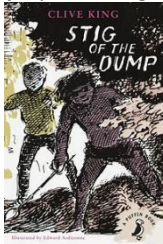





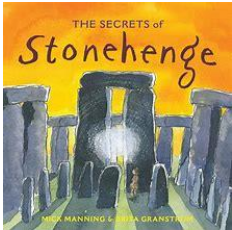
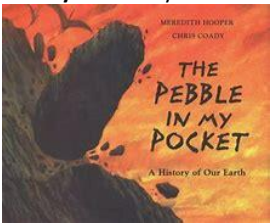

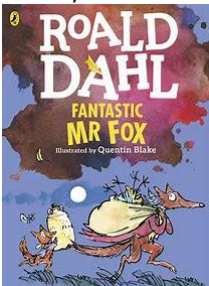
Year 3 – English Overview

outAutumn Term	Autumn 1		Autumn 2		
Topic:	Through the Ages		Through the Ages		
Text Type:	Whole School Literacy Project	Children’s classic fiction	Poetry (Kennings and quatrains)	Narrative	Narrative (Film)
Text:		<p><b>Stig of the Dump</b> by Clive King</p> 	<p><b>Beware</b> by James Carter  <b>Where do I play?</b> By Roger Stevens  <b>Who am I?</b> By Roger Stevens</p> 	<p><b>Iron Man</b> by Ted Hughes</p> 	<p><b>Reindeer ready?</b> Literacy Shed</p> 
Key Writing Outcomes:		<p><u>Diary entry / narrative from character point of view</u>            Setting description – Stig’s Den – Estate Agent            Character profile  <u>Newspaper report (include eye witness accounts – speech)</u>            Prediction - what happens to Stig after the end of the story.  <u>CST: Big Question Lesson (Dignity of the Human Person, Rights and Responsibilities)</u></p>	<p><u>Kennings poem</u>  <u>Quatrains poem</u></p>	<p><u>Persuasive letter / writing from the Iron Man</u>  <u>Formal letter response from Council or residents</u>  <u>Balanced argument</u>  <u>CST: Big Question Lesson (Solidarity, Family and Community, Option for the Poor and Vulnerable)</u></p>	<p><u>Thoughts and feelings of reindeer</u>  <u>Persuasive letter from reindeer to children</u>            Recount.</p>
Grammar focus:	<p>SU1: Use further prefixes of dis-, mis-, in-, un-, im- and understand how to use them.            SU3: Begin to introduce and spell further homophones.            SU8.1: start all lowercase letters on line.            SU16.1: extend range of sentences using when, if, because, although.            SU20.8/20.9/20.10: Use and understand the term</p>	<p>SU2: Use further suffixes -tion, -sion, -cian, -ssion and how to use them.            SU20.7: Understand and use the term direct speech.            SU20.11: Use and understand the term inverted commas.            SU23: Correctly use and punctuate direct speech.            SU9.1: identify and discuss common features in a text.            SU9.2: Plan my own writing using the common features.            SU10.1: Use interesting sentences using a range of vocabulary.</p>	<p>SU8.2: Join straight letters l, l, t, u            SU9.1: identify and discuss common features in a text.            SU9.2: Plan my own writing using the common features.            SU15: Evaluate and edit writing by reading aloud with suitable expression and volume.            SU3: Spell a range of homophones.</p>	<p>SU3: Continue to introduce and spell further homophones.            SU5: Place possessive apostrophe accurately in regular plurals.            SU9.1: identify and discuss common features in a text.            SU9.2: Plan my own writing using the common features.            SU10.1: Use interesting sentences using a range of vocabulary.            SU10.2: Create a draft of my ideas before I start to write.            SU11.1: Order main events in writing and understand paragraphs help group key parts.</p>	<p>SU9.1: identify and discuss common features in a text.            SU9.2: Plan my own writing using the common features.            SU10.1: Use interesting sentences using a range of vocabulary.            SU10.2: Create a draft of my ideas before I start to write.            SU11.2: Draft ideas into simple paragraphs where each paragraph deals with a main point.            SU14: Check my work makes sense, check punctuation and spelling, use checklists to edit, read previous piece of</p>

