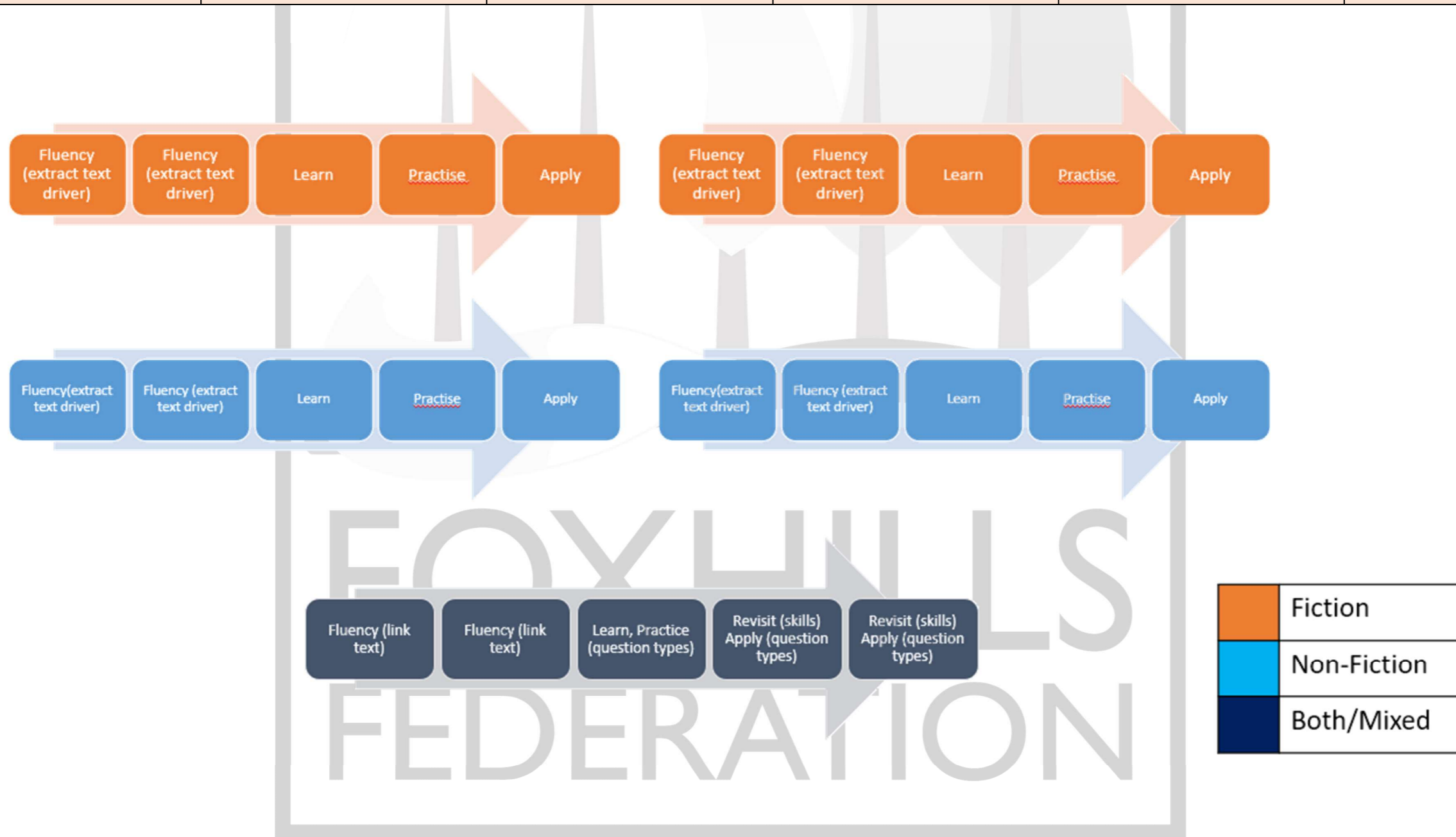


# Year 3

Text overview for the year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Classic Fairy Tales	Iron Man/Woman (Ted Hughes)	The Boy who Grew Dragons (Andy Shepherd)	The Girl who Stole an Elephant (Nizrana Farook)	Alice in Wonderland (Lewis Carroll)	Around the world in 80 days (Mark Beaumont) Journey (Aaron Becker)
	Information texts (e.g. reference books, non-chronological reports)	Explanation texts	Information texts: Recount (diaries)	Information texts: procedural texts	Persuasive texts	Information texts: Newspaper report
	Rhyming Poems Please do not feed the animals by Robert Hull	Narrative Dear Ugly Sisters – Laura Mucha	Descriptive A Small Dragon – Brian Patten	Playscript: Hansel and Gretel	Acrostic A Boat Beneath a Sunny Sky – Lewis Carroll	Blank Verse Albatross – Laura Mucha



**National Curriculum Milestones:**

Develop positive attitudes to reading and understanding of what they read by:

- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including fairy stories
- identifying conventions in a wide range of books
- discussing words and phrases that capture the reader’s interest and imagination


Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- predicting what might happen

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

New knowledge  
 Revisited knowledge

**Embedded throughout every text studied across the term.**

<u>Domain</u>	<u>Substantive Knowledge</u>	<u>Disciplinary Knowledge</u>
Text Mapping	Children need to know that... <ul style="list-style-type: none"> <li>• Good readers mark texts as they are reading to help them remember key information and make sense of the text.</li> <li>• We can use consistent symbols to help us do this efficiently.</li> </ul> <div style="border: 1px solid black; padding: 5px; display: inline-block;">  <span style="font-size: 2em; vertical-align: middle;">?</span> </div> <span style="font-style: italic;">I am not sure what this word means.</span>	Children need to know how... <ul style="list-style-type: none"> <li>• To use recognised conventions to make notes on a text when reading to support comprehension:                             <ul style="list-style-type: none"> <li>○ identifying words I do not know by circling them</li> </ul> </li> </ul>
<p><b>Fiction</b></p> <p>LPA 1 (Conventions): I am learning to identify the conventions of a fictional text (fairy story).                      LPA 2 (Vocabulary): I am learning to check that a text makes sense to me, using my knowledge of vocabulary.</p> <p>Lead Text(s):                      Classic Fairy Tales</p>		
Themes and Conventions	Children need to know that... <ul style="list-style-type: none"> <li>• Fiction means the characters, settings and plot are created using the author’s imagination, rather than fact (truth).</li> <li>• A fairy story is a type of fictional story.</li> <li>• Conventions are key features of particular types of text.</li> <li>• Conventions of fairy stories include:                             <ul style="list-style-type: none"> <li>○ Often set in the past, but not in a specific period of time</li> <li>○ Often begin with ‘Once upon a time’ or ‘A long time ago’</li> <li>○ Characters are often mythical or magical (such as witches, dragons and talking animals).</li> <li>○ Characters’ personalities are often defined by their appearance (e.g. beauty representing good, and ugly representing evil).</li> <li>○ The plot often focusses on a conflict that needs to be resolved, and a hero/heroine who will overcome a difficult challenge.</li> <li>○ Sometimes fairy stories include the rags to riches story archetype.</li> <li>○ Repetition is often used to help people remember the story and create rhythm.</li> <li>○ There is usually a happy ending where a hero triumphs over adversity.</li> </ul> </li> </ul>	Children need to know how... <ul style="list-style-type: none"> <li>• To identify the conventions used in the texts they have studied (with support from the teacher)</li> </ul>
Vocabulary	Children need to know that... <ul style="list-style-type: none"> <li>• Vocabulary refers to the words a writer has chosen to communicate their ideas.</li> <li>• We often lose sense of the meaning of a text when we do not know the vocabulary words the author is using.</li> <li>• There are three tiers of vocabulary:                             <ul style="list-style-type: none"> <li>○ <b>Tier 1:</b> words that are part of our everyday vocabulary – we use them every day in normal conversation.</li> <li>○ <b>Tier 2:</b> words which are used in a range of different contexts, but which are slightly more complex. They communicate precise meanings and are essential for us to understand texts. We often lose sense of the meaning of text when we do not have the knowledge of the Tier 2 words used.</li> <li>○ <b>Tier 3:</b> low-frequency, highly technical vocabulary which are specific to the context.</li> </ul> </li> </ul>	Children need to know how... <ul style="list-style-type: none"> <li>• To identify when they have lost the meaning of the text due to insufficient vocabulary knowledge.</li> <li>• To ask questions to clarify their understanding of a text and new vocabulary.</li> </ul>

