



Every Child, Every Chance, Every Day

Yearly Overview for English – Year 3

Pacer of Termly Texts, Blocks, Links and Suggested Outcomes						
	Autumn		Spring		Summer	
Curriculum topics (History, Geography, Science)	<ul style="list-style-type: none"> Incredible Egyptians Animals including humans 	<ul style="list-style-type: none"> Incredible Egyptians Black History Month Animals including humans 	<ul style="list-style-type: none"> Mighty mountains Rocks 	<ul style="list-style-type: none"> Mighty mountains Forces 	<ul style="list-style-type: none"> Houses then and now (Stone Age/Bronze Age/Iron Age) Light and Shadow 	<ul style="list-style-type: none"> Houses then and now (Stone Age/Bronze Age/Iron Age) Plants
Narrative	Adventure and mystery stories (topic link)	Stories from other cultures Egyptian Myths and Legends (topic link)	Imaginary worlds – character and setting descriptions	Plays and dialogue Year 3/4 Easter performance	Stories with historical settings Book week – whole school narrative study (various)	Author study – Anthony Browne
Non-fiction	Instructions and explanations (topic link)	Recounts – newspapers (topic and RE link)	Report (topic link)	Explanation (science/topic link)	Recount (topic link)	Persuasion (Author study link)
Poetry	Vocabulary building: Poems on a theme	Vocabulary building: Humorous poems	Structure study: Shape poems and calligrams Whole school poetry recital	Structure study: Performance poems	Structure study: Haiku, tanka, cinquain	Poet study – Spike Milligan
Core texts	The Secret of the Pyramid The Time Travelling Cat and the Egyptian Goddess There's a Pharaoh in our Bath Flat Stanley – Egypt Pie Corbett – How to mummify a mummy	BHM - Gregory Cool, Fly Eagle, Fly The Tiger Child – Joanna Troughton Folk Tales of the World (Joanna Troughton) Egyptian Creation Story	The Iron Man Krindlekrax Fantastic Mr Fox	Pebble in my Pocket Extended/Short stories by significant authors. Anne Fine, Dick King Smith, Roald Dahl The Canal – Pie Corbett	The Pearl Diver A Gift of The Sands by Julia Johnson	Gorilla The Tunnel Voices in the Park Look what I've Got What if..?

