
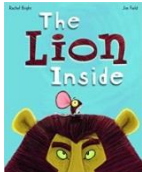
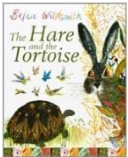
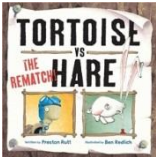
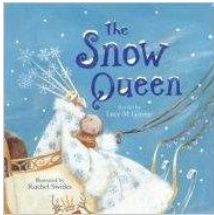
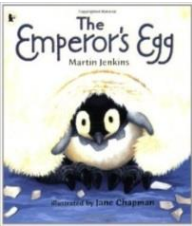
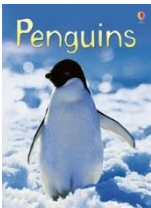
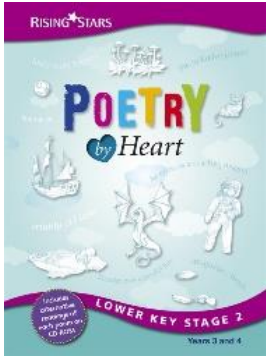

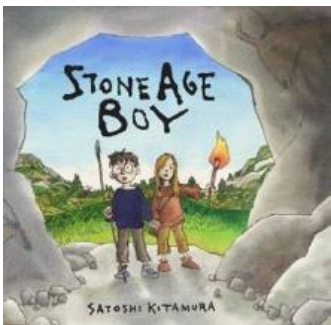
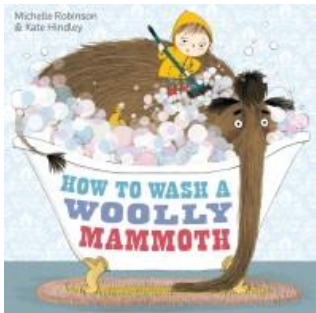
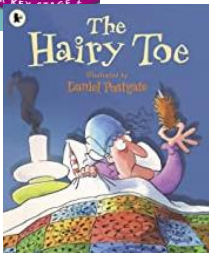



Laygate Community School Literacy Spine

	Year 3	Autumn Term	
	Text	Genres covered	Intended Learning Outcomes
Fiction	 	<p>Fables</p> <p>‘The Lion and the Mouse’ by Jerry Pinkney ‘The Lion Inside’ by Rachel Bright</p>	<p>To identify and discuss main characters, evaluate their behaviour and justify views.</p>
	  	<p>‘The Hare and the Tortoise’ by Brian Wildsmith ‘Tortoise vs the Hare – The Rematch’ by Preston Rutt</p> <p>Traditional tales</p> <p>‘The Snow Queen’ by Lucy M. George</p>	<p>To write portraits of characters, using story text to describe behaviour and characteristics.</p> <p>Plan stories orally; explore moral dilemmas for characters using drama.</p>
Non-Fiction	 	<p>Information Texts & Non-chronological Reports</p> <p>‘The Emperor’s Egg’ by Martin Jenkins Usborne beginners: ‘Penguins’ by Emily Bone</p>	<p>Use notes to write an effectively organised non-chronological report</p>
Poetry		<p>Performance Poetry</p> <p>‘The Marrog’ by RC Scriven</p>	<p>To use humorous verse as a structure for children to write their own by adaptation, mimicry or substitution.</p> <p>To select, prepare, read aloud and recite by heart poetry that plays with language or entertains.</p>
Other		<p>Disney cartoon</p> <p>‘Silly Symphony the Tortoise and The Hare’</p> <p>https://www.youtube.com/watch?v=Xglt9K24r40</p>	<p>To investigate different versions of the same story in print or on film.</p>

Laygate Community School Literacy Spine

	Year 3	Spring Term	
	Text	Genres covered	Intended Learning Outcomes
Fiction		<p>‘Stone Age Boy’ by Satoshi Kitamura</p>	<p>Write stories that have a problem and resolution and are organised into paragraphs using adverbs of time. Include description of a setting and characters.</p>
Non-Fiction		<p>Instructions</p> <p>‘How to wash a Woolly Mammoth’ by Michelle Robinson & Kate Hindley</p>	<p>Independently write clear written instructions using correct register and devices to aid the reader.</p>
Poetry	 	<p>‘The Hairy Toe’ Traditional Poems – Native American</p>	<p>To read and prepare poems for performance</p> <p>To write new or extended verses based on a familiar poem</p>
		<p>Performance Poetry</p> <p>‘The Three-headed Dog’ by Clare Bevan</p>	
Other		<p>The Story of Britain BBC Teach Class Clips https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-story-of-britain/zj4r7nb</p>	<p>Research factual information to help plan stories in a historical setting.</p>

Laygate Community School Literacy Spine			
	Year 3	Summer Term	
	Text	Genres covered	Intended Learning Outcomes
Fiction		<p>Stories from other cultures</p> <p>‘Gregory Cool’ by Caroline Binch</p>	<p>Include dialogue to set the scene and present characters.</p> <p>Discuss writing models similar to those they will use in their own writing to learn from its structure grammar and vocabulary.</p>
Non-Fiction		<p>Explanations</p> <p>‘Little Kids First Big Book of Why’ by Amy Shields</p> <p>Animals (Ask Dr K. Fisher) by Claire Llewellyn</p> <p>‘Endangered Sea Turtles/Elephants’ (Earth’s Endangered Animals) by Bobbie Kalman</p> <p>‘Turtle, Turtle, Watch Out!’ by April Pulley Sayre</p>	<p>In formal presentations, explain processes orally using notes.</p> <p>Write a series of extended sentences to explain a process</p>
Poetry		<p>Poetry from other cultures & traditions</p> <p>‘Hot Like Fire & Other Poems’ by Valerie Bloom</p>	<p>To discuss how a poet uses rhythm and rhyme.</p> <p>To explore the use of dialect in poetic forms.</p>
Other		<p>The Children’s Poetry Archive – Valerie Bloom https://childrens.poetryarchive.org/poet/valerie-bloom/</p> <p>CLPE – Poetry Line – Valerie Bloom https://clpe.org.uk/poetryline/poets/bloom-valerie</p> <p>‘Coming to England’ by Floella Benjamin The Windrush Generation https://www.bbc.co.uk/newsround/43793769</p>	<p>To discuss how a poet uses rhythm and rhyme.</p> <p>To explore the use of dialect in poetic forms.</p> <p>Explore an author’s own experiences to plan a poem.</p>