## Non-Fiction

LPA 1 (Conventions) - I am learning to identify some of the conventions of non-fiction (information texts).  
LPA 2 (Vocabulary): I am learning to check that the text makes sense to me, using a glossary to improve my understanding of vocabulary.

Text: Age-appropriate information texts (teachers to select based on interests of children)

<b>Themes and Conventions</b>	<p>Children need to know that...</p> <ul style="list-style-type: none"> <li>• Conventions are key features of particular types of text.</li> <li>• Non-fiction is pieces of writing that are factual.</li> <li>• The purpose of many non-fiction texts is to <b>inform</b>.</li> <li>• We read non-fiction information texts to learn new things or find answers to specific questions.</li> <li>• Non-fiction information texts can be books filled with information about different topics. This includes text books (books to help someone learn about a specific subject) and reference books, such as atlases (books containing maps and information about places) and dictionaries (books that tell you the meanings of words)</li> <li>• Conventions of non-fiction information books include:             <ul style="list-style-type: none"> <li>○ Factual content (based on real people, events or situations)</li> <li>○ A clear structure, designed to help the reader find information.                 <ul style="list-style-type: none"> <li>▪ <b>Contents page/table:</b> a list that tells us what will be included and where to find it. Usually found at the start of a book.</li> <li>▪ <b>Index:</b> An alphabetical list of names/subjects and on what pages they are mentioned. Usually found at the end of the book.</li> <li>▪ <b>Glossary:</b> An alphabetical list of technical vocabulary found within the book with their definitions (like a brief dictionary).</li> <li>▪ <b>Diagram:</b> A simplified drawing to show what something looks like or how it works.</li> <li>▪ <b>Captions:</b> Short pieces of text (often phrases or sentences) that describe a picture or diagram.</li> <li>▪ <b>Headings and Subheadings:</b> Words or phrases that help structure writing by summarising what the information in a specific section is about.</li> </ul> </li> <li>○ Technical vocabulary (Tier 3)</li> </ul> </li> </ul>	<p>Children need to know how...</p> <ul style="list-style-type: none"> <li>• To identify the conventions used in the texts they have studied (with support from the teacher)</li> </ul>
<b>Vocabulary</b>	<p>Children need to know that...</p> <ul style="list-style-type: none"> <li>• Vocabulary refers to the words a writer has chosen to communicate their ideas.</li> <li>• We often lose sense of the meaning of a text when we do not know the vocabulary words the author is using.</li> <li>• There are three tiers of vocabulary:             <ul style="list-style-type: none"> <li>○ <b>Tier 1:</b> words that are part of our everyday vocabulary – we use them every day in normal conversation.</li> <li>○ <b>Tier 2:</b> words which are used in a range of different contexts, but which are slightly more complex. They communicate precise meanings and are essential for us to understand texts. We often lose sense of the meaning of text when we do not have the knowledge of the Tier 2 words used.</li> <li>○ <b>Tier 3:</b> low-frequency, highly technical vocabulary which are specific to the context.</li> </ul> </li> <li>• Tier 3 words used in a text are often defined within a glossary.</li> </ul>	<p>Children need to know how...</p> <ul style="list-style-type: none"> <li>• To identify when they have lost the meaning of the text due to insufficient vocabulary knowledge.</li> <li>• To ask questions to clarify their understanding of a text and new vocabulary.</li> <li>• To use a glossary when reading non-fiction texts to find the meaning of challenging vocabulary.</li> </ul>

## Poetry

Text: Rhyming Poem – Please do not feed the Animals (Robert Hull)

<b>Themes and Conventions</b>	<p>Children need to know that...</p> <ul style="list-style-type: none"> <li>• A poem is a type of writing which is usually short, and is used to communicate thoughts and emotions.</li> <li>• There are many different types of poems, all of which have their own conventions.</li> </ul> <p><b>Rhyming poems</b></p> <ul style="list-style-type: none"> <li>• Rhyming poems are written in such a way that their lines have a regular sound pattern, which makes them feel musical.</li> <li>• The most common type of rhyming poem is an end-rhyme, where the sounds at the end of the line are the same.</li> <li>• The rhyme scheme of poems can be defined using letters (the same letter indicates lines which rhyme). For example, in an AABCC pattern, line 1 and 2 rhyme; line 3 and 4 rhyme; line 5 and 6 rhyme; and so on. Please do not feed the animals is an example of an end-rhyme poem with an AABCC rhyme scheme.</li> </ul>	<p>Children need to know how...</p> <ul style="list-style-type: none"> <li>• To identify the conventions used in the texts they have studied (with support from the teacher)</li> <li>• To describe a rhyme scheme.</li> </ul>
<b>Vocabulary</b>	Based on children’s learning over the other texts this half term, teachers will identify which aspect of vocabulary knowledge they would like to consolidate with their children through their study of poetry.	

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**National Curriculum Milestones:**

Develop positive attitudes to reading and understanding of what they read by:

- listening to a wide range of fiction, non-fiction and reference books and text books
- identifying themes in a wide range of books

Understand what they read, in books they can read independently, by:

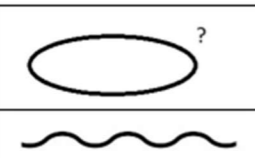
- asking questions to improve their understanding of a text

Retrieve and record information from non-fiction.

