

English Overview Year – 3

Term 1.1	
Reading	Writing
<p><u>Outcomes – see NC Statutory Requirements</u></p> <p>Class Novel – The Wishing Chair Enid Blyton</p> <p>Other suggested linked texts- Stone Age boy Famous Five</p> <p>Non-fiction text: Early British History – Changes in Britain from the Stone Age to the Iron Age. (in school) CGP – Discover and learn Stone Age to Celts</p> <p>Poetry Spine - Open the Door – Miroslav Hubub - settings</p> <p>Comprehension Focus- Literal – Reading Explorers Literal – Model texts and extracts</p>	<p><u>National Curriculum Outcomes (in bold)</u></p> <ul style="list-style-type: none"> - To use prepositional phrases in a setting description - To use and punctuate direct speech - in a timeslip story - To organise paragraphs around a theme within a story and letter. - To use simple organisational devices [for example, headings and sub-headings] in an information text - To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition <p><u>Suggested Writing</u> Talk for Writing – timeslip story – focus setting, innovate by change of setting Letter as setting description Information leaflets – linked to Pooles Cavern trip – headings and subheadings Poetry using similes and metaphors</p> <p><u>SPAG Focus</u></p> <ul style="list-style-type: none"> - Prepositional phrases - Direct speech / Inverted commas - paragraphing - Pronouns
Term 1.2	
Reading	Writing
<p><u>Outcomes – see NC Statutory Requirements</u></p> <p>Class Novel – The Abominables by Eva Ibbotson</p> <p>Other suggested linked texts- Journey to the centre of the Earth – Jules Verne</p> <p>Non-fiction text: Shingleton's Journey -William Grill (in school) National Geographic – Everything: Volcanoes and Earthquakes Natural Disasters: Investigate Earth's more destructive forces by Kathleen Reilly</p> <p>Poetry Spine - Louder by Roger Stevens Poem to be spoken silently – Pie Corbett</p> <p>Comprehension Focus- Literal – Reading Explorers Literal– Model texts and extracts</p>	<p><u>National Curriculum Outcomes (in bold)</u></p> <p>To organise paragraphs around a theme To discuss writing which is similar to that which they are planning to write in order to learn from its structure, vocabulary and grammar To proof-read for spelling and punctuation errors and correct. To use pronouns in sentences. To use conjunctions to show the passing of time – diary To use simple organisational devices</p> <p><u>Suggested Writing</u> Newspaper reports of Pompeii Historical recounts – linked to text Poetry – Reciting – contrasting poems: Louder and Poem to be spoken quietly Writing volcano poems – using similes and metaphors</p> <p><u>SPAG Focus</u> to express time and cause:</p> <ul style="list-style-type: none"> • Conjunctions – temporal and subordinating • Adverbs • Prepositions • Reported speech • Possessive apostrophe singular • How to use a dictionary and thesaurus

