Year Group/Phase- Year 3					
Term	**Topic**	**Knowledge /skills**	**TfW link**	**Link to curriculum intent** *(indicative not exclusive)*	**Link to evidence for learning/specification framework as applicable** (*indicative not exclusive)*
1	Class Country - Fiction	To identify the "what" and "where" within the sentence or story. To hold a pencil using tripod grip. To use symbols / signs to communicate.	***Handa's Surprise*** -Eileen Browne ***Stickman -*** Julia Donaldson. ***The Smeds and the Smoos -*** Julia Donaldson. ***The Gruffalo-*** Julia Donaldson. ***Am I yours? -*** Alex Latimer. ***What the ladybird heard at the seaside -*** Julia Donaldson and Lydia Monks.	S4. To recognise that language is reciprocal and to begin to use it appropriately. S5. To engage in intentful mark making. To listen to others with increasing attention and recall. To use language to express thought and feeling not just as a means to an end.	Copies a range of writing patterns and movements. Creates patterns and simple drawings to communicate or represent ideas. Begins to associate marks, names, and pictures with specific meanings or messages. Listens and responds to familiar voices, adults, and environmental sounds. Matches symbols to real objects to support understanding and expression. Adds marks to a picture with growing intention (e.g., symbols or lines).
2	Winter wonderland - Fiction	To identify the "what" and "where" within the sentence or story. To hold a pencil using tripod grip. To use symbols / signs to communicate.			Copies a range of writing patterns and movements. Creates patterns and simple drawings to communicate or represent ideas. Begins to associate marks, names, and pictures with specific meanings or messages. Listens and responds to familiar voices, adults, and environmental sounds. Matches symbols to real objects to support understanding and expression. Adds marks to a picture with growing intention (e.g., symbols or lines).
3	Space - Fiction	To identify the "what" and "where" within the			Begins to develop and use a range of vocabulary to communicate needs, meanings, or preferences. Begins to take part in adult-led small group activities.

		sentence / story. To hold a pencil using tripod grip. To listen for short periods.			Engages in intentional mark making and begins to write above or below pictures. Attempts to write own name, trace letters, and copy familiar words from the environment. Writes using symbols, signs, or letter shapes with adult support (e.g., picture captions) Demonstrates early awareness of written language structure through exposure and adult modelling
4	Enchanted Woodland - Fiction	To listen with increasing attention. To recall a part of the story. To hold a pencil using tripod grip.			Begins to develop and use a range of vocabulary to communicate needs, meanings, or preferences. Begins to take part in adult-led small group activities. Engages in intentional mark making and begins to write above or below pictures. Attempts to write own name, trace letters, and copy familiar words from the environment. Writes using symbols, signs, or letter shapes with adult support (e.g., picture captions) Demonstrates early awareness of written language structure through exposure and adult modelling.
5	Dinosaur - Fiction	To listen with increasing attention. To recall a part of the story. To hold a pencil using tripod grip.			Begins to develop and use a range of vocabulary to communicate needs, meanings, or preferences. Begins to take part in adult-led small group activities. Attempts to write own name, trace letters, and copy familiar words from the environment. Writes using symbols, signs, or letter shapes with adult support (e.g., picture captions) Demonstrates early awareness of written language structure through exposure and adult modelling.
6	Seaside - Fiction	To listen with increasing attention.			Begins to develop and use a range of vocabulary to communicate needs, meanings, or preferences. Begins to take part in adult-led small group activities. Uses writing for a purpose in role play and classroom contexts.

		To recall a part of the story. To hold a pencil using tripod grip.			Writes using symbols, signs, or letter shapes with adult support (e.g., picture captions) Demonstrates early awareness of written language structure through exposure and adult modelling.