Powers Hall Academy Writing Spine Year 3										
	Autumn			Spring			Summer			
Title	Stone Age Boy Satoshi Kitamura 15	The second secon	How a Robot Dog works 17	Flood Alvaro F. Villa 18	Skara Brae Dawn Finch 16	My Strong Mind by Niels Van Hove	THE HAPPY PRINCE Jane Ray The Happy Prince Jane Ray 19	The journal of Lliona -A young slave. Richard Platt	Skeletons and Muscles by Ben Hoare 18	
Text type	Narrative	Poetry	Non fiction	Narrative	Non-Fiction	Non-fiction	Narrative	Non-Fiction	Non-Fiction	
Genre	Story	Poetry	Explanation	Tragedy	Holiday-Brochure	Instruction	Traditional tale	Diary	Non-chronological report	
Topic	Step back in time/stone age	Seasons/Harvest	Robots	Water, water everywhere!	Stone-age step back in time	Being Healthy	Trading places/ kindness	Rome wasn't built in a day	Skeletons and muscles/Animals	
Cross Curricular	History	Science	Science/DT	Geography/PSHE	History	Science/PSHE	Drama	History	Science	

NATIONAL CURRICULUM

- · Pupils should be taught to ask relevant questions to extend their understanding and knowledge.
- Pupils should be taught to use relevant strategies to build their vocabulary.
- Pupils should be taught to articulate and justify answers, arguments and opinions.
- Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.
- Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates.
- Pupils should be taught to gain, maintain and monitor the interest of the listener(s).
- Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Pupils should be taught to select and use appropriate registers for effective communication.
- Pupils should be taught to write sentences by saying out loud what they are going to write about.
- Pupils should be taught to write sentences by composing a sentence orally before writing it.
- Pupils should be taught to write sentences by sequencing sentences to form short narratives.
- Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense.
- Pupils should be taught to discuss what they have written with the teacher or other pupils.
- Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher.
- Formation of nouns using a range of prefixes [for example super-, anti-, auto-]
- Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]
- Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]
- Adverbs [for example, then, next, soon, therefore] Prepositions [for example, before, after, during, in, because of] Introduction to paragraphs as a way to group related material
- Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
- · Introduction to inverted commas to punctuate direct speech

Powers Hall Academy Reading Spine Year 3								
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
	STORYTIME FAVOURITES	CLASSIC STORIES	THOUGHT-PROVOKING STORIES	TOP-NOTCH NON FICTION	DIVERSE AND INCLUSIVE	GRAPHIC NOVELS		
Class Reader	THE BOY THE	THE PARTY OF THE P	THE WILD ROBOT	BENEATH	ENDER CATE	DOG MAN ATTIVE JAV Pilker JAV Pilker ATTIVE JAV Pilker ATTIVE JAV Pilker ATTIVE JAV Pilker JAV Pilker ATTIVE JAV Pilker J		
	GATES BRILLIANT WORLD OF TOM GATES	Charlottes	Song of the Dolphin Boy AM THE SUBWAY Elzabeth Laird	Interview with a SHARK a Other Cosess Grant Toe	PLIE ROBINSON	A DAY IN THE LIFE SIGNAL TO THE PORT OF THE STATE OF THE		
Fiction	ROW TO WASH A TWO OO LLY MAMMOTH	THE COLOR MONSTER a stary almul interiors Acres 10 5 day	Charlottes Web	SAME SAME DIFFERENT	DICK KING-SMITH 35 Wodgeheg	° ROALD DAHL FAMTASTIC MR FOX		
Non-fiction		CARRONS QUIL		PEBBLE IN MY POCKET	HOW DOTS A LIGHTHBUST WORK?	Cloudy With a Chance of Meatballs		
Poetry and Song	SHART A DATE OF THE PARTY OF TH	Walking with my low ma	Annie	OWL PUSSY-CAT	How Far I'll Go Lynes	The formal labeled:		

Year 3 Reading skills								
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2		
