song lyrics	**Twinkl SPaG focus: Prefixes: re-, sub-, inter-** Twinkl resource: PlanIt Y3 SPaG Lesson Pack: Prefixes with 're-', 'sub-' and 'inter-' 1. To understand and use prefix re- 2. To understand and use prefix sub- 3. To understand and use prefix inter-	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Suffix -ly, forming adverbs **Words / guidance:** happy happily angry angrily gentle gently simple simply second secondly	Discuss song lyrics with partner

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Power of reading text = Divers Daughter by Patrick Lawrence

Links to wider curriculum = Terrible Tudors – History

Story time text = Jack's Secret Summer by Jack Ryder

SUMMER 1 — YEAR 3 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 3	**Text: The last Tudor (non-fiction)** 3 x shared reading Information focus VIPERS	1. To use 'role on the wall' to explore character feelings 2. To use precise vocabulary and figurative language to create a vivid impression 3. To reveal character through dialogue, actions and reactions 4. To organise descriptive details purposefully rather than listing features 5. To write and edit a character description Genre: Character description	**Twinkl SPaG focus: Suffixes beginning with Vowels** Twinkl resource: PlanIt Y3 SPaG Lesson Pack: Suffixes Beginning with Vowels 1. To recap on my knowledge of vowels 2. To use suffixes beginning with vowels 3. To write sentences using suffixes	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Suffix -ly, forming adverbs **Words / guidance:** sad sadly complete completely usual usually final finally humble humbly	Role on the wall to discuss characters feelings

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SUMMER 1 — YEAR 3 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 4	**Text: Tudor jobs (non-fiction)** 3 x shared reading Information focus VIPERS	1. To identify how an author shows a characters feelings without telling the reader 2. To use actions and body language to show a character emotion 3. To use descriptive language to show what a character can see, hear and feel 4. To plan using a story mountain 5. To write my narrative Genre: Narrative using show not tell	**Twinkl SPaG focus: Time Conjunctions** Twinkl resource: PlanIt Y3 SPaG Lesson Pack: Time Conjunctions 1. To understand time conjunctions 2. To use time conjunctions 3. To use casual conjunctions	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Year 3/4 statutory spelling list **Words / guidance:** earth answer busy centre century describe exercise February occasion straight	

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SUMMER 1 — YEAR 3 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 5	**Text: Tudor monarchs (non-fiction)** 3 x shared reading Information focus VIPERS	1. To look at examples of newspaper articles and record literary devices 2. To use formal and informal language 3. To summarise main points of a text 4. To plan my newspaper article 5. To write my newspaper article Genre: Newspaper Article	Twinkl resource: PlanIt Y3 SPaG Lesson Pack: Headings and Sub-Headings 1. To look at examples of texts where headings and subheadings are used 2. To plan headings and subheadings 3. To use headings and subheadings	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Homophones and near-homophones **Words / guidance:** missed mist plane plain scene seen rein rain blue blew	

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Week 6	1. Reading assessment 2. Reading assessment 3. To identify misconceptions through assessment	1. Planning 2. Writing 3. Editing 4 & 5 - Spoken Language Focus – Tudor Assembly debate	**Twinkl SPaG focus: Assess and Review** 1. Grammar and punctuation assessment 2. Spelling assessment 3. To identify misconceptions through assessment	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Consolidation of Summer 1; assessment **Words / guidance:** Review Weeks 1–5 spellings; assessment as in the overview. **PURPLE MASH • Source consolidation words by day:** Day 1: happy happily February occasion mist plane gentle gently complete humbly enclosure extension comprehension | Day 2: secondly straight scene describe sadly simple angrily blue blew busy position immature | Day 3: earth answer rein century final finally humble angry simply second creature redecorate | Day 4: missed plain rain completely usual usually seen exercise sad centre mention supermarket	Class Assembly

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Week 7	**Text: Rich and poor Tudors - childhood (non-fiction)** 3 x shared reading Information focus VIPERS	1. To organise key events from Tudor Drama Day using the past tense 2. To use time adverbials to order the events 3. To use expanded noun phrases to describe people, places and activities I experienced 4. To use conjunctions and fronted adverbials to add detail to my recount 5. To write a chronological recount of Tudor Drama Day Genre: Recount of Tudor Drama Day	**Twinkl SPaG focus: Paragraphs** Twinkl resource: PlanIt Y3 SPaG Lesson Pack: Paragraphs 1. To look at examples of texts where paragraphs are used 2. To plan a paragraph 3. To write in paragraphs	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Additional week: revisit published spellings **Words / guidance:** No additional weekly list is published for this week. Revisit the half-term's spellings and assess as appropriate; any teacher-entered focus above remains unchanged. **SCHOOL-SELECTED SPELLING PRACTICE • additional Week 7** Revisit ten words from this half term's published Purple Mash lists; this is not an additional published week. See the selected practice words below. **School-selected practice words (from published Weeks 1–5):** enclosure, creature, happy, happily, sad, sadly, earth, answer, missed, mist.	

