

# Herts for Learning Back on Track: English

## Year 3 Progress Pathway

Week	Unit Pathway	Reading Pathway	Spelling Pathway Daily phonics/spelling sessions are advised. <i>Consider additional focus sessions for those pupils working significantly below ARE.</i>	Handwriting Pathway
1	<b>Whole School Explore and Engage unit 1</b>  Unit incorporating opportunities to develop spoken language, text engagement and to gauge writing stamina.	<b>Starting Point: Assessment for Learning</b>  Listen to every child read a text judged to be in line with Age Related Expectations (ARE) for the previous year group, and allow for short discussion of the text. Note those who require further support at this stage.	Review vowel digraphs: ai, ay, a-e, a (/eɪ/)	<b>Revisit school expectations</b>  <b>Expect to focus on: formation, including revisiting letter families; joins – according to school policies.</b>  <b>Short regular, discrete sessions are likely to be necessary to re-establish habits.</b>  <b>School may have specific expectations for Y3, but work from previous years may need to be revised first.</b>  <b>NB The audit tool with the Handwriting Progression document may be useful for identifying key areas for focus.</b>
2			Review vowel digraphs: ee, ea, e-e (/i:/)	
3	<b>Focused English Plan 1</b>  The Paper Bag Princess by Robert N Munsch  Aimed at addressing a key year group skill linked to grammar and sentence construction, ensuring that essential prior learning is embedded.	<b>Refining Judgements:</b>  Revisit pupils who struggled to read the ARE text. Hear them read and discuss again.	Review vowel digraphs and trigraphs: igh, i-e, ie (/aɪ/)	
4			<b>Increase support for pupils working below ARE:</b>  Review vowel digraphs: ow, oa, o-e, o (/əʊ/)	
5	<b>Buffer Week</b>  Allows for extension of FEP if required, based on feedback from AfL.	Plan for regular 1:1 reading with an adult for focus children; closely monitor regularity of home-reading; teacher to monitor regularity and focus of in-class reading.	Review vowel digraphs: oo, ou, u-e (/u:/)	
6	<b>Focused English Plan 2</b>  Dr Xargle's book of Earth Hounds by Jeanne Willis & Tony Ross		Review vowel digraphs: oi, oy (/ɔɪ/) & ow, ou (/aʊ/)	
7	Aimed at addressing a key year group skill linked to grammar and sentence construction, ensuring that essential prior learning is embedded.	<b>Begin Intervention</b>  Run an intervention for those pupils who remain working below ARE in reading (possible interventions might include, the KS1/KS2 Reading Fluency Project).  Prioritise disadvantaged pupils.	Review common exception words from KS1	
8	<b>Buffer Week</b>		Review plurals ending vowel suffix -es,	

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			changing y to i and adding es and	<p><b>Judge whether pupils continue to need discrete handwriting sessions.</b></p> <p><b>Increasingly build handwriting expectations into work within English lessons and other written work across the curriculum.</b></p>
9	<p><b>Focused English Plan 3</b></p> <p>Mini Rabbit Not Lost by John Bond</p> <p>Aimed at addressing a key year group skill linked to grammar and sentence construction, ensuring that essential prior learning is embedded.</p>		Review adding vowel suffixes -ed, -ing, when keeping ending or, changing y to i or chopping the final e	
10			Review adding vowel suffixes -ed, -ing, when doubling the final consonant	
11	<b>Buffer Week</b>		Review vowel suffixes -er and -est	
12	<b>Whole School Explore and Engage unit 2</b>		Review -le at the end of words	
13	Unit incorporating opportunities to develop spoken language, text engagement and to gauge writing stamina.	<p><b>Review</b></p> <p>Conduct post-intervention assessments for those pupils who engaged in the intervention and plan next steps.</p>	Review -el or -il at the end of words	
14	<b>Buffer Week</b>	<p><b>Next steps</b></p> <p>Consider next steps for pupils who remain working below ARE.</p>	Review -al at the end of words	
15	<p><b>Reprioritised Detailed English Plan 1</b></p> <p>The True Story of the Three Little Pigs by Jon Scieszka</p>	Re-run intervention for new group of pupils.	Explore homophones and near homophones	
16	<p>A 'thinned down' version of an existing HfL plan, ensuring that core skills are prioritised.</p>		Review apostrophes for contraction	
17	<b>Buffer Week</b>		Review apostrophe for possession	
18	<b>Reprioritised Detailed English Plan 2</b>		Review suffix -ly (with a consonant before it)	
19	<p>The Finger Eater by Dick King Smith</p> <p>A 'thinned down' version of an existing HfL plan, ensuring that core skills are prioritised.</p>		Explore suffix -ally	

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20	<b>Buffer Week</b>		Review consonant suffixes -ment and -ness	
21	<b>Love That Book Detailed English Plan</b>		Review consonant suffixes -ful and -less	
22	<p>Atlas of Adventures illustrated by Lucy Letherland</p> <p>This unit provides an opportunity to pull together some of the key learning from the term, providing children with year group appropriate reading and writing activities linked to a quality text.</p>		Explore the suffixes -tion and -ation	
23	<b>Buffer Week</b>		Explore the -sion suffix	