	Skills for skimming and scanning Understanding words in context Explaining words in context	Skills for skimming and scanning Understanding words in context Retrieving and recording information Making inferences Justifying inferences with evidence Finding evidence to support ideas and answers	Skills for skimming and scanning Understanding words in context Summarising the main idea from a text	Skills for skimming and scanning Understanding words in context Recognising the features of a text Understanding the layout of a text	Skills for skimming and scanning Understanding words in context Identify words used for effect Explain how words and phrases enhance meaning	Skills for skimming and scanning Understanding words in context Making predictions Recognising themes and conventions in a text		
Reading domain	2a Give/explain the meaning of words in context	2a Give/explain the meaning of words in context	2a Give/explain the meaning of words in context	2a Give/explain the meaning of words in context	2a Give/explain the meaning of words in context	2a Give/explain the meaning of words in context		
	2b Retrieve and record information/identify key details from fiction and non-fiction	2d Make inferences from the text/explain and justify inferences with evidence from the text	2c Summarise main ideas from more than one paragraph	2f Identify/explain how information/narrative content is related and contribute to meaning as a whole	2g Identify/explain how meaning is enhances through choice of words and phrases	2e Predict what might happen from details stated and implied 2h Make comparisons within the text.		
Word reading – fluency	Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.	Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.	Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.	Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.	Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.	Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.		
Word reading – prefixes, suffixes, morphology and etymology	Skill Apply their growing knowledge of ageappropriate root words, prefixes and suffixes to facilitate reading aloud and understand the meaning of new words.	Skill Apply their growing knowledge of age- appropriate root words, prefixes and suffixes to facilitate reading aloud and understand the meaning of new words.	Skill Apply their growing knowledge of age- appropriate root words, prefixes and suffixes to facilitate reading aloud and understand the meaning of new words.	Skill Apply their growing knowledge of ageappropriate root words, prefixes and suffixes to facilitate reading aloud and understand the meaning of new words.	Skill Apply their growing knowledge of ageappropriate root words, prefixes and suffixes to facilitate reading aloud and understand the meaning of new words.	Skill Apply their growing knowledge of ageappropriate root words, prefixes and suffixes to facilitate reading aloud and understand the meaning of new words.		
Word reading – common exception words	Notice further exception words with unusual correspondences between spelling and sound and where these occur in the word when reading newly encountered vocabulary.	Notice further exception words with unusual correspondences between spelling and sound and where these occur in the word when reading newly encountered vocabulary.	Notice further exception words with unusual correspondences between spelling and sound and where these occur in the word when reading newly encountered vocabulary.	Notice further exception words with unusual correspondences between spelling and sound and where these occur in the word when reading newly encountered vocabulary.	Notice further exception words with unusual correspondences between spelling and sound and where these occur in the word when reading newly encountered vocabulary.	Notice further exception words with unusual correspondences between spelling and sound and where these occur in the word when reading newly encountered vocabulary.		
