

Topic overviews

Semester 1		
	Strand	Content
Unit 1: Brain Waves	Focus Genre: Creative Text: Poetry	
	Reading	Fully engage and enjoy reading a range of texts.
		Listen to, discuss and express views about a range of fiction, poetry and plays. Begin to justify comments.
		Explain the meaning of words in context; use dictionaries to check meaning.
	Writing	Discuss and develop initial ideas to plan and draft before writing.
		Write to suit purpose with a growing awareness of the audience.
		Appropriately use a range of presentational devices , including title and subheadings.
		Edit and revise own writing.
	Grammar	Use vocabulary which is becoming more precise (Key Vocabulary: brain, connection, neuron, memory, development)
	Summative Assessment	Write and perform a poem about self. Assessment focus: Writing a poem using key features (rhythm, rhyme)
Unit 2: Bright Sparks	Focus Genre: Persuasive Text- Advertisements	
	Reading	Read with fluency a range of age appropriate text types. Read at a speed for them to focus on understanding.
		Read most common exception words effortlessly, noting unusual spelling and sound.
		Use phonic skills consistently and automatically to address unfamiliar words.
		Determine the meaning of new words by applying knowledge of root words and their affixes.
		Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud.
		Fully engage and enjoy reading a range of texts.

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		Listen to, discuss and express views about a range of fiction, poetry and plays. Begin to justify comments.
		Explain the meaning of words in context; use dictionaries to check meaning.
		Identify how language, structure and presentation contribute to meaning - introduction, paragraphs, words that capture the reader's attention.
		Listen to and discuss a range of non fiction texts, that are structured in different ways ; recognise typical presentational features.
		Explicit teaching of comprehension skills: Self Monitoring - Check the text makes sense, reading to the punctuation and habitually re-reading. Visualisation
	Writing	Discuss and develop initial ideas to plan and draft before writing.
		Write to suit purpose with a growing awareness of the audience.
		Organise writing into paragraphs, including fiction and non-fiction.
		Appropriately use a range of presentational devices , including title and subheadings.
		Edit and revise own writing.
	Grammar	Write a range of sentence types which are grammatically correct.
		Use a variety of connectives to join words and sentences. use time connectives.
		Vary sentence openers.
		Use vocabulary which is becoming more precise (Key Vocabulary : switch, flow, electricity, insulator, conductors)
	Summative Assessment	<p>Persuasive text on Climate Change.</p> <p>Create a digital advertisement as well, making the persuasive message as succinct as possible.</p> <p>Assessment Focus: persuasive language, text features of a persuasive advertisement.</p>

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Unit 3: Shaping Up	Focus Genre: Information Text : Research Sub Genre: Creative Text : Recount		
	Reading	Read with fluency a range of age appropriate text types. Read at a speed for them to focus on understanding.	
		Read most common exception words effortlessly, noting unusual spelling and sound.	
		Use phonic skills consistently and automatically to address unfamiliar words.	
		Determine the meaning of new words by applying knowledge of root words and their affixes.	
		Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud.	
		Fully engage and enjoy reading a range of texts.	
		Listen to, discuss and express views about a range of fiction, poetry and plays. Begin to justify comments.	
		Explain the meaning of words in context; use dictionaries to check meaning.	
		Identify how language, structure and presentation contribute to meaning - introduction, paragraphs, words that capture the reader's attention	
		Listen to and discuss a range of non fiction texts, that are structured in different ways; recognise typical presentational features.	
		Explicit teaching of comprehension skills: Activating Prior Knowledge Making Connections : Text to self, text to text, text to world	
		Writing	Discuss and develop initial ideas in order to plan and draft before writing
			Write to suit purpose with a growing awareness of the audience.
Organise writing into paragraphs, including fiction and non-fiction.			
Appropriately use a range of presentational devices, including title and subheadings.			
Edit and revise own writing.			
Grammar	Use expanded noun phrases and adverbial phrases to expand sentences.		

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		Use punctuation with accuracy, including capital letters, full stops, question marks, exclamation marks, commas to separate words in lists and for fronted adverbials.
		Use vocabulary which is becoming more precise (Key Vocabulary : digestion, circulatory system, muscle, skeleton, exhale, inhale)
Summative Assessment		Task 1: Research and write informational text about the role of the organs. Assessment Focus: Structure of an information report, use of technical vocabulary, use of paragraphs and subheadings.
		Task 2: Recount excursion. Assessment Focus: Focus on past tense, time connectives and chronological order.
Semester 2		
Unit 4: Turn It Up	Focus Genre: Information Text - Explanations Sub Genre: Procedural Text - Instructions	
	Reading	Determine the meaning of new words by applying knowledge of word structures such as root words and affixes e.g. change/changeable
		Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.
		Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though.
		Reads fluently
		Read and enjoy a growing repertoire of texts, both fiction and non-fiction
		Recommend books they have read to their peers and give reasons
		Retrieve, record and present information from non-fiction texts
		Explicit teaching of comprehension skills: Summarising - Explain and discuss their understanding of the text e.g. sequence of events, the way a character changes. Retrieve and record information from non-fiction texts.
	Writing	Discuss and develop initial ideas in order to plan and draft before writing

