

English Overview Year – 3 2023 2024

Term 1.1	
Reading	Writing
<p>Outcomes – see NC Statutory Requirements</p> <p>Class Novel Charlie and the Chocolate Factory Roald Dahl</p> <p>Story Type - Wishing Focus – Character & dialogue Innovation- sequel</p> <p>Poetry Spine Chocolate Cake by Michael Rosen</p> <p>Comprehension Focus Retrieval – Reading Explorers Retrieval – Model texts and extracts</p>	<p>National Curriculum Outcomes (in bold)</p> <p>To use sentences with more than one clause when creating settings, character and plot To use and punctuate direct speech correctly</p> <p>To use pronouns in sentences.</p> <p>To use conjunctions to show the passing of time – diary</p> <p>To proof-read for spelling and punctuation errors and correct</p> <p>To organise writing into paragraphs</p> <p>To discuss writing which is similar to that which they are planning to write in order to learn from its structure, vocabulary and grammar</p> <p>Suggested Writing</p> <p>Talk for Writing – Wishing Story – focus character and dialogue Shortburst character description linked to Charlie and the Chocolate Factory Innovation – sequel Diary writing (recount) linked to Journey to the Centre of the Earth</p> <p>SPAG Focus</p> <p>Pronouns Direct speech / Inverted commas Paragraphs Conjunctions to extend sentence – when, if, because, although How to use a dictionary and thesaurus</p>
Term 1.2	
Reading	Writing
<p>Outcomes – see NC Statutory Requirements</p> <p>Class Novel The Wishing Chair by Enid Blyton</p> <p>Story Type - Timeslip Focus - Setting Innovation- change of time</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 CGP – Discover and learn Stone Age to Celts</p> <p>Poetry Spine Open the Door by Miroslav Holub</p> <p>Comprehension Focus- Retrieval – Reading Explorers Retrieval – Model texts and extracts</p>	<p>National Curriculum Outcomes (in bold)</p> <p>To create settings, character and plot, choosing conjunctions, adverbs and prepositions to express time and cause.</p> <p>To use prepositional phrases in a setting description</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>Suggested Writing</p> <p>Talk for Writing – Timeslip Story – focus setting description Letter as setting description from MC’s view point (prepositional phrases) Shortburst setting description Innovation – change of setting Independent application – invention of a Timeslip Story (assessed narrative) Poetry innovation of Open the Door Free writing – what is on the other side of the door?</p> <p>SPAG Focus</