Comprehension – pleasure and motivation to read	Skill Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction and reference books, making enthusiastic and positive contributions in turn that show their understanding. Core knowledge A play is a story that is written to be performed. A reference book is a book of facts, such as a dictionary, atlas or encyclopedia, that is used to find out a specific piece of information. Readers have different opinions of books, which they can share with others. Covered	Skill Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction and reference books, making enthusiastic and positive contributions in turn that show their understanding. Core knowledge A play is a story that is written to be performed. A reference book is a book of facts, such as a dictionary, atlas or encyclopedia, that is used to find out a specific piece of information. Readers have different opinions of books, which they can share with others. Covered	Skill Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction and reference books, making enthusiastic and positive contributions in turn that show their understanding. Core knowledge A play is a story that is written to be performed. A reference book is a book of facts, such as a dictionary, atlas or encyclopedia, that is used to find out a specific piece of information. Readers have different opinions of books, which they can share with others.	Skill Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction and reference books, making enthusiastic and positive contributions in turn that show their understanding. Core knowledge A play is a story that is written to be performed. A reference book is a book of facts, such as a dictionary, atlas or encyclopedia, that is used to find out a specific piece of information. Readers have different opinions of books, which they can share with others. Covered	Skill Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction and reference books, making enthusiastic and positive contributions in turn that show their understanding. Core knowledge A play is a story that is written to be performed. A reference book is a book of facts, such as a dictionary, atlas or encyclopedia, that is used to find out a specific piece of information. Readers have different opinions of books, which they can share with others. Covered	Skill Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction and reference books, making enthusiastic and positive contributions in turn that show their understanding. Core knowledge A play is a story that is written to be performed. A reference book is a book of facts, such as a dictionary, atlas or encyclopedia, that is used to find out a specific piece of information. Readers have different opinions of books, which they can share with others.		
Comprehension – sequencing and summarising			Identify the main point of each paragraph in a short text. Core knowledge	Identify the main point of each paragraph in a short text. Core knowledge	Identify the main point of each paragraph in a short text. Core knowledge	Identify the main point of each paragraph in a short text. Core knowledge		

Comprehension – types of writing and conventions Comprehension –			 A paragraph is a way of grouping sentences about the same idea. All the sentences in a paragraph relate to the same point. The main point of a paragraph is often given in the first sentence, which is sometimes called a topic sentence in non-fiction. Covered	 A paragraph is a way of grouping sentences about the same idea. All the sentences in a paragraph relate to the same point. The main point of a paragraph is often given in the first sentence, which is sometimes called a topic sentence in nonfiction. Covered	 A paragraph is a way of grouping sentences about the same idea. All the sentences in a paragraph relate to the same point. The main point of a paragraph is often given in the first sentence, which is sometimes called a topic sentence in non-fiction. Covered	 A paragraph is a way of grouping sentences about the same idea. All the sentences in a paragraph relate to the same point. The main point of a paragraph is often given in the first sentence, which is sometimes called a topic sentence in nonfiction. Covered Skill Retell and perform a wide range of texts, including poetry, plays, fairy stories, myths and legends, using appropriate intonation. Skill
genre and conventions						Identify some themes and conventions in a range of books.
Comprehension – word meaning	Explain the meaning of words based on the context, using a dictionary where appropriate. Core knowledge A dictionary is a book or website that lists the words of a language with their meanings in alphabetical order. Contextual clues, such as the content and sentence structure, can be used to help you identify word meanings.	Explain the meaning of words based on the context, using a dictionary where appropriate. Core knowledge A dictionary is a book or website that lists the words of a language with their meanings in alphabetical order. Contextual clues, such as the content and sentence structure, can be used to help you identify word meanings.	Explain the meaning of words based on the context, using a dictionary where appropriate. Core knowledge A dictionary is a book or website that lists the words of a language with their meanings in alphabetical order. Contextual clues, such as the content and sentence structure, can be used to help you identify word meanings.	Skill Explain the meaning of words based on the context, using a dictionary where appropriate. Core knowledge A dictionary is a book or website that lists the words of a language with their meanings in alphabetical order. Contextual clues, such as the content and sentence structure, can be used to help you identify word meanings.	Explain the meaning of words based on the context, using a dictionary where appropriate. Core knowledge A dictionary is a book or website that lists the words of a language with their meanings in alphabetical order. Contextual clues, such as the content and sentence structure, can be used to help you identify word meanings.	Explain the meaning of words based on the context, using a dictionary where appropriate. Core knowledge A dictionary is a book or website that lists the words of a language with their meanings in alphabetical order. Contextual clues, such as the content and sentence structure, can be used to help you identify word meanings.