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		Describe characters, settings and plot, with growing precision.	
		Use dialogue to indicate character and event	
		Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary)	
		Evaluate own and others' writing, with direction, proofread, edit and revise.	
	Grammar	Identify the correct determiner eg. a, an, these, those	
		Usually use the past or present tense and first or third person, consistently.	
		Use vocabulary which is becoming more precise (Key Vocabulary : frequency, sound waves, pitch, air pressure)	
	Summative Assessment	Two writing tasks are assessed. The focus for both will be on the writing process - planning an Introduction, body (paragraphs) and a conclusion; writing; revising and editing. Diagrams are encouraged where they assist in the reader's understanding. Task 1 - instructions for making their own musical instrument following the features of procedural text. Task 2 - an explanation on how their instrument makes sound, changes volume and changes pitch.	
	Unit 5: Island Life	Focus Genre: Creative Text : Narrative Sub Genre: Creative Text : Poetry	
		Reading	Read with fluency a range of age appropriate text types. Read at a speed for them to focus on understanding.
Read most common exception words effortlessly, noting unusual spelling and sound.			
Use phonic skills consistently and automatically to address unfamiliar words.			
Determine the meaning of new words by applying knowledge of root words and their affixes.			
Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud.			
	Fully engage and enjoy reading a range of texts.		

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		Listen to, discuss and express views about a range of fiction, poetry and plays. Begin to justify comments.
		Explain the meaning of words in context; use dictionaries to check meaning.
		Identify how language, structure and presentation contribute to meaning - introduction, paragraphs, words that capture the reader's attention.
		Explicit teaching of comprehension skills: Questioning - Ask relevant questions to improve understanding, take turns and build on what others say. Making Inferences - Draw inferences and justify with evidence. Draw comparisons.
	Writing	Describe characters, settings and plot, with some interesting details. Use dialogue, although the balance between dialogue and narrative might be uneven.
Grammar		Use inverted commas accurately for direct speech.
		Use vocabulary which is becoming more precise (Key Vocabulary : habitat, land formations (ocean, mountains, land, forest) artificial, man-made (city, road, building), pollution)
Summative Assessment	Write an Adventure Narrative: Plan and write an adventure story using an island from IPC 'anywhere island' as setting. Alternative ending. Assessment Focus : descriptive language, narrative structure, past tense, advanced time connectives. Write and perform a poem of their choice. Assessment focus : Performance of a poem to entertain an audience	
Unit 6: Inventions	Focus Genre: Informative Text- Biographies	
	Reading	Read with fluency a range of age appropriate text types. Read at a speed for them to focus on understanding.
		Read most common exception words effortlessly, noting unusual spelling and sound.
		Use phonic skills consistently and automatically to address unfamiliar words.
	Determine the meaning of new words by applying knowledge of root words and their affixes.	

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		Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud.
		Fully engage and enjoy reading a range of texts.
		Listen to, discuss and express views about a range of fiction, poetry and plays. Begin to justify comments.
		Explain the meaning of words in context; use dictionaries to check meaning.
		Identify how language, structure and presentation contribute to meaning - introduction, paragraphs, words that capture the reader's attention.
	Writing	Discuss and develop initial ideas to plan and draft before writing.
		Write to suit purpose with a growing awareness of an audience.
		Organise writing into paragraphs, including fiction and non-fiction.
		Appropriately use a range of presentational devices , including title and subheadings.
		Edit and revise own writing.
Grammar	Use inverted commas accurately for direct speech.	
	Use vocabulary which is becoming more precise (Key Vocabulary: invention, inventor, biography, famous, significant)	
Summative Assessment	<p>Biography of an inventor.</p> <p>The focus will be on researching the life of an inventor and on the writing process - planning an Introduction, body (paragraphs- early life and education; inventions and achievements; later life and legacy) and a conclusion; writing; revising and editing.</p> <p>Their written biography will provide them with the information they need for the second task.</p> <p>Speaking and listening assessment: Wax Museum. Students use their information from the biographies to dress up and act as their famous inventor.</p>	

Topic overviews

Grade 3

All concepts of Literacy are taught within context to create meaningful learning experiences. Students are then taught the mechanics and skills needed to both read and write appropriate genres that will enhance their understanding of other subjects taught. Most concepts are taught multiple times throughout the year to deepen understanding and learn how the concepts are used in English according to genre. Speaking and Listening is taught every day through English language immersion. Teachers are constantly modelling and correcting student speech, pronunciation, intonation and spoken grammar.

Some strands of the Literacy curriculum are taught continuously over the year and are differentiated according to students needs, spelling and guided reading are two of these practices that are taught every day within the context of learning.

By the end of **Grade 3**:

Spelling:

- Use knowledge of morphology to spell words with prefixes.
- Add suffixes which begin with a vowel - ing, ed, ous...Also sion, cian and ly.
- Write words spelt ch (scheme, chef, chemist...)
- Spell some homophones.
- Use apostrophes to mark singular and plural possession; include irregular plurals.
- And master any spelling skills learned in previous grade levels

Handwriting:

- Writing is legible
- All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.
- Writing is spaced sufficiently so that ascenders and descenders do not meet.

Guided reading: Book discussions, expressing and justifying opinions, building ideas, challenging others views and FOCUS ON ONE READING SKILL: *main ideas, inference, summaries, character descriptions, predicting, compare and contrast, cause and effect, summarising, author's purpose* (dependant on class needs)

Please note: during distance learning there may be adaptations to this overview. All core learning will be covered.