New knowledge

Revisited knowledge

**Embedded throughout every text studied across the term.**

<u>Domain</u>	<u>Substantive Knowledge</u>	<u>Disciplinary Knowledge</u>
Text Mapping	Children need to know that... <ul style="list-style-type: none"> <li>• Good readers mark texts as they are reading to help them remember key information and make sense of the text. (Year 3 Autumn 1)</li> <li>• We can use consistent symbols to help us do this efficiently.</li> </ul>  <p>I am not sure what this word means.</p> <p>These words are important.</p>	Children need to know how... <ul style="list-style-type: none"> <li>• To use recognised conventions to make notes on a text when reading to support comprehension:                             <ul style="list-style-type: none"> <li>○ identifying words I do not know by circling them (Year 3 Autumn 1)</li> <li>○ Identifying important words/phrases in the text by underlining with a wavy line.</li> </ul> </li> </ul>
<p><b>Fiction</b></p> <p>LPA 1 (Themes): I am learning to identify themes. LPA2 (Retrieval): I am learning to locate information efficiently.</p> <p><u>Text:</u> The Iron Man – Ted Hughes</p>		
Themes and Conventions	Children need to know that... <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>• The theme of a story is the main idea/message woven throughout the narrative.</li> <li>• Key themes might include: bravery, friendship, courage, love, good vs evil, forgiveness, hardship etc.</li> </ul> <p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>• Fiction means the characters, settings and plot are created using the author’s imagination, rather than fact (truth).</li> <li>• Conventions are key features of particular types of text.</li> </ul>	Children need to know how... <ul style="list-style-type: none"> <li>• To identify and discuss the themes seen in the texts they have studied (with support from the teacher)</li> </ul>
Retrieve	Children need to know that... <ul style="list-style-type: none"> <li>• Retrieval is when you find and extract information from a text.</li> <li>• Skimming and scanning can be used to help find information in a text quickly.</li> <li>• Words in the question can tell us what type of information we are looking for.                             <ul style="list-style-type: none"> <li>○ If a question starts with ‘who’ we will scan for a person.</li> <li>○ If a question starts with ‘where’ we will scan for a place.</li> <li>○ If a question starts with ‘when’ we will scan for dates and times.</li> <li>○ If questions include specific information (e.g. a name), we can scan for that key word within the text.</li> </ul> </li> </ul>	Children need to know how... <ul style="list-style-type: none"> <li>• to locate information efficiently by scanning a text for key words (e.g. names and dates) [within a given paragraph].</li> <li>• to read questions carefully, choosing the correct number of words to copy from the question [within a given paragraph].</li> </ul>
<p><b>Non-Fiction</b></p> <p>Revisit: I am revisiting identifying the conventions of non-fiction information texts. LPA 1: I am learning to ask questions to improve my understanding of non-fiction. LPA 2: I am learning to retrieve and record information from non-fiction.</p> <p>Texts: Age appropriate explanation texts (chosen by the teacher to reflect children’s interests and areas where they are lacking knowledge)</p>		

<b>Themes and Conventions</b>	<p><b>Revisit: Conventions:</b> Children need to know that...</p> <ul style="list-style-type: none"> <li>Conventions are key features of particular types of text. (Year 3 Autumn 1)</li> <li>Non-fiction is writing that is factual. (Year 3 Autumn 1)</li> <li>The purpose of many non-fiction texts is to <b>inform</b>. (Year 3 Autumn 1)</li> <li>The conventions of informative non-fiction writing include contents, index, glossary, diagrams, captions, headings and subheadings, technical vocabulary. (Year 3 Autumn 1)</li> <li>Another purpose for non-fiction writing is <b>explanation</b>.</li> <li>Explanation texts have similar conventions to information texts but are generally more detailed.</li> </ul>	<p>Children need to know how...</p> <ul style="list-style-type: none"> <li>To identify the conventions used in the texts they have studied (with support from the teacher)</li> </ul>
<b>Vocabulary</b>	<p>Children need to know that...</p> <ul style="list-style-type: none"> <li>We often lose sense of the meaning of a text when we do not know the vocabulary words the author is using. (Year 3 Autumn 1)</li> <li>There are three tiers of vocabulary: <ul style="list-style-type: none"> <li><b>Tier 1:</b> words that are part of our everyday vocabulary – we use them every day in normal conversation.</li> <li><b>Tier 2:</b> words which are used in a range of different contexts, but which are slightly more complex. They communicate precise meanings and are essential for us to understand texts. We often lose sense of the meaning of text when we do not have the knowledge of the Tier 2 words used.</li> <li><b>Tier 3:</b> low-frequency, highly technical vocabulary which are specific to the context.</li> </ul> </li> <li>Tier 3 words are often defined within a glossary when they are used in non-fiction texts. (Year 3 Autumn 1)</li> </ul>	<p>Children need to know how...</p> <ul style="list-style-type: none"> <li>To ask questions to clarify their understanding of a text and new vocabulary. (Year 3 Autumn 1)</li> <li>To use a glossary when reading new texts to clarify the meaning of unknown words (Year 3 Autumn 1)</li> </ul>
<b>Retrieve</b>	<p>Children need to know that...</p> <ul style="list-style-type: none"> <li>Retrieval is when you find and extract information from a text.</li> <li>Skimming and scanning can be used to help find information in a text quickly.</li> <li>Words in the question can tell us what type of information we are looking for. <ul style="list-style-type: none"> <li>If a question starts with ‘who’ we will scan for a person.</li> <li>If a question starts with ‘where’ we will scan for a place.</li> <li>If a question starts with ‘when’ we will scan for dates and times.</li> <li>If questions include specific information (e.g. a name), we can scan for that key word within the text.</li> </ul> </li> </ul>	<p>Children need to know how...</p> <ul style="list-style-type: none"> <li>to locate information efficiently by scanning a text for key words (e.g. names and dates) [within a given paragraph]. (Year 3 Autumn 2)</li> <li>to read questions carefully, choosing the correct number of words to copy from the question [within a given paragraph]. (Year 3 Autumn 2)</li> <li>To retrieve and record information from non-fiction [in response to a given prompt].</li> </ul>
<h2>Poetry</h2> <p>Text: Narrative Poem – Dear Ugly Sisters (Laura Mucha)</p>		
<b>Themes and Conventions</b>	<p>Children need to know that...</p> <ul style="list-style-type: none"> <li>A poem is a type of writing which is usually short, and is used to communicate thoughts and emotions. (Year 3 Autumn 1)</li> <li>There are many different types of poems, all of which have their own conventions: rhyming poems (Year 3 Autumn 1).</li> </ul> <p><b>Narrative poems</b></p> <ul style="list-style-type: none"> <li>Narrative poems are often slightly longer than other poems.</li> <li>They tell a full story, and share many features with ordinary narratives (e.g. developed characters, plot).</li> <li>Like many narratives, narrative poems often have a moral.</li> <li>Often, narrative poems will share features of other poems (for example, Dear Ugly Sisters is an example of a short narrative poem which has an AABCC rhyme scheme).</li> </ul>	<p>Children need to know how...</p> <ul style="list-style-type: none"> <li>To identify the conventions used in the texts they have studied (with support from the teacher)</li> </ul>
<b>Retrieve or Vocabulary</b>	<p>Based on children’s learning over the other texts this half term, teachers can choose to consolidate either retrieval of information or vocabulary within their teaching of poetry.</p>	

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**National Curriculum Milestones:**

Understand what they read, in books they can read independently, by:

