

Year 3 English Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	GEOGRAPHY Can you come on a great American Road Trip?	How much did the Ancient Egyptians Achieve?	Is Climate Cool?	Would the Vikings do anything for money?	Music - Three Little Birds by Bob Marley Exploring rhythm and pace	Drugs Ed/SRE
Core Book	The Indian in the Cupboard (Collins Modern Classics)	Egyptian Cinderella	Oh Say Can You Say What's the Weather Today?: All About Weather	Viking Invasion (I Was There)	Before John Was a Jazz Giant: A Song of John Coltrane	The Firework Makers Daughter
Text Type/ Genre	Quest/Adventure stories Clerihews	instructions	Explanation texts Limericks	Traditional tales (alternative versions)	Imaginative stories Free verse poems (raps and songs)	Letter of persuasion
Grammar, Punctuation and Spelling Must link to text type	<p>1.using the present perfect form of verbs in contrast to the past tense</p> <p>2.choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>3. using fronted adverbials</p> <p>4. expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]</p> <p>5.adverbs[for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Spellings: Suffixes -ation - ly - ous Prefixes - re - un</p>	<p>1. Adverbs for information e.g. Lift the pot carefully onto the tray.</p> <p>2. Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p> <p>3. Prepositions: Behind, above, along, before, between, after</p> <p>Command (Bossy/imperative verbs)</p> <p>Spellings: Regular verb endings Irregular verb endings</p>	<p>1. extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>2.Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation</p> <p>Spellings: Possessive Apostrophes Homophones – to too two Homophones – there they're their Homophones – hear here</p>	<p>Sentence types</p> <p>1.Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because],</p> <p>2.adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Spellings: Suffixes – ary Suffixes – al Prefixes – ad Prefixes - al</p>	<p>1.Understanding 5 parts to a story with more complex vocabulary: Opening e.g. In a land far away.... One cold but bright morning..... Build-up e.g. Later that day Problem / Dilemma e.g. To his amazement Resolution e.g. As soon as Ending e.g. Luckily, Fortunately,</p> <p>Spellings: Homophones – wear where Homophones- no know</p>	<p>1. Pattern for three for persuasion e.g. fun, exciting and adventurous.</p> <p>2. Question marks- rhetorical questions</p> <p>3. Recognizing vocabulary and structures that are appropriate for formal speech and writing</p> <p>4. adverbs to indicate degrees of possibility</p> <p>Spellings: Consolidation of spellings throughout the year.</p>
<p>Continuous handwriting/Owl Oxford Spelling most common exception words use further prefixes and suffixes and understand how to add them spell words that are often misspelt use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>						

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<p>Writing Opportunities</p>	<p>Opening of the story</p> <p>Build up the story</p> <p>Character profile description</p> <p>Clerihews</p>	<p>Description of mummification process</p> <p>Instructions of how to mummify a tomato</p>	<p>Short paragraphs about different climates researched</p> <p>Explanation text written in individual sub sections.</p> <p>1 introduction</p> <p>2 Middle Section(s) Group related ideas /facts into paragraphs</p> <p>3 Develop Ending</p>	<p>Traditional tales (alternative versions)</p> <p>Setting description - Adverbs for description</p> <p>Two adjectives to describe the noun</p> <p>Boastful Language e.g. magnificent, unbelievable, exciting!</p> <p>More specific / technical vocabulary to add detail e.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately</p> <p>Writing a postcard to a friend about what they can see during a time of the Vikings.</p>	<p>Imaginative stories</p> <p>Practice: Sentence of 3 for description e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</p> <p>Writing the dilemma of a story</p> <p>Character profile and descriptions</p> <p>Writing alternative endings</p> <p>Free verse poems (raps)</p>	<p>Letter writing to the firework makers daughter.</p> <p>Writing a persuasive letter to tell her she should go on the adventure even though she is a girl.</p> <p>Description setting</p> <p>Writing the build-up e.g. when the firework makers daughter begins her journey up the dangerous mountain.</p>
<p>Final Piece</p>	<p>Complete story</p> <p>Clerihews about the Indian in the cupboard</p>	<p>Instruction of mummification process.</p> <p>Recount of mummification process</p>	<p>Explanation text of one new climate beginning middle and end including relevant sub-headings.</p> <p>Limerick about the weather</p>	<p>Retelling the story in their own words of a traditional Viking tale.</p>	<p>A complete story .</p> <p>A free verse poem linking to the class text</p>	<p>Why Lachlands (a girl) should be allowed to be the firework makers daughter</p>