

Year 8 Planning (based on PLS Year 3 planning)

Total number of Units: 11

Total number of exemplified Units: 7

Total number of weeks covered: 34–35

Narrative, plays and scripts 18 weeks	UNIT 1 Stories with familiar settings (3 weeks) Y3N1	UNIT 2 Myths and legends (4 weeks) Y3N2	UNIT 3 Adventure and mystery (4 weeks) Y3N3	UNIT 4 Authors and letters (3 weeks) Y3N4	Unit 5 Dialogue and plays (4 weeks)
Non-fiction 11–12 weeks	UNIT 1 Reports (4 weeks) Y3NF1		UNIT 2 Instructions (3–4 weeks) Y3NF2		UNIT 3 Information texts (4 weeks)
Poetry 5 weeks	UNIT 1 Poems to perform (1 week)		UNIT 2 Shape poetry and calligrams (2 weeks) Y3P2		UNIT 3 Language play (2 weeks)

Word Recognition.

Year 3 is a significant year for moving the emphasis on teaching from word recognition to language comprehension. Both dimensions of reading - word recognition processes and language comprehension processes are necessary to achieve fluent reading. However, the balance between word recognition and language comprehension should change as children acquire secure and automatic decoding skills.

For this reason, there is no content provided for strand 5 after Year 2 and the heading itself is removed after this reference for Year 3.

		Coverage		
Speaking	Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds			
	Explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively			
	Sustain conversation, explain or give reasons for their views or choices			
	Develop and use specific vocabulary in different contexts			
Listening and responding	Follow up others' points and show whether they agree or disagree in whole-class discussion			
	Identify the presentational features used to communicate the main points in a broadcast			
	Identify key sections of an informative broadcast, noting how the language used signals changes or transitions in focus			
Group discussion and interaction	Use talk to organise roles and action			
	Actively include and respond to all members of the group			
	Use the language of possibility to investigate and reflect on feelings, behaviour or relationships			
Drama	Present events and characters through dialogue to engage the interest of an audience			
	Use some drama strategies to explore stories or issues			
	Identify and discuss qualities of others' performances, including gesture, action and costume			
Word recognition	Children working significantly above or below age-related expectations will need differentiated support, which may include tracking forward or back in terms of learning objectives. EAL learners should be expected to work within the overall expectations for their year group, and where this is not the case should be enabled to reach age-related expectations as quickly as possible. Some newly arrived learners of EAL may need to undertake time limited work based on objectives for decoding/encoding in addition to overall language development work.			
Word structure and spelling Some of the spelling objectives appear in both strands 5 and 6. This reflects that phonics should be the prime approach children use in both learning to read and learning to spell. The objectives in strand 6 also cover the wider approaches children need to learn and deploy to spell words accurately.	Spell high and medium frequency words			
	Recognise a range of prefixes and suffixes, understanding how they modify meaning and spelling, and how they assist in decoding long complex words			
	Spell unfamiliar words using known conventions including grapheme-phoneme correspondences and morphological rules			
Understanding and	Identify and make notes of the main points of section(s) of text			

interpreting texts	Infer characters' feelings in fiction and consequences in logical explanations			
	Identify how different texts are organised, including reference texts, magazines and leaflets, on paper and on screen			
	Use syntax, context and word structure to build their store of vocabulary as they read for meaning			
	Explore how different texts appeal to readers using varied sentence structures and descriptive language			
Engaging with and responding to texts	Share and compare reasons for reading preferences, extending the range of books read			
	Empathise with characters and debate moral dilemmas portrayed in texts			
	Identify features that writers use to provoke readers' reactions			
Creating and shaping texts	Make decisions about form and purpose, identify success criteria and use them to evaluate their writing			
	Use beginning, middle and end to write narratives in which events are sequenced logically and conflicts resolved			
	Write non-narrative texts using structures of different text-types			
	Select and use a range of technical and descriptive vocabulary			
	Use layout, format graphics and illustrations for different purposes			
Text structure and organisation	Signal sequence, place and time to give coherence			
	Group related material into paragraphs			
Sentence structure and punctuation	Show relationships of time, reason and cause through subordination and connectives			
	Compose sentences using adjectives, verbs and nouns for precision, clarity and impact			
	Clarify meaning through the use of exclamation marks and speech marks			
Presentation	Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins			
	Develop accuracy and speed when using keyboard skills to type, edit and re-draft			