

Coverage of National Curriculum Literacy

Spoken Language: UKS2 (Year 3 Objectives)						
Objective	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listen and respond appropriately to adults and their peers			Cycle A			
Ask relevant questions to extend their understanding and build vocabulary and knowledge		Cycle A				Cycle B
Articulate and justify answers, arguments and opinions		Cycle B				
Give well-structured descriptions and explanations	Cycle A				Cycle B	
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments			Cycle B			
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas					Cycle A	
Speak audibly and fluently with an increasing command of Standard English				Cycle B		
Participate in discussions, presentations, performances and debates	Cycle B					
Gain, maintain and monitor the interest of the listener(s)	Cycle B					
Consider and evaluate different viewpoints, attending to and building on the contributions of others				Cycle A		
Select and use appropriate registers for effective communication.						Cycle A

Writing: Composition; UKS2 (Year 3 Objectives)

Objective	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pupils should be taught to:						
Plan their writing by:						
<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 		Cycle A		Cycle A	Cycle B	Cycle A
<ul style="list-style-type: none"> discussing and recording ideas 	Cycle A/B	Cycle B	Cycle A/B	Cycle B	Cycle A	
Draft and write by:						
<ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	Cycle A	Cycle B		Cycle B		Cycle A
<ul style="list-style-type: none"> organising paragraphs around a theme 			Cycle B	Cycle A		
<ul style="list-style-type: none"> in narratives, creating settings, characters and plot 	Cycle B	Cycle A	Cycle A	Cycle B	Cycle A	Cycle B
<ul style="list-style-type: none"> in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 	Cycle B	Cycle A	Cycle A/B		Cycle A/B	
Evaluate and edit by:						
<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements 		Cycle A				
<ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 				Cycle B		
Proof-read for spelling and punctuation errors		Cycle B				
Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear						Cycle A

N/B: Transcription/Phonics/Spelling, punctuation and grammar: Coverage and Objectives located on planning and individual assessment sheets for all children alongside phonics assessments.