English Overview Year – 3

Term 2.1

Reading	Writing
<p><u>Outcomes – see NC Statutory Requirements</u></p> <p>Class Novel – Varjak Paw by S F Said</p> <p>Other suggested linked texts- Non-fiction text: The Ultimate Predators in the wild: Children's animal book by Speedy Publishing</p> <p>Poetry Spine –The Eagle - Tennyson</p> <p>Comprehension Focus- Literal– Reading Explorers Literal – Model texts and extracts – linked to Zelda Claw and suspense extracts</p>	<p><u>National Curriculum Outcomes (in bold)</u></p> <p>To 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.</p> <p>To discuss and record ideas.</p> <p>To create settings, character and plot, choosing conjunctions, adverbs and prepositions to express time and cause.</p> <p>To use simple organisational devices eg heading, subheading in a leaflet</p> <p>To use and punctuate direct speech in a story</p> <p><u>Suggested Writing</u></p> <p>T4W – Zelda Claw - innovate by dilemma and suspense</p> <p>Shortburst suspense linked to settings</p> <p>Non-chronological reports – cross curricular</p> <p>Create the ultimate predator – character description and link to non-chronological report</p> <p><u>SPAG Focus</u></p> <p>Subordinate clauses</p> <p>Causal conjunctions</p> <p>Use of punctuation for suspense</p> <p>Apostrophe for possession plural</p>
Term 2.2	
Reading	Writing
<p><u>Outcomes – see NC Statutory Requirements</u></p> <p>Class Novel –Iron man by Ted Hughes</p> <p>Other suggested linked texts- The Railway children Bob Cox book Non-fiction text:Usborne Discover – trains by Stephanie Turnbull The big noisy book of trains: Discover the biggest, longest and fastest engines by DK</p> <p>Poetry Spine – From a Railway Carriage by Robert Louis Stevenson</p> <p>Comprehension Focus- Deductive skills - Reading Explorers Deductive skills - Model texts and extracts</p>	<p><u>National Curriculum Outcomes (in bold)</u></p> <p>To use simple organisational devices (headings and sub headings) when writing explanations.</p> <p>To use subordinate clauses to add extra detail in explanations</p> <p>To organise writing into paragraphs.</p> <p>To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>To use fronted adverbials to explain how, where or when something happened.</p> <p>To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p><u>Suggested Writing</u></p> <p>TFW – Persuasion text</p> <p>Use The Old Mansion Warning Story for persuasive innovation/invention</p> <p>Use The Old Mansion Warning Story for playscripts</p> <p>Explanations – trapping the Iron Man</p> <p>Poetry – narrative / free verse / nonsense</p> <p><u>SPAG Focus</u></p> <p>Fronted adverbials</p> <p>Use of commas after fronted adverbials</p> <p>Paragraphs</p> <p>Subordinate clauses</p>

English Overview Year – 3

Term 3.1	
Reading	Writing

<p><u>Outcomes – see NC Statutory Requirements</u></p> <p>Class Novel – Odd and the Frost Giants by Neil Gaiman</p> <p>Other suggested linked texts- Thor</p> <p>Poetry Spine – Dracula by Jackie Kay</p> <p>Non-fiction text: CGP Discover and Learn Ancient Greeks The study book</p> <p>Comprehension Focus- Deductive skills and inference skills - Reading Explorers Deductive skills and inference skills - Model texts and extracts</p>	<p><u>National Curriculum Outcomes (in bold)</u></p> <p>To organise writing into paragraphs.</p> <p>To use fronted adverbials to explain how, where or when something happened.</p> <p>To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>To use subordinate clauses to add extra detail</p> <p>To use sentences with more than one clause when creating settings, character and plot.</p> <p><u>Suggested Writing</u></p> <p>TFW – Manor House – Tale of Fear – suspense and character Innovation by sequel, invention of own Tale of Fear Newspaper reports (revisit) linked to History</p> <p><u>SPAG Focus</u></p> <p>Conjunctions to extend sentence – when, if, because, although.</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Fronted adverbials</p> <p>Nouns and pronouns</p>
<p>Term 3.2</p>	
<p>Reading</p>	<p>Writing</p>
<p><u>Outcomes – see NC Statutory Requirements</u></p> <p>Class Novel – Charlie and the chocolate factory by R Dahl</p> <p>Other suggested linked texts-</p> <p>Non-fiction text: 100 things to know about food by Alice James and Jerome Martin</p> <p>Poetry Spine – Chocolate Cake by Michael Rosen</p> <p>Comprehension Focus- Inference skills - Reading Explorers Inference skills - Model texts and extracts Study Skills section</p>	<p><u>National Curriculum Outcomes (in bold)</u></p> <p>To use sentences with more than one clause when creating settings, character and plot in a wishing story.</p> <p>To use simple organisational devices eg heading, subheading in a recipe</p> <p>To assess the effectiveness of their own and others' writing and suggest improvements – editing stations</p> <p>To use and punctuate direct speech correctly in a wishing story.</p> <p><u>Suggested Writing</u></p> <p>Wishing story – Talk for Writing – plot, change of viewpoint Character traits linked to class text Instructions Playscript – read (written by teacher) – chn write own wishing play script Adverts – linked to persuasion</p> <p><u>SPAG Focus</u></p> <p>Apostrophes to indicate possession</p> <p>Word families</p> <p>Conjunctions to show passing of time</p> <p>Headings and sub-headings</p> <p>Extending sentences – conjunctions – when, if, because, although</p>