### Year 3 – English Overview

	consonant, consonant letter vowel (y) and vowel.	<p>SU10.2: Create a draft of my ideas before I start to write.</p> <p>SU10.3: Can talk though my ideas before I start to plan.</p> <p>SU12.2: Non-fiction – I can use my plan to add extra facts/information.</p> <p>SU13.2: Describe characters similar to those in stories heard.</p> <p>SU14: Check my work makes sense, check punctuation and spelling, sue checklists to edit, read previous piece of work (e.g. planning/piece to edit) to organise thoughts before writing.</p>		<p>SU11.2: Draft ideas into simple paragraphs where each paragraph deals with a main point.</p> <p>SU12.2: Non-fiction – I can use my plan to add extra facts/information.</p> <p>SU14: Check my work makes sense, check punctuation and spelling, sue checklists to edit, read previous piece of work (e.g. planning/piece to edit) to organise thoughts before writing.</p> <p>SU16.2: Use conjunctions to extend my sentences.</p>	<p>work (e.g. planning/piece to edit) to organise thoughts before writing.</p> <p>SU19: choose nouns or pronouns appropriately for clarity and cohesion to avoid repetition.</p> <p>SU20.2: Use and understand the term conjunction.</p> <p>SU20.3: Use and understand the term word family.</p>
<b>Length of unit:</b>	3 weeks	3-4 weeks	1 week	3 weeks	2 weeks

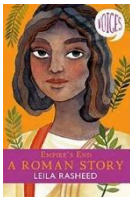
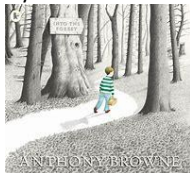

Year 3 – English Overview

Spring Term	Spring 1		Spring 2	
Topic:	Rock, Relics and Rumbles		Rock, Relics and Rumbles	
Text Type:	Non-fiction	Picture Book	Poems (Limericks and Clerihew)	Classic Author
Text:	<p><b>The Secrets of Stonehenge</b> by Mick Manning and Brita Granstrom</p> 	<p><b>The Pebble in my Pocket</b> by Meredith Hooper</p> 	<p><b>There nice was a wonderful star</b> by Kaitlyn Guenther</p> <p><b>There was a small boy of Quebec</b> by Rudyard Kipling</p> <p><b>There was an old man with a beard</b> by Edward Lear</p> 	<p><b>Fantastic Mr Fox</b> by Roald Dahl</p> 
Key Writing Outcomes:	<p><u>Fact file</u> <u>Setting description</u> <u>Narrative</u></p>	<p><u>Information text</u> <u>Diary of a pebble</u> - If the pebble could talk, what would it tell you. Have a pebble per child – goggly eyes? <u>CST: Big Question Lesson (Stewardship)</u></p>	<p><u>Limerick</u></p>	<p><u>Diary entry</u> <u>Character description</u> <u>Conversation</u> <u>Plan and write own ending</u> <u>CST: Big Question Lesson (Family and Community, Stewardship)</u></p>
Grammar focus:	<p>SU3: Can spell further homophones. SU4: spell words that are often misspelt. SU8.3: Write clearly and people can read my joined writing. SU9.1: identify and discuss common features in a text. SU9.2: Plan my own writing using the common features. SU10.1: Use interesting sentences using a range of vocabulary. SU10.2: Create a draft of my ideas before I start to write. SU12.2: Non-fiction – use headings and subheadings. SU12.2: Non-fiction – I can use my plan to add extra facts/information. SU12.3: Use diagrams to help instructional writing. SU14: Check my work makes sense, check punctuation and spelling, sue checklists to edit, read previous piece of work (e.g. planning/piece to edit) to organise thoughts before writing.</p>	<p>SU7: write from memory simple sentences dictated by the teacher, including words and spellings taught so far. SU9.1: identify and discuss common features in a text. SU9.2: Plan my own writing using the common features. SU10.1: Use interesting sentences using a range of vocabulary. SU10.2: Create a draft of my ideas before I start to write. SU11.1: Order main events in writing and understand paragraphs help group key parts. SU11.2: Draft ideas into simple paragraphs where each paragraph deals with a main point. SU12.2: Non-fiction – use headings and subheadings. SU12.2: Non-fiction – I can use my plan to add extra facts/information. SU12.3: Use diagrams to help instructional writing. SU14: Check my work makes sense, check punctuation and spelling, sue checklists to edit,</p>	<p>SU6: Use the first 2/3 letters of a word to check spelling in dictionary. SU8.4: Correctly join straight letters l,l,t,u and also c,a,d,g,q. SU9.1: identify and discuss common features in a text. SU9.2: Plan my own writing using the common features. SU15: Evaluate and edit writing by reading aloud with suitable expression and volume.</p>	<p>SU9.1: identify and discuss common features in a text. SU9.2: Plan my own writing using the common features. SU10.1: Use interesting sentences using a range of vocabulary. SU10.2: Create a draft of my ideas before I start to write. SU11.2: Draft ideas into simple paragraphs where each paragraph deals with a main point. SU13.2: Describe characters similar to those in stories heard. SU13.3: Write a story with a beginning, middle and end in the same style as a familiar story. SU14: Check my work makes sense, check punctuation and spelling, sue checklists to edit, read previous piece of work (e.g. planning/piece to edit) to organise thoughts before writing. SU17.1: Write more complex sentences to explain the time using fronted adverbials.</p>