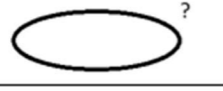

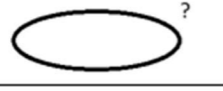

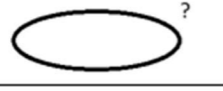

- drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

New knowledge

*Revisited knowledge*

**Embedded throughout every text studied across the term.**

<u>Domain</u>	<u>Substantive Knowledge</u>	<u>Disciplinary Knowledge</u>				
Text Mapping	<p>Children need to know that...</p> <ul style="list-style-type: none"> <li>• <i>Good readers mark texts as they are reading to help them remember key information and make sense of the text. (Year 3 Autumn 1)</i></li> <li>• <i>We can use consistent symbols to help us do this efficiently.</i></li> </ul> <table border="1" style="width: 100%;"> <tr> <td style="width: 20%; text-align: center;"></td> <td>I am not sure what this word means.</td> </tr> <tr> <td style="text-align: center;"></td> <td>These words are important.</td> </tr> </table>		I am not sure what this word means.		These words are important.	<p>Children need to know how...</p> <ul style="list-style-type: none"> <li>• <i>To use recognised conventions to make notes on a text when reading to support comprehension:</i> <ul style="list-style-type: none"> <li>○ <i>identifying words I do not know by circling them (Year 3 Autumn 1)</i></li> <li>○ <i>Identifying important words/phrases in the text by underlining with a wavy line. (Year 3 Autumn 2)</i></li> </ul> </li> </ul>
	I am not sure what this word means.					
	These words are important.					
<p><b>Fiction</b></p> <p><b>Revisit:</b> I can identify themes and conventions  <b>LPA 1:</b> I am learning to visualise a setting.  <b>LPA 2:</b> I am learning to use my inference skills to make sound forwards-predictions, justifying these with evidence from the text.</p> <p><u>Text:</u>                      The Boy Who Grew Dragons – Andy Shepherd</p>						
Themes and Conventions	<p>Children need to know that...</p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>• <i>The theme of a story is the main idea/message woven throughout the narrative. (Year 3 Autumn 2)</i></li> <li>• <i>Key themes might include: bravery, friendship, courage, love, good vs evil, forgiveness, hardship etc. (Year 3 Autumn 2)</i></li> </ul> <p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>• <i>Fiction means the characters, settings and plot are created using the author’s imagination, rather than fact (truth). (Year 3 Autumn 1)</i></li> <li>• <i>Conventions are key features of particular types of text. (Year 3 Autumn 1)</i></li> </ul>	<p>Children need to know how...</p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>• To identify and discuss the themes seen in the texts they have studied (with support from the teacher)</li> </ul> <p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>• To identify the conventions used in the texts they have studied (with support from the teacher)</li> </ul>				
Infer (1)	<p>Children need to know that...</p> <ul style="list-style-type: none"> <li>• Inference is when you act like a detective and use clues from the text and pictures, together with your own knowledge of the world, to conclude/assume meaning. It helps you to understand the meaning of a text, even when information is missing.</li> <li>• ‘Stated’ means details that are clearly written in the text.</li> <li>• ‘Implied’ means the author has suggested something, but not stated it.</li> <li>• We should always use evidence from the text to justify our inferences.</li> <li>• To infer, it is important we can build a mental picture of what we are reading. This is called visualisation.                             <ul style="list-style-type: none"> <li>○ One way to do this is by considering prepositional language e.g. between, beneath etc.</li> </ul> </li> </ul> <p><i>To support teachers:</i>  <i>Examples using your lead text:</i></p> <ul style="list-style-type: none"> <li>• <i>Being able to draw a picture of Grandad’s garden after reading chapter 1.</i></li> <li>• <i>Answering questions like, “Who was holding the glowing fruit?” The boy. I know this because it said ‘in my palm’ and the story is written as though the boy is telling it.</i></li> </ul>	<p>Children need to know how...</p> <ul style="list-style-type: none"> <li>• To create a mental model of the setting being described by making inferences about the positional relationships between nouns [in an extract of text],</li> <li>• To begin to justify their inferences with specific evidence from the text.</li> </ul>				
Infer (2)	<p>Children need to know that...</p> <ul style="list-style-type: none"> <li>• <i>A prediction is what someone thinks will happen. Readers make predictions all the time to help them understand text. (Year 3 Autumn 1)</i> <ul style="list-style-type: none"> <li>○ <i>One type of prediction is a ‘forwards prediction’ where we predict what will happen next based on what we have read so far.</i></li> </ul> </li> <li>• Predictions need to be plausible (you need to have reasons why you think it is logical for that to happen next in the story, based on evidence from the text).</li> </ul>	<p>Children need to know how...</p> <ul style="list-style-type: none"> <li>• To make sound forwards-predictions, based on evidence from the text.</li> <li>• To begin to justify their inferences with evidence from the text.</li> </ul>				

	<ul style="list-style-type: none"> <li>Sometimes we make predictions based on information that is stated; other times we make predictions based on information that is implied (we have inferred).</li> </ul>	
<h2>Non-Fiction</h2> <p><b>Revisit:</b> I am revisiting identifying themes and conventions.  <b>LPA 1:</b> I am learning to identify which noun a pronoun is referring to.  <b>LPA 2:</b> I am learning to make inferences about a person's feelings, thoughts and reasons for actions, using my own life experiences.</p> <p><u>Text:</u> Information texts - Recounts/Diaries</p>		
Themes and Conventions	<p><b>Revisit: Conventions:</b> Children need to know that...</p> <ul style="list-style-type: none"> <li>Conventions are key features of particular types of text. (Year 3 Autumn 1)</li> <li>Non-fiction is writing that is factual. (Year 3 Autumn 1)</li> <li>The purpose of many non-fiction texts is to <b>inform</b>. (Year 3 Autumn 1). Other purposes include <b>explain</b>.</li> <li>The conventions of informative non-fiction writing include contents, index, glossary, diagrams, captions, headings and subheadings, technical vocabulary. (Year 3 Autumn 1)</li> <li>Explanation texts have similar conventions to information texts but are generally more detailed. (Year 3 Autumn 2)</li> <li>A recount is a form of information text which has some specific conventions: <ul style="list-style-type: none"> <li>it is unlikely to have many of the structural features common with basic information texts (e.g. headings, subheadings, glossary, contents).</li> <li>Structured in chronological order.</li> <li>Often told in 1<sup>st</sup> person.</li> <li>Often uses less technical vocabulary.</li> <li>Language selected reflects the writer.</li> <li>Some forms of recount have unique structural features (e.g. 'Dear Diary') in diary writing.</li> </ul> </li> </ul>	<p>Children need to know how...</p> <ul style="list-style-type: none"> <li>To identify the conventions used in the texts they have studied (with support from the teacher)</li> </ul>
Infer (1)	<p>Children need to know that...</p> <ul style="list-style-type: none"> <li>Inference is when you act like a detective and use clues from the text and pictures to make meaning. It helps you to understand a text, even when information is missing. <ul style="list-style-type: none"> <li>'Stated' means details that are clearly written in the text.</li> <li>'Implied' means the author has suggested something, but not stated it.</li> </ul> </li> <li>We can use our own life experiences to help us make inferences.</li> <li>We should always use evidence from the text to justify our inferences.</li> <li>To understand a text, we need to be able to infer which noun specific pronouns are describing. <ul style="list-style-type: none"> <li>A noun (orange) is a person, place or thing. Nouns tell us who, what or where. (Writing curriculum)</li> <li>A proper noun (orange) is a specific person, place or thing. They always start with a capital letter. (Writing curriculum)</li> <li>A pronoun (orange) is a word that takes the place of a noun or proper noun e.g. I, you, we, he, she, they. (Writing curriculum)</li> </ul> </li> </ul>	<p>Children need to know how...</p> <ul style="list-style-type: none"> <li>To identify which noun a pronoun is referring to.</li> </ul>
Infer (2)	<p>Children need to know that...</p> <ul style="list-style-type: none"> <li>We can make inferences about how characters might feel, what they might be thinking and why they might act in certain ways. In non-fiction texts, these 'characters' are the real people being described.</li> <li>We can use our own life experiences to help us make inferences.</li> </ul>	<p>Children need to know how...</p> <ul style="list-style-type: none"> <li>To make inferences about a person's feelings, thoughts and reasons for actions, using their own life experiences and evidence within a text to help make meaning.</li> </ul>
<h2>Poetry</h2> <p><u>Text:</u> Descriptive Poem – A Small Dragon (Brian Patten)</p>		
Themes and Conventions	<p>Children need to know that...</p> <ul style="list-style-type: none"> <li>A poem is a type of writing which is usually short, and is used to communicate thoughts and emotions. (Year 3 Autumn 1)</li> <li>There are many different types of poems, all of which have their own conventions: rhyming poems (Year 3 Autumn 1), narrative poems (Year 3 Autumn 2).</li> <li>Not all poems rhyme.</li> </ul> <p><b>Descriptive poems</b></p> <ul style="list-style-type: none"> <li>Descriptive poems focus on creating a vivid description of a character or place.</li> <li>They often contain powerful vocabulary choices and figurative language which helps the reader to visualise.</li> <li>Often, narrative poems will share features of other poems (for example, A small dragon shares some features of narrative poetry)</li> </ul>	<p>Children need to know how...</p> <ul style="list-style-type: none"> <li>To identify the conventions used in the texts they have studied (with support from the teacher)</li> </ul>
Infer	Based on children's learning over the other texts this half term, teachers can choose to consolidate a specific aspect of inference within their teaching of poetry.	