<p>Suggested written outcome</p>	<p><u>Narrative:</u> Read adventure stories set in ancient Egypt. Children to retell a known narrative. <u>Non-fiction:</u> Read and write instructions and explanations linked to topic e.g. making Egyptian bread, mummification etc. Research around processes in Ancient Egypt. <u>Poetry:</u> Reading and writing poems with imagery based around Egyptian pictures and artefacts (see Hamilton). Create Wordles.</p>	<p><u>Narrative e.g. Gregory Cool:</u> Study a story from another country. Description of other country, retell. BookPower. Change one thing about the tale. Internalising story with actions. Talk for writing. <u>Non-fiction:</u> Write a fictional news/sports report for an unfolding event linked to a person studied from BHM. Links to topic work on ancient Egyptians (see Hamilton unit) Links to Birth of Jesus – newspaper reports leading up to Christmas. <u>Poetry:</u> Read a range of humorous poems and identify language patterns. School based poems (see Hamilton) Children write their own based on favourites from the topic</p>	<p><u>Narrative e.g. Iron Man:</u> Using past tense to write a story. Powerful adjectives. Introduction to paragraphs. Retelling. Characterisation. Retelling in a different setting. Chapter stories. Use visual text – Iron Giant – compare visual and written text. Children to write setting and character descriptions. Wanted posters. <u>Non-fiction:</u> Write a non-chronological report about mountain ranges/volcanoes studied. Write a newspaper report about a volcanic eruption. <u>Poetry:</u> Shape and cailligram poems linked to topic.</p>	<p><u>Narrative:</u> Create play scripts based on short stories/ or chapter from an extended narrative. Story telling - turn into play script – Talk for Writing. Prepare/read/write play script for Easter performance. <u>Non-fiction:</u> Science - write up explanation for a science experiment about forces. Explanation about how different vehicles work, forces of friction etc Pebble in my pocket – explanation about rock formation. Retell. Diagrams to explain/describe the journey. Alternative endings. Posters. Topic link to stone age. <u>Poetry:</u> Children rehearse, recite, perform a range of performance poems. Links to science topic about forces – raps etc</p>	<p><u>Narrative</u> Stories by Julia Johnson. Retell stories from different points of view (Hamilton) <u>Non-fiction:</u> Linked to history topic. Diaries Day in the life Description of daily events – jewellery making, cooking, Iron age life <u>Poetry:</u> Read and write haiku, tanka, cinquain – links to science/topics</p>	<p><u>Narrative - Anthony Browne:</u> Compare and contrast books. Write comparative analysis. Write as an additional character (Voices in the Park). Write to author. Retell stories. Write stories with alternative beginnings/endings. Make posters to advertise author's books in the local library. <u>Non-fiction:</u> Advert for favourite books. Persuasive posters to buy Anthony Browne books. Write a letter to library/bookshop persuade them to get more Anthony Browne books. Book reviews. <u>Poetry:</u> Read, illustrate and re-write poems by a famous author.</p>
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Extended writing focus	1. Whole school assessment piece at the beginning of each term – The Magic Door, The Lost key	8. Blogs for the website	15. Author visits – letters, re-tell stories etc	22. Write in the style of...	30. School trip recounts	
	2. Posters for the school environment to advertise an event	9. Songs for assembly	16. Letters to visitors – thank you letters, to request things	23. Comparative writing in history and geography	31. Opportunities for ‘free’ writing – children to choose genre/text type	
	3. Cooking week instructions	10. Radio scripts	17. Science week explanations	24. Easter/Christmas story news report or retell the story	32. Boxing Clever stories	
	4. Coding instructions (computing)	11. School council – wish lists, explanation of ideas, persuasive letters	18. RE prayers	25. Christmas links – letters to Father Christmas, Christmas recipes, instructions for decorations	33. Story openings	
	5. Church productions – script writing	12. Virtual tours	19. Interviews with staff/visitors	26. Job descriptions – St Mark’s Saviours, Year 6 monitors	34. Story endings	
	6. Play scripts for assemblies	13. Letters to MPs - citizenship	20. Nativity story	27. Letters for Kentish Town partnership days	35. Show not tell	
	7. News items for the newsletter	14. Sports day recounts	21. Invitations to class assemblies/open afternoons	28. Persuasive letters to Steve Mr Henry e.g. a school trip etc	36. Science/Topic/RE/PSHE linked pieces	
				29. Sports events – recounts, news reports e.g. football team, sports day	37. English unit linked pieces	
Read aloud book list	Egyptian adventure stories The Secret of the Pyramid The Time Travelling Cat and the Egyptian Goddess There’s a Pharaoh in our Bath	Stories from other cultures Sing Me a Song – Grace Hallworth	The Iron Man Krindlekrax Anne Fine, Dick King Smith etc.	Extended/short narrative by significant authors Charlie and the Chocolate Factory Bill’s New Frock	Stig of the Dump	Anthony Browne books Spike Milligan poems
Suggested spoken outcomes	Role play Story mountain freeze frames Oral instructions – following and giving Vocabulary development games Class assembly	Oral news reports Radio version of report Consider and evaluate viewpoints Vocabulary development games	Drama Hot seating Poetry recital and performance Vocabulary development games Class assembly	Presentations of reports Y3/4 Easter performance Singing Vocabulary development games	Oral retell Speaking with confidence - presentations Vocabulary development games Class assembly	Opinions voiced Debate and discussion Present persuasive arguments Vocabulary development games Whole school assembly to share author/poet study
STATUTORY REQUIREMENTS BY TERM - objectives should and will be covered at many other times within and across units but must be taught at least in these terms						

Spoken Language Statutory Requirements	<ul style="list-style-type: none"> listen and respond appropriately to adults and their peers gain, maintain and monitor the interest of the listener(s) 	<ul style="list-style-type: none"> ask relevant questions to extend their understanding and knowledge maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 	<ul style="list-style-type: none"> use relevant strategies to build their vocabulary use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English 	<ul style="list-style-type: none"> give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings participate in discussions, presentations, performances, role play, improvisations and debates 	<ul style="list-style-type: none"> consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication. 	<ul style="list-style-type: none"> articulate and justify answers, arguments and opinions
Reading statutory requirements - Word Reading Comprehension	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix, both to read aloud and to understand the meaning of new words they meet participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally asking questions to improve their understanding of a text identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> retrieve and record information from non-fiction reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read identifying how language, structure, and presentation contribute to meaning drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognising some different forms of poetry [for example, free verse, narrative poetry] identifying main ideas drawn from more than 1 paragraph and summarising these 	<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context discussing words and phrases that capture the reader's interest and imagination