	Covered	Covered	Covered	Covered	Covered	Covered
Comprehension – understanding	Check that longer texts make sense to them and talk about what they have read independently and important or new vocabulary.	Check that longer texts make sense to them and talk about what they have read independently and important or new vocabulary.	Check that longer texts make sense to them and talk about what they have read independently and important or new vocabulary.	Check that longer texts make sense to them and talk about what they have read independently and important or new vocabulary.	Check that longer texts make sense to them and talk about what they have read independently and important or new vocabulary.	Check that longer texts make sense to them and talk about what they have read independently and important or new vocabulary.
Comprehension – retrieval	Skill Identify key details in a text in response to a retrieval question or research task. Core knowledge • A retrieval question asks you to find stated information in a text. • A research task requires reading a text to discover information about a subject. • Research findings and answers to retrieval questions should be relevant and accurate. Covered x 3	Identify key details in a text in response to a retrieval question or research task. Core knowledge • A retrieval question asks you to find stated information in a text. • A research task requires reading a text to discover information about a subject. • Research findings and answers to retrieval questions should be relevant and accurate. Covered x 3	Skill Identify key details in a text in response to a retrieval question or research task. Core knowledge • A retrieval question asks you to find stated information in a text. • A research task requires reading a text to discover information about a subject. • Research findings and answers to retrieval questions should be relevant and accurate. Covered x 3	Identify key details in a text in response to a retrieval question or research task. Core knowledge	Identify key details in a text in response to a retrieval question or research task. Core knowledge	Skill Identify key details in a text in response to a retrieval question or research task. Core knowledge • A retrieval question asks you to find stated information in a text. • A research task requires reading a text to discover information about a subject. • Research findings and answers to retrieval questions should be relevant and accurate. Covered x 3
Comprehension – writer's craft				Make simple comments about the language, structure and presentation of a text, including words and phrases that capture the reader's interest and imagination. Core knowledge The language of a text is its words. The structure of a text is how its sections are organised.	Make simple comments about the language, structure and presentation of a text, including words and phrases that capture the reader's interest and imagination. Core knowledge The language of a text is its words. The structure of a text is how its sections are organised.	Make simple comments about the language, structure and presentation of a text, including words and phrases that capture the reader's interest and imagination. Core knowledge The language of a text is its words. The structure of a text is how its sections are organised.

			The presentation of a text is how it looks on the page. Some words and phrases catch the reader's interest because they are precise, surprising, evoke an emotion or create an image in the reader's mind. Covered x 4	The presentation of a text is how it looks on the page. Some words and phrases catch the reader's interest because they are precise, surprising, evoke an emotion or create an image in the reader's mind. Covered x 4	The presentation of a text is how it looks on the page. Some words and phrases catch the reader's interest because they are precise, surprising, evoke an emotion or create an image in the reader's mind. Covered x 4
Comprehension – inference	Skill Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, supported by some evidence from the text.	Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, supported by some evidence from the text.	Skill Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, supported by some evidence from the text.	Skill Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, supported by some evidence from the text.	Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, supported by some evidence from the text.
Comprehension – predicting		Skill Make increasingly plausible predictions based on details stated in the text and their wider knowledge.	Skill Make increasingly plausible predictions based on details stated in the text and their wider knowledge.	Skill Make increasingly plausible predictions based on details stated in the text and their wider knowledge.	Skill Make increasingly plausible predictions based on details stated in the text and their wider knowledge.
Comprehension – questioning and explaining	Skill Ask simple questions to improve their understanding of a text.	Skill Ask simple questions to improve their understanding of a text.	Skill Ask simple questions to improve their understanding of a text.	Skill Ask simple questions to improve their understanding of a text.	Skill Ask simple questions to improve their understanding of a text.
Comprehension – structure and purpose			Skill Read books for a range of purposes that are structured in different ways.	Skill Read books for a range of purposes that are structured in different ways.	Skill Read books for a range of purposes that are structured in different ways.
Comprehension – reading widely					
Comprehension – recommending					