**National Curriculum Milestones:**

Develop positive attitudes to reading and understanding of what they read by:

- using dictionaries to check the meaning of words that they have read
- identifying themes and conventions in a wide range of books
- discussing words and phrases that capture the reader's interest and imagination










Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text

New knowledge

*Revisited knowledge*

**Embedded throughout every text studied across the term.**

<u>Domain</u>	<u>Substantive Knowledge</u>	<u>Disciplinary Knowledge</u>						
Text Mapping	<p>Children need to know that...</p> <ul style="list-style-type: none"> <li>• <i>Good readers mark texts as they are reading to help them remember key information and make sense of the text. (Year 3 Autumn 1)</i></li> <li>• <i>We can use consistent symbols to help us do this efficiently.</i></li> </ul> <table border="1" data-bbox="468 808 1602 1050"> <tr> <td data-bbox="468 808 727 903"></td> <td data-bbox="727 808 1602 903">I am not sure what this word means.</td> </tr> <tr> <td data-bbox="468 903 727 955"></td> <td data-bbox="727 903 1602 955">These words are important.</td> </tr> <tr> <td data-bbox="468 955 727 1050"></td> <td data-bbox="727 955 1602 1050">A doodle/sentence to remind me of a key idea.</td> </tr> </table>		I am not sure what this word means.		These words are important.		A doodle/sentence to remind me of a key idea.	<p>Children need to know how...</p> <ul style="list-style-type: none"> <li>• <i>To use recognised conventions to make notes on a text when reading to support comprehension:</i> <ul style="list-style-type: none"> <li>○ <i>identifying words I do not know by circling them (Year 3 Autumn 1)</i></li> <li>○ <i>Identifying important words/phrases in the text by underlining with a wavy line. (Year 3 Autumn 2)</i></li> <li>○ <i>To use annotations and images alongside text to remind me of key information.</i></li> </ul> </li> </ul>
	I am not sure what this word means.							
	These words are important.							
	A doodle/sentence to remind me of a key idea.							
<p><b>Fiction</b></p> <p>LPA 1: I am revisiting identifying themes and conventions.</p> <p>LPA 2: I am learning to identify words and phrases that capture the reader's interest and imagination.</p> <p><u>Text:</u> The Girl who Stole an Elephant – Nizrana Farook</p>								
Themes and Conventions	<p>Children need to know that...</p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>• <i>The theme of a story is the main idea/message woven throughout the narrative. (Year 3 Autumn 2)</i></li> <li>• <i>Key themes might include: bravery, friendship, courage, love, good vs evil, forgiveness, hardship etc. (Year 3 Autumn 2)</i></li> </ul> <p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>• <i>Fiction means the characters, settings and plot are created using the author's imagination, rather than fact (truth). (Year 3 Autumn 1)</i></li> <li>• <i>Conventions are key features of particular types of text. (Year 3 Autumn 1)</i></li> </ul>	<p>Children need to know how...</p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>• <i>To identify and discuss the themes seen in the texts they have studied (with support from the teacher)</i></li> </ul> <p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>• <i>To identify the conventions used in the texts they have studied (with support from the teacher)</i></li> </ul>						
Vocabulary	<p>Children need to know that...</p> <ul style="list-style-type: none"> <li>• <i>Writers consider vocabulary choices carefully because the vocabulary choices they make help the reader visualise, imagine and engage with the text.</i></li> </ul>	<p>Children need to know how...</p> <ul style="list-style-type: none"> <li>• <i>To identify when they have lost the meaning of the text due to insufficient vocabulary knowledge. (Year 3 Autumn 1)</i></li> <li>• <i>To ask questions to clarify their understanding of a text and new vocabulary. (Year 3 Autumn 1)</i></li> <li>• <i>To identify words and phrases which capture their imagination</i></li> <li>• <i>To show how these words help them to visualise a text (for example by drawing pictures).</i></li> </ul>						
<p><b>Non-Fiction</b></p> <p>Revisit Themes and Conventions</p> <p>LPA 1: I am learning to use a dictionary to check the meaning of words I have read.</p> <p>LPA 2: I am learning to identify words I do not know and make a sensible prediction of its meaning, based on its function in the sentence (word class).</p> <p><u>Text:</u> Information texts (procedural texts)</p>								

<b>Themes and Conventions</b>	<p><b>Revisit: Conventions:</b> Children need to know that...</p> <ul style="list-style-type: none"> <li>Conventions are key features of particular types of text. (Year 3 Autumn 1)</li> <li>Non-fiction is writing that is factual. (Year 3 Autumn 1)</li> <li>The purpose of many non-fiction texts is to <b>inform</b>. (Year 3 Autumn 1). Other purposes include <b>explain</b>.</li> <li>The conventions of informative non-fiction writing include contents, index, glossary, diagrams, captions, headings and subheadings, technical vocabulary. Some information text forms (e.g. recount) have slightly different conventions. (Year 3 Spring 1)</li> <li>Explanation texts have similar conventions to information texts but are generally more detailed. (Year 3 Autumn 2)</li> <li>A procedural text (set of instructions) is a form of information text which has some specific conventions: <ul style="list-style-type: none"> <li>Separated into key paragraphs: introduction, ingredients/what you will need, procedure.</li> <li>The 'procedure' will be written in chronological order.</li> <li>Often uses presentational features (e.g. bullet points, numbers) to organise key events.</li> <li>Usually written in the 2<sup>nd</sup> person.</li> </ul> </li> </ul>	<p>Children need to know how...</p> <ul style="list-style-type: none"> <li>To identify the conventions used in the texts they have studied (with support from the teacher)</li> </ul>
<b>Vocabulary (1)</b>	<p>Children need to know that...</p> <ul style="list-style-type: none"> <li>We often lose sense of the meaning of a text when we do not know the vocabulary words the author is using. (Year 3 Autumn 1)</li> <li>There are three tiers of vocabulary (from less to more complex).</li> <li>A glossary is an alphabetical list of words relating to a particular subject, with their definitions (like a brief dictionary). (Year 3 Autumn 1)</li> <li>The letters of the alphabet, in order. (Key Stage 1)</li> <li>A dictionary is a book or electronic resource that lists the words of a language and gives their meaning.</li> <li>Dictionaries are usually organised in alphabetical order. <ul style="list-style-type: none"> <li>We begin by looking at the first letter of the word and finding the correct section of the dictionary.</li> <li>We then look at the next letter (and so on).</li> </ul> </li> </ul>	<p>Children need to know how...</p> <ul style="list-style-type: none"> <li>To identify when they have lost the meaning of the text due to insufficient vocabulary knowledge. (Year 3 Autumn 1)</li> <li>To ask questions to clarify their understanding of a text and new vocabulary. (Year 3 Autumn 1)</li> <li>To use a glossary when reading non-fiction texts to find the meaning of challenging words. (Year 3 Autumn 2)</li> <li>To use a dictionary to find the meaning of words (with support).</li> </ul>
<b>Vocabulary (2)</b>	<p>Children need to know that...</p> <ul style="list-style-type: none"> <li>Word class refers to categories of words, depending on what function they have in a sentence. (Writing curriculum) <ul style="list-style-type: none"> <li>A noun (orange) is a person, place or thing. Nouns tell us who, what or where. (Writing curriculum)</li> <li>Adjectives (blue) describe nouns and tell us more information about them. (Writing curriculum)</li> <li>Verbs (yellow) are action or doing words. They tell us what has been/is being done. (Writing curriculum)</li> <li>Adverbs (green) describe a verb. They tell us more about the verb and sometimes they end in <i>_ly</i>. (Writing curriculum)</li> </ul> </li> <li>When we do not have access to a dictionary, we may need to make a sensible guess about the meaning of a word using its context.</li> </ul>	<p>Children need to know how...</p> <ul style="list-style-type: none"> <li>To work out the function (word class) of an unknown word based on its position in the sentence.</li> </ul>
<p><b>Playscript</b>  <u>Text: Playscript (for a previously studied fairytale – e.g. Hansel and Gretel)</u>  <a href="#">57-64 Hansel and Gretel</a>  <i>No explicit reading domain focus, as the focus should be on the practical exploration of the structure of a playscript through performance.</i></p>		
<b>Themes and Conventions</b>	<p>Children need to know that...</p> <ul style="list-style-type: none"> <li>A playscript is a type of writing which helps to turn a writer's ideas into a performance on stage.</li> <li>There are some very specific conventions of playscripts, which help the actors translate the writing into a performance. <ul style="list-style-type: none"> <li>Characters will be explicitly identified and briefly summarised.</li> <li>Split into 'scenes' – which are almost like chapters.</li> <li>Each scene begins with a description of the time and setting.</li> <li>Stage directions (or what an actor should do) are often shown in ( ) or italics.</li> <li>The person speaking is often shown in CAPITAL LETTERS and bold.</li> <li>The words said by the character are often included after their name in normal typeface.</li> </ul> </li> <li>When a playscript is performed, actors will only say the words 'said' by the characters. They would act out the stage directions and use the character's name to guide them to what they need to say.</li> </ul>	<p>Children need to know how...</p> <ul style="list-style-type: none"> <li>To identify the conventions used in the texts they have studied (with support from the teacher)</li> </ul>