### Year 3 – English Overview

	SU20.1: use and understand the term preposition (position of noun / pronoun)	read previous piece of work (e.g. planning/piece to edit) to organise thoughts before writing. SU21: Can use commas after fronted adverbials (know what an adverb is)		SU20.4: Use and understand the term prefix.
<b>Length of unit (varies depending on length of term):</b>	3 weeks	3 weeks		

Year 3 – English Overview

Summer Term	Summer 1 (short term)	Summer 2	
Topic:	Emperors and Empires	Emperors and Empires	
Text Type:	Fiction text with historical link	Picture book	Twisted Traditional Tale
Text:	<p><b>A Roman Story</b> by Leila Rasheed</p> 	<p><b>Into the Forest</b> by Anthony Browne</p> 	<p><b>Hansel &amp; Gretel</b> by Bethan Woollvin</p> 
Key Writing Outcomes:	<p><u>Roman soldier before battle – soliloquy</u>  <u>Commentary of a Roman gladiator fight – play script</u>  <u>Complaint letter about the Colosseum gladiator fights.</u>  <u>CST: Big Question Lesson (Dignity of the Human Person, Family and Community.)</u></p>	<p><u>Setting description</u>  <u>Describe the storm</u> – use images of storms to create a vocabulary bank  <u>Predictions</u> – read to boy knocking the door...what happens next, who answers?  <u>Rewrite with one change</u> e.g., walking through a derelict town            More ideas: <a href="http://justimagine.co.uk">Into-the-Forest.pdf (justimagine.co.uk)</a></p>	<p>Character description            Setting description  <u>Diary entry from the witch everyone thought was bad</u>  <u>Letter home / letter to authorities about children’s behaviour</u></p>
Grammar focus:	<p>SU9.1: identify and discuss common features in a text.            SU9.2: Plan my own writing using the common features.            SU10.1: Use interesting sentences using a range of vocabulary.            SU10.2: Create a draft of my ideas before I start to write.            SU11.2: Draft ideas into simple paragraphs where each paragraph deals with a main point.            SU14: Check my work makes sense, check punctuation and spelling, sue checklists to edit, read previous piece of work (e.g. planning/piece to edit) to organise thoughts before writing.            SU15: Evaluate and edit writing by reading aloud with suitable expression and volume.            SU16.1: extend range of sentences using when, if, because, although.            SU18: Can use present perfect form of verbs, in contrast to past tense. Can use and change present to past tense.            SU22: Indicate possession by using the possessive apostrophe.            SU20.5: Use and understand the term clause.            SU20.6: Use and understand the term subordinate clause.</p>	<p>SU7: write from memory simple sentences dictated by the teacher, including words and spellings taught so far.            SU9.1: identify and discuss common features in a text.            SU9.2: Plan my own writing using the common features.            SU10.1: Use interesting sentences using a range of vocabulary.            SU10.2: Create a draft of my ideas before I start to write.            SU13.1: Describe a setting which is appropriate.            SU13.2: Describe characters similar to those in stories heard.            SU13.3: Write a story with a beginning, middle and end in the same style as a familiar story.            SU14: Check my work makes sense, check punctuation and spelling, sue checklists to edit, read previous piece of work (e.g. planning/piece to edit) to organise thoughts before writing.            SU17: Write in more complex sentences to explain the place using fronted adverbials.</p>	<p>SU9.1: identify and discuss common features in a text.            SU9.2: Plan my own writing using the common features.            SU10.1: Use interesting sentences using a range of vocabulary.            SU10.2: Create a draft of my ideas before I start to write.            SU14: Check my work makes sense, check punctuation and spelling, sue checklists to edit, read previous piece of work (e.g. planning/piece to edit) to organise thoughts before writing.</p>
Length of unit:	4 weeks	4 weeks	4 weeks