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Power of reading text = Oliver and the Sea wigs by Phillip Reeve
Links to wider curriculum =
Story time text = Terrible True Tales from the Tower of London by Sarah Kilby and Peter Cotterill

SUMMER 2 — YEAR 3 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 1	**Text: The origin of mermaids (non-fiction)** 3 x shared reading Information focus VIPERS	1. To plan a character description 2. To use expanded noun phrases, verbs and figurative language to create a vivid impression 3. To reveal character through dialogue and actions 4. To organise details rather than listing features 5. To use adjectives and expanded noun phrases to describe a character Genre: Character description	**Twinkl SPaG focus: Homophones** Twinkl resource: PlanIt Y3 SPaG Lesson Pack: Homophones 1. To understand homophones 2. To use homophones 3. To consolidate my learning of homophones	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Initial /s/ spelt ci, ce or cy **Words / guidance:** circle certain century cycle civilian ceramic cylinder cinema celebrate circulate	

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SUMMER 2 — YEAR 3 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 2	**Text: The lost plane (fiction)** 3 x shared reading Narrative focus VIPERS	1. To identify features of a journal entry 2. To explain characters thoughts and feelings 3. To use adverbial phrases to add detail 4. To plan my journal entry 5. To write and edit my journal entry Genre: Journal entry in first person	**Twinkl SPaG focus: Suffixes: -ous** Twinkl resource: PlanIt Y3 SPaG Lesson Pack: Suffix -ous 1. To understand and use the suffix -ous 2. To understand and use the suffix -ious 3. To consolidate my learning by creating adjectives by using suffixes	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Medial /s/ spelt ce **Words / guidance:** sentence notice recent innocent parcel process grocer December distance voice	Hot Seating

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SUMMER 2 — YEAR 3 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
Week 3	**Text: Seas and oceans (non-fiction)** 3 x shared reading Information focus VIPERS	1. To identify parts of a TV News report 2. To gather information for newspaper report 3. To write key facts for newspaper report 4. To sequence and plan events to include in report 5. To write, edit and perform my newspaper report Genre: Newspaper report – Planet Earth	**Twinkl SPaG focus: Word Families** Twinkl resource: PlanIt Y3 SPaG Lesson Pack: Word Families 1. To understand word families 2. To recognise and use word families 3. To consolidate my learning of word families	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Year 3/4 statutory spelling list **Words / guidance:** special strange possible probably strength surprise remember although notice recent	Performing as news presenters

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Week 4	**Text: Little Green Turtle (fiction)** 3 x shared reading Narrative focus VIPERS	1. To research and make notes on marine life 2. To identify parts of a non-fiction text 3. To use a dictionary to create a glossary of terminology 4. To plan and organise my fact file 5. To write my fact file Genre: Fact file	**Twinkl SPaG focus: Place and Cause Conjunctions** Twinkl resource: PlanIt Y3 SPaG Lesson Pack: Place and Cause Conjunctions 1. To recap on my learning of conjunctions 2. To understand different types of conjunctions 3. To use place and cause conjunctions	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** Consolidation of Summer 2; assessment **Words / guidance:** Review Week 1–3 spellings; assessment as in the overview. **PURPLE MASH • Source consolidation words by day:** Day 1: circle certain century cycle civilian ceramic cylinder cinema celebrate circulate | Day 2: sentence notice recent innocent parcel process grocer December distance voice | Day 3: special strange possible probably strength surprise remember although notice recent	
Week 5	**Text: Layers of the oceans (non-fiction)** 3 x shared reading Information focus VIPERS	1. To understand the structure and purpose of a sea shanty 2. To gather ideas for sea shanty 3. To add rhyme and rhythm to my sea shanty 4. To plan and perfect my sea shanty	**Twinkl SPaG focus: Editing and Evaluating** Twinkl resource: Year 3 Edit and Improve with Mr Whoops:	**Handwriting taught daily working through handwriting progression document focusing on blends.**	Singing sea shanty

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SUMMER 2 — YEAR 3 | ENGLISH

WEEK	READING: DECODING & COMPREHENSION	WRITING: COMPOSITION	GRAMMAR, VOCABULARY & PUNCTUATION	SPELLING & HANDWRITING	ORACY
		5. To write and perform my sea shanty Genre: Song lyrics for a sea shanty	Character Description Resource Pack 1. To understand how we can fix sentences 2. To write some common error sentences 3. To peer mark and correct common error sentences	**PURPLE MASH SPELLING OVERVIEW** **Focus:** End-of-year statutory spelling assessment: 40 words **Words / guidance:** answer appear arrive believe bicycle breath build busy caught centre century circle decide describe difficult early earth eight eighth exercise extreme famous February fruit grammar group guard guide heart height history imagine island learn library material minute natural notice occasion	

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Week 6	1. Reading assessment 2. Reading assessment 3. To identify misconceptions through assessment	Writing assessment 1. Planning 2. Writing 3. Editing 4. To identify misconceptions through assessment 5. To identify misconceptions through assessment	Punctuation, grammar and spelling assessment and identifying common misconceptions **Twinkl SPaG focus: Assess and Review** 1. Punctuation and grammar assessment 2. Spelling assessment 3. To identify common misconceptions through assessment	**Handwriting taught daily working through handwriting progression document focusing on blends.** **PURPLE MASH SPELLING OVERVIEW** **Focus:** End-of-year statutory spelling assessment: remaining/repeated words **Words / guidance:** bicycle breath build fruit grammar group imagine island learn notice answer appear arrive extreme exercise famous February material minute natural often perhaps popular possess possible probably recent regular remember sentence occasion special straight strange strength surprise therefore although various weight **Optional spelling retrieval within the scheduled week (not a new Purple Mash list)** circle, certain, sentence, notice, special, strange, answer, appear, celebrate.	

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