FOXHILLS  
FEDERATION



## National Curriculum Milestones:

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- identifying themes and conventions in a wide range of books

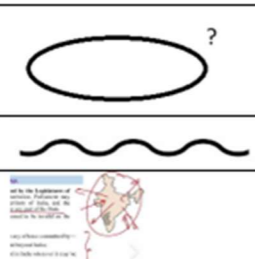
Retrieve and record information from non-fiction

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

New knowledge

*Revisited knowledge*

**Embedded throughout every text studied across the term.**

Domain	Substantive Knowledge	Disciplinary Knowledge
Text Mapping	<p>Children need to know that...</p> <ul style="list-style-type: none"> <li>• <i>Good readers mark texts as they are reading to help them remember key information and make sense of the text. (Year 3 Autumn 1)</i></li> <li>• <i>We can use consistent symbols to help us do this efficiently.</i></li> </ul>  <p>I am not sure what this word means.</p> <p>These words are important.</p> <p>A doodle/sentence to remind me of a key idea.</p>	<p>Children need to know how...</p> <ul style="list-style-type: none"> <li>• <i>To use recognised conventions to make notes on a text when reading to support comprehension:</i> <ul style="list-style-type: none"> <li>○ <i>identifying words I do not know by circling them (Year 3 Autumn 1)</i></li> <li>○ <i>Identifying important words/phrases in the text by underlining with a wavy line. (Year 3 Autumn 2)</i></li> <li>○ <i>To use annotations and images alongside text to remind me of key information. (Year 3 Spring 2)</i></li> </ul> </li> </ul>
<h3>Fiction</h3> <p>LPA 1: I am learning to make links between the text I am currently reading and texts I have already read by identifying similarities and differences in the themes and conventions used.</p> <p>LPA 2: I am learning to check if I have retrieved the correct information by using evidence from the text.</p> <p>Text: Alice in Wonderland – C.S Lewis</p>		
Themes and Conventions	<p>Children need to know that...</p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>• <i>The theme of a story is the main idea/message woven throughout the narrative. (Year 3 Autumn 2)</i></li> <li>• <i>Key themes might include: bravery, friendship, courage, love, good vs evil, forgiveness, hardship etc. (Year 3 Autumn 2)</i></li> </ul> <p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>• <i>Fiction means the characters, settings and plot are created using the author's imagination, rather than fact (truth). (Year 3 Autumn 1)</i></li> <li>• <i>Conventions are key features of particular types of text. (Year 3 Autumn 1)</i></li> </ul>	<p>Children need to know how...</p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>• <i>To identify and discuss the themes seen in the texts they have studied (with support from the teacher)</i></li> <li>• <i>To make links between the themes of the text they are currently reading and the texts they have already read – identifying similarities and differences.</i></li> </ul> <p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>• <i>To identify the conventions used in the texts they have studied (with support from the teacher)</i></li> <li>• <i>To make links between the conventions of the text they are currently reading and the texts they have already read – identifying similarities and differences.</i></li> </ul>
Retrieve	<p>Children need to know that...</p> <ul style="list-style-type: none"> <li>• <i>Retrieval is when you find and extract information from a text. (Year 3 Autumn 2)</i></li> <li>• <i>Skimming and scanning can be used to help find information in a text quickly. (Year 3 Autumn 2)</i></li> <li>• <i>Words in the question can tell us what type of information we are looking for. (Year 3 Autumn 2)</i> <ul style="list-style-type: none"> <li>○ <i>If a question starts with 'who' we will scan for a person.</i></li> <li>○ <i>If a question starts with 'where' we will scan for a place.</i></li> <li>○ <i>If a question starts with 'when' we will scan for dates and times.</i></li> <li>○ <i>If questions include specific information (e.g. a name), we can scan for that key word within the text.</i></li> </ul> </li> <li>• <i>We can support our answers with evidence from the text.</i></li> <li>• <i>Finding evidence in the text can also make us more confident that the information we have retrieved is accurate.</i></li> </ul>	<p>Children need to know how...</p> <ul style="list-style-type: none"> <li>• <i>to locate information efficiently by scanning a text for key words (e.g. names and dates) [within a given paragraph]. (Year 3 Autumn 2)</i></li> <li>• <i>to read questions carefully, choosing the correct number of words to copy [within a given paragraph]. (Year 3 Autumn 2)</i></li> <li>• <i>To check the accuracy of what they have retrieved by reading around the words/phrases they have chosen and find evidence to support their answers [within a given paragraph].</i></li> </ul>

## Non-Fiction

LPA 1: I am learning to identify the conventions of other types of non-fiction writing (persuasion)  
LPA 2: I am revisiting checking if I have retrieved the correct information by using evidence from the text.