<p>Writing statutory requirements -</p> <p>Handwriting Composition Vocabulary, Grammar and Punctuation (see spelling for transcription)</p>	<ul style="list-style-type: none"> • 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 • extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although (subordinate clause) • plan – draft – write – evaluate – edit – publish - present throughout all written pieces (see composition) • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far • use of forms of ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box 	<ul style="list-style-type: none"> • 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 • using conjunctions, adverbs and prepositions to express time and cause • indicating possession by using the possessive apostrophe with plural nouns • plan – draft – write – evaluate – edit – publish - present throughout all written pieces (see composition) • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<ul style="list-style-type: none"> • increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] • using and punctuating direct speech (inverted commas/speech marks) • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • plan – draft – write – evaluate – edit – publish - present throughout all written pieces (see composition) • use the first 2 or 3 letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and 	<ul style="list-style-type: none"> • increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] • using the present perfect form of verbs in contrast to the past tense • plan – draft – write – evaluate – edit – publish - present throughout all written pieces (see composition) • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far • proofread for spelling and punctuation errors • read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> • increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] • using fronted adverbials • using commas after fronted adverbials • plan – draft – write – evaluate – edit – publish - present throughout all written pieces (see composition) • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<ul style="list-style-type: none"> • increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] • plan – draft – write – evaluate – edit – publish - present throughout all written pieces (see composition) • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
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			punctuation taught so far		
Spelling statutory requirements (including transcription)	<p>Revisit Common exception words from Year 2</p> <p>Prefixes and suffixes Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'</p> <p>Rare GPCs The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' The /ɪ/ sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin)</p> <p>Homophones <i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i></p> <p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Focus: checking after writing the spelling of KS1 common exception or tricky words.</p> <p>Strategies at the point of writing Reintroduce Have a go sheets and strategies from Year 2.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none">Learn selected words taught in new knowledge this term.Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>Revisit Strategies at the point of writing. Suffixes from Year 2 ('-ness' and '-ful', with a consonant before)</p> <p>Prefixes and suffixes Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly'</p> <p>Rare GPCs The /ʃ/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin)</p> <p>Homophones <i>here/hear, knot/not, meat/meet</i></p> <p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Revise proofreading routines</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none">Learn selected words taught in new knowledge this term.Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>Revisit Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2</p> <p>Prefixes and suffixes Suffix '-ly' with root words ending in 'le' and 'ic' Previously taught suffixes</p> <p>Rare GPCs The /ɪ/ sound spelt 'y' other than at the end of words (<i>gym, myth</i>) The /ʌ/ sound spelt 'ou' (<i>young, touch</i>)</p> <p>Homophones <i>heel/heal/he'll, plain/plane, groan/grown, rain/ rein/reign</i></p> <p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Proofread own writing for misspellings of per- sonal spelling list words.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none">Learn selected words taught in new knowledge this term.Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>		
	<p>Year 3 and 4 objectives split between the two years. Some objectives can be revisited at the beginning of Year 4. Continue to emphasise the relationship between sounds and letters.</p> <ul style="list-style-type: none">use further prefixes and suffixes and understand how to add them (English Appendix 1)spell further homophonesspell words that are often misspelt (English Appendix 1)place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]use the first two or three letters of a word to check its spelling in a dictionary <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>				

Key Vocabulary, grammar and punctuation terminology to be specifically taught in BLUE

Curriculum Requirements across Year 3/4

Spoken Language

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Reading

Word

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books

understand what they read independently by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieving and recording information from non-fiction
- participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing

Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters
- understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Composition

plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- using paragraphs as a way to group related material
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings to aid presentation]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- 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.

Publish and present by:

- proof-read for spelling and punctuation errors
- 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.

Spelling, Punctuation & Grammar

Terminology for pupils

preposition conjunction

word family, prefix

clause, subordinate clause

direct speech

consonant, consonant letter vowel, vowel letter

inverted commas (or 'speech marks')

Grammar. Develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*]

Punctuation. Indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- Introduction to inverted commas to punctuate direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Spelling (See Appendix 1 for teaching points)

Pupils should be taught to:

- spell words that are often misspelt (English Appendix 1)
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Use of the forms *a* or *an* according to whether the next word begins with a consonant or a vowel [for example, *a rock*, *an open box*]

Word families based on common words, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]

Formation of nouns using a range of prefixes [for example *super-*, *anti-*, *auto-*]

Adding suffixes beginning with vowel letters to words of more than one syllable	The /ɪ/ sound spelt y elsewhere than at the end of words	The /ʌ/ sound spelt ou	More prefixes	More prefixes	The suffix -ation	The suffix -ly	Words with endings sounding like or /ʒə/	Endings which sound like ʒ/ / ən
forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation	myth, gym, Egypt, pyramid, mystery	young, touch, double, trouble, country	dis- disappoint, mis- mislead, in- inactive, un- unsure	re- : redo, refresh, return, reappear, redecorate sub- : subdivide, subheading, submarine, anti- : antiseptic, anti- clockwise, antisocial submerge super- : supermarket, superman, superstar	information, adoration, sensation, preparation, admiration	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure	division, invasion, confusion, decision, collision, television