| Autumn 1 (Oct) <br> The Iron Man by Ted | Handwriting - Nelson Handwriting Scheme | Autumn 2 (Dec) Fox by Margaret |
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| Hughes | Cursive, lower ability to focus on pencil control and formation To use diagonal and horizontal strokes that are needed to join letters | Wild |
|  | Understand which letters when adjacent to one another are best left unjoined |  |
| Explanation: How to capture the Iron Man Purpose: To explain | Increase the legibility consistency and quality of their handwriting | Narrative: Fable narrative |
|  | Spelling Refer to NNG \& NC |  |
|  | Review Yr2 prefix/suffixes(See NNS) |  |
|  | Year 3 Word List Spell words which are often misspelt( English Appendix 1) |  |
|  | Use the $1^{\text {st }}$ two or 3 letters of a word to check its spelling in a dictionary. Proofread for spelling errors. |  |
|  | Homophones Contraction Possessive apostrophe |  |
|  | Suffix-s, es, er, ed, ing |  |
|  | Apply prefix un Words with the 'e' sound spelt ei, eigh, or ey |  |
|  | Prefixes- 'mis' 're' 'dis' |  |
|  | /I/sound spelt ' y ' |  |
|  | Apostrophes for contractions |  |
|  | Words ending in /g/ sound spelt- 'gue' \& the /k/sound spelt 'que' |  |
|  | Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. |  |
|  | Punctuation \& Grammar- Refer to NC and NNG Grammar Hammer |  |
|  | Expressing time, place and cause using conjunction e.g. when, before, after, while, so, because |  |
|  | Adverbs, e.g. then, next, soon, therefore or prepositions e.g. before, after, during, in, because of Introduction to paragraphs as a way to group related material. Headings and subheadings to aid presentation |  |
|  | Use of the present perfect form of verbs instead of the simple past e.g. he has gone out to play contrasted with he went out to play |  |
|  | Using conjunctions, adverbs and prepositions to express time and caus <br> Using fronted adverbials Commas after fronted adverbials Commas in a list Using a or an |  |
|  | Possessive apostrophe Using punctuated direct speech |  |
|  | Extend the range of sentences with more than one clause by using when, if, because, although |  |
|  | Using the present perfect form of verbs in contrast to past tense |  |
|  | Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition |  |
| Spring 1 (Feb) | Handwriting - Nelson Handwriting Scheme | Spring 2 (Easter) |
| The Rhythm of the | Cursive, lower ability to focus on pencil control and formation | Jemmy Button by |
| Rain by Grahame | To use diagonal and horizontal strokes that are needed to join letters | Valerio Vidali |
| Baker-Smith | Understand which letters when adjacent to one another are best left unjoined |  |
|  | Increase the legibility consistency and quality of their handwriting | Information: Letters |
| Narrative: SettingNarrative |  | Purpose: To recount |
|  | Spelling Refer to NNG \& NC |  |
| Purpose: To narrate | Year 3 Word List Spell words which are often misspelt( English Appendix 1) |  |
|  | Suffix- ness, ful, less, ly /k/ sound spelt 'ch' /s/ /k/ as in science |  |
|  | Prefixes- sub and tele |  |


|  | Prefixes - 'super' and 'auto' <br> Homophones - see NNS Contractions <br> Proofread for spelling errors. <br> Using dictionaries to spell words <br> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <br> Words ending in 'sure'- treasure <br> Words ending in 'ture' - picture <br> Words with the /j/sound spelt 'ch' as well as 's','ss' (ion/ure) <br> Punctuation \& Grammar- Refer to NNG \& NC Grammar Hammer <br> Using conjunctions, adverbs and prepositions to express time and cause <br> Use of the forms a or an according to whether the next word begins with a consonant or a vowel <br> Expressing time, place and cause using conjunctions, adverbs or prepositions <br> Introduction to paragraphs as a way to group related material. Headings and subheadings to aid presentation <br> Introduction to inverted commas to punctuate direct speech <br> Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition <br> Using and punctuating direct speech <br> Word families based on common words, showing how words are related in form and meaning <br> Sentence demarcation- Using capital letters, full stops, question marks and exclamation marks. |  |
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| Summer 1 (May) <br> Egyptology by Emily <br> Sands <br> Narrative: Egyptian <br> Mystery <br> Purpose: To narrate | Handwriting - Nelson Handwriting Scheme <br> Cursive <br> Spelling- Refer to NNS \& NC <br> Revise-suffixes ed, ing, $s$, es ness, ful, less, ly <br> Suffix- 'ly' words ending in 'le' and 'ic' <br> Year 3 Word List Spell words which are often misspelt( English Appendix 1) <br> Using dictionaries to spell words <br> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <br> /I/ sound spelt ' y '- myth, gym <br> / $\Lambda$ sound spelt 'ou' e.g. double <br> Contractions Homophones <br> Possessive apostrophe with plurals Y1 and Yr 2 vowel diagraphs <br> Adding suffixes beginning with vowel letters to words of more than one syllable- forgetting, beginner. <br> Place the possessive apostrophe accurately in words with regular plurals, and in words with irregular plurals <br> Punctuation \& Grammar- Refer to NNG \& NC Grammar Hammer <br> Using the present perfect form of verbs in contrast to the past tense <br> Using conjunctions, adverbs and prepositions to express time and cause <br> Using fronted adverbials <br> Using commas after fronted adverbials <br> Indicating possession by using the possessive apostrophe with plural nouns <br> Using and punctuating direct speech <br> Formation of nouns using a range of prefixes e.g. super, anti, auto <br> Use of the forms a or an according to whether the next word begins with a consonant or a vowel <br> Word families based on common words, showing how words are related in form and meaning <br> Expressing time, place and cause using conjunctions, adverbs or prepositions | Summer (July) Into the Forest by Anthony Browne <br> Narrative: Lost <br> Narrative <br> Purpose: To narrate |

Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
Sentence demarcation- Using capital letters, full stops, question marks and exclamation marks.
Commas in a list
Apostrophes to mark singular and plural possession