Text: Persuasive texts

<b>Themes and Conventions</b>	<p><b>Revisit: Conventions:</b> Children need to know that...</p> <ul style="list-style-type: none"> <li>• <i>Conventions are key features of particular types of text. (Year 3 Autumn 1)</i></li> <li>• <i>Non-fiction is writing that is factual. (Year 3 Autumn 1)</i></li> <li>• <i>The purpose of many non-fiction texts is to inform. (Year 3 Autumn 1). Other purposes include explain and persuade.</i></li> <li>• <i>The conventions of informative non-fiction writing include contents, index, glossary, diagrams, captions, headings and subheadings, technical vocabulary. Some information text forms (e.g. recount and procedural texts) have slightly different conventions. (Year 3 Spring 1, Spring 2)</i></li> <li>• <i>Explanation texts have similar conventions to information texts but are generally more detailed. (Year 3 Autumn 2)</i></li> <li>• Persuasive texts are written to change the beliefs or behaviours of the reader. Common conventions include:             <ul style="list-style-type: none"> <li>○ Written in 2<sup>nd</sup> person (with direct address).</li> <li>○ Emotional language choices.</li> <li>○ Use of words such as 'could' 'should' 'must' to show how important something is.</li> <li>○ Clear viewpoint (often biased)</li> <li>○ Questions with a pre-determined answer (rhetorical questions)</li> </ul> </li> </ul>	<p>Children need to know how...</p> <ul style="list-style-type: none"> <li>• To identify the conventions used in the texts they have studied (with support from the teacher)</li> <li>• To make links between the conventions of the text they are currently reading and the texts they have already read – identifying similarities and differences.</li> </ul>
<b>Retrieve</b>	<p>Children need to know that...</p> <ul style="list-style-type: none"> <li>• <i>Retrieval is when you find and extract information from a text. (Year 3 Autumn 2)</i></li> <li>• <i>Skimming and scanning can be used to help find information in a text quickly. (Year 3 Autumn 2)</i></li> <li>• <i>Words in the question can tell us what type of information we are looking for. (Year 3 Autumn 2)</i> <ul style="list-style-type: none"> <li>○ <i>If a question starts with 'who' we will scan for a person.</i></li> <li>○ <i>If a question starts with 'where' we will scan for a place.</i></li> <li>○ <i>If a question starts with 'when' we will scan for dates and times.</i></li> <li>○ <i>If questions include specific information (e.g. a name), we can scan for that key word within the text.</i></li> </ul> </li> <li>• We can support our answers with evidence from the text.</li> <li>• Finding evidence in the text can also make us more confident that the information we have retrieved is accurate.</li> </ul>	<p>Children need to know how...</p> <ul style="list-style-type: none"> <li>• <i>to locate information efficiently by scanning a text for key words (e.g. names and dates) [within a given paragraph]. (Year 3 Autumn 2)</i></li> <li>• <i>to read questions carefully, choosing the correct number of words to copy [within a given paragraph]. (Year 3 Autumn 2)</i></li> <li>• To check the accuracy of what they have retrieved by reading around the words/phrases they have chosen and find evidence to support their answers [within a given paragraph].</li> </ul>

## Poetry

Text: Acrostic Poem – A Boat Beneath a Sunny Sky (Lewis Carroll) – [Linked to Alice in Wonderland](#)

<b>Themes and Conventions</b>	<p>Children need to know that...</p> <ul style="list-style-type: none"> <li>• <i>A poem is a type of writing which is usually short, and is used to communicate thoughts and emotions. (Year 3 Autumn 1)</i></li> <li>• <i>There are many different types of poems, all of which have their own conventions: rhyming poems (Year 3 Autumn 1), narrative poems (Year 3 Autumn 2), descriptive poems (Year 3 Spring 1).</i></li> <li>• <i>Not all poems rhyme. (Year 3 Spring 1)</i></li> <li>• A slant rhyme is where two words almost (but not quite) rhyme. When performing slant rhymes aloud, people often exaggerate or deliberately mispronounce the word to help the listener hear the rhyme.</li> </ul> <p><b>Acrostic poems</b></p> <ul style="list-style-type: none"> <li>• The first letter of each line of an acrostic poem, when put together, forms a word.</li> <li>• Often, acrostic poems have a reputation for being very simple.</li> <li>• A Boat Beneath a Sunny Sky is an acrostic poem (which spells the name of the main character of Alice in Wonderland: Alice Pleasance Liddell).</li> <li>• Acrostic poems may share features with other types of poem. For example, A boat beneath a sunny sky is also a rhyming poem with the rhyme scheme AAA, BBB, CCC (although on some lines, this is a slant rhyme)</li> </ul>	<p>Children need to know how...</p> <ul style="list-style-type: none"> <li>• To identify the conventions used in the texts they have studied (with support from the teacher)</li> </ul>
<b>Retrieve</b>	Based on children's learning over the other texts this half term, teachers can choose to consolidate a specific aspect of retrieval within their teaching of poetry.	

**National Curriculum Milestones:**

Understand what they read, in books they can read independently, by:

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- identifying main ideas drawn from more than one paragraph and summarising these

New knowledge

Revisited knowledge

**Embedded throughout every text studied across the term.**

Domain	Substantive Knowledge	Disciplinary Knowledge								
Text Mapping	<p>Children need to know that...</p> <ul style="list-style-type: none"> <li>• Good readers mark texts as they are reading to help them remember key information and make sense of the text. (Year 3 Autumn 1)</li> <li>• We can use consistent symbols to help us do this efficiently.</li> </ul> <table border="1"> <tr> <td data-bbox="468 682 727 777"></td> <td data-bbox="727 682 1587 777">I am not sure what this word means.</td> </tr> <tr> <td data-bbox="468 777 727 840"></td> <td data-bbox="727 777 1587 840">These words are important.</td> </tr> <tr> <td data-bbox="468 840 727 924"></td> <td data-bbox="727 840 1587 924">A doodle/sentence to remind me of a key idea.</td> </tr> <tr> <td data-bbox="468 924 727 1020">! (in the margin)</td> <td data-bbox="727 924 1587 1020">This is a key idea in the text.</td> </tr> </table>		I am not sure what this word means.		These words are important.		A doodle/sentence to remind me of a key idea.	! (in the margin)	This is a key idea in the text.	<p>Children need to know how...</p> <ul style="list-style-type: none"> <li>• To use recognised conventions to make notes on a text when reading to support comprehension:             <ul style="list-style-type: none"> <li>○ identifying words I do not know by circling them (Year 3 Autumn 1)</li> <li>○ Identifying important words/phrases in the text by underlining with a wavy line. (Year 3 Autumn 2)</li> <li>○ To use annotations and images alongside text to remind me of key information. (Year 3 Spring 2)</li> <li>○ To use an ! in the margin to highlight where key ideas/events happen in the text, pairing these with annotations and images if helpful.</li> </ul> </li> </ul>
	I am not sure what this word means.									
	These words are important.									
	A doodle/sentence to remind me of a key idea.									
! (in the margin)	This is a key idea in the text.									
<p><b>Fiction</b></p> <p>Revisit Themes and Conventions</p> <p>LPA 1: I am learning to make inferences about characters' motives, based on my own life experiences.</p> <p>LPA 2: I am learning to summarise the key events of a paragraph and retell stories in my own words.</p> <p><u>Text:</u></p> <p>Around the World in Eighty Days Journey – Aaron Becker</p>										
Themes and Conventions	<p>Children need to know that...</p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>• The theme of a story is the main idea/message woven throughout the narrative. (Year 3 Autumn 2)</li> <li>• Key themes might include: bravery, friendship, courage, love, good vs evil, forgiveness, hardship etc. (Year 3 Autumn 2)</li> </ul> <p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>• Fiction means the characters, settings and plot are created using the author's imagination, rather than fact (truth). (Year 3 Autumn 1)</li> <li>• Conventions are key features of particular types of text. (Year 3 Autumn 1)</li> </ul>	<p>Children need to know how...</p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>• To identify and discuss the themes seen in the texts they have studied (with support from the teacher)</li> <li>• To make links between the themes of the text they are currently reading and the texts they have already read – identifying similarities and differences.</li> </ul> <p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>• To identify the conventions used in the texts they have studied (with support from the teacher)</li> <li>• To make links between the conventions of the text they are currently reading and the texts they have already read – identifying similarities and differences.</li> </ul>								
Infer	<p>Children need to know that...</p> <ul style="list-style-type: none"> <li>• Inference is when you act like a detective and use clues from the text and pictures to make meaning, even when information is missing. (Year 3 Spring 1)             <ul style="list-style-type: none"> <li>○ 'Stated' means details that are clearly written in the text. (Year 3 Spring 1)</li> <li>○ 'Implied' means the author has suggested something, but not stated it. (Year 3 Spring 1)</li> </ul> </li> <li>• Our knowledge of the world can help us to make inferences.</li> <li>• We should always use evidence from the text to justify our inferences. (Year 3 Spring 1)</li> <li>• To make sense of texts, we use information from the text to make predictions; to visualise; to work out which noun is being referred to; and to work out what characters are thinking, how they are feeling and why they might act in certain ways. (Year 3 Spring 1)</li> </ul>	<p>Children need to know how...</p> <ul style="list-style-type: none"> <li>• To identify which noun a pronoun is referring to. (Year 3 Spring 1)</li> <li>• To make inferences about a character's feelings, thoughts and reasons for actions, using their own life experiences and evidence within a text to help make meaning.</li> </ul>								
Summarise	<p>Children need to know that...</p> <ul style="list-style-type: none"> <li>• Retell means to tell a story again. Sometimes it can be told differently.             <ul style="list-style-type: none"> <li>○ To retell we need to know the key events in the story and remember the order in which they happened.</li> </ul> </li> <li>• Summarise means to give a brief description of the main events/key points.</li> </ul>	<p>Children need to know how...</p> <ul style="list-style-type: none"> <li>• To summarise the key events of a paragraph in their own words.</li> <li>• To retell a simple story in their own words.</li> </ul>								

	<ul style="list-style-type: none"> <li>To summarise a paragraph from a fictional text, we need to identify the main event.</li> </ul>	
<h2>Non-Fiction</h2> <p>Revisit Themes and Conventions</p> <p><b>LPA 1:</b> I am revisiting making inferences from a non-fiction text.</p> <p><b>LPA 2:</b> I am learning to summarise the key points or message within a paragraph of non-fiction.</p> <p><u>Text:</u> Newspaper reports</p>		
Themes and Conventions	<p><b>Revisit: Conventions:</b> Children need to know that...</p> <ul style="list-style-type: none"> <li>Conventions are key features of particular types of text. (Year 3 Autumn 1)</li> <li>Non-fiction is writing that is factual. (Year 3 Autumn 1)</li> <li>The purpose of many non-fiction texts is to <b>inform</b>. (Year 3 Autumn 1). Other purposes include <b>explain</b> and <b>persuade</b>.</li> <li>The conventions of informative non-fiction writing include contents, index, glossary, diagrams, captions, headings and subheadings, technical vocabulary. Some information text forms (e.g. recount and procedural texts) have slightly different conventions. (Year 3 Spring 1, Spring 2)</li> <li>Explanation texts have similar conventions to information texts but are generally more detailed. (Year 3 Autumn 2)</li> <li>Persuasive texts are written to change the beliefs or behaviours of the reader. Common conventions include 2<sup>nd</sup> person, emotional language, bias and use of words such as 'must' to show how important something is. (Year 3 Summer 1)</li> <li>A newspaper report is a specific form of recount. These have very specific conventions, which include <ul style="list-style-type: none"> <li>Usually structured in columns.</li> <li>Contain images and a graphically dramatic headline to engage the reader.</li> <li>Often told in mostly chronological order.</li> <li>Will give 'quotes' from witnesses, either directly or reported.</li> </ul> </li> </ul>	<p>Children need to know how...</p> <ul style="list-style-type: none"> <li>To identify the conventions used in the texts they have studied (with support from the teacher)</li> <li>To make links between the conventions of the text they are currently reading and the texts they have already read – identifying similarities and differences.</li> </ul>
Infer	<p>Children need to know that...</p> <ul style="list-style-type: none"> <li>Inference is when you act like a detective and use clues from the text and pictures to make meaning, even when information is missing. (Year 3 Spring 1) <ul style="list-style-type: none"> <li>'Stated' means details that are clearly written in the text. (Year 3 Spring 1)</li> <li>'Implied' means the author has suggested something, but not stated it. (Year 3 Spring 1)</li> </ul> </li> <li>Our knowledge of the world can help us to make inferences.</li> <li>We should always use evidence from the text to justify our inferences. (Year 3 Spring 1)</li> <li>To make sense of texts, we use information from the text to make predictions; to visualise; to work out which noun is being referred to; and to work out what characters are thinking, how they are feeling and why they might act in certain ways. In non-fiction texts, character refers to the real people being described (or the narrator) (Year 3 Spring 1)</li> </ul>	<p>Children need to know how...</p> <ul style="list-style-type: none"> <li>To identify which noun a pronoun is referring to. (Year 3 Spring 1)</li> <li>To make inferences about a character's feelings, thoughts and reasons for actions, using their own life experiences and evidence within a text to help make meaning.</li> </ul>
Summarise	<p>Children need to know that...</p> <ul style="list-style-type: none"> <li>Retell means to tell a story again. Sometimes it can be told differently. <ul style="list-style-type: none"> <li>To retell we need to know the key events in the story and remember the order in which they happened.</li> </ul> </li> <li>Summarise means to give a brief description of the main events/key points. <ul style="list-style-type: none"> <li>To summarise a paragraph from a fictional text, we need to identify the main event.</li> </ul> </li> </ul>	<p>Children need to know how...</p> <ul style="list-style-type: none"> <li>To identify key (important) and non-key (less important) details in a paragraph.</li> <li>To summarise a paragraph in their own words.</li> </ul>
<h2>Poetry</h2> <p><u>Text:</u> Free Verse Poem – Albatross (Laura Mucha)</p>		
Themes and Conventions	<p>Children need to know that...</p> <ul style="list-style-type: none"> <li>A poem is a type of writing which is usually short, and is used to communicate thoughts and emotions. (Year 3 Autumn 1)</li> <li>There are many different types of poems, all of which have their own conventions: rhyming poems (Year 3 Autumn 1), narrative poems (Year 3 Autumn 2), descriptive poems (Year 3 Spring 1), acrostic (Year 3 Summer 1).</li> <li>Not all poems rhyme. (Year 3 Spring 1)</li> <li>A slant rhyme is where two words almost (but not quite) rhyme. When performing slant rhymes aloud, people often exaggerate or deliberately mispronounce the word to help the listener hear the rhyme.</li> </ul> <p><b>Free Verse poems</b></p> <ul style="list-style-type: none"> <li>Does not follow a formal, consistent rhyme scheme.</li> <li>Does not have a formally recognised metre (beat). Some free verse poems are more structured than others (for example, Albatross by Laura Mucha does have a repetitive structure; however, there is no formal metre or beat).</li> <li>Allow poets the freedom to express their thoughts without being limited to a specific structure.</li> </ul>	<p>Children need to know how...</p> <ul style="list-style-type: none"> <li>To identify the conventions used in the texts they have studied (with support from the teacher)</li> </ul>
Infer or Summarise	Based on children's learning over the other texts this half term, teachers can choose to consolidate either inference or summarising within their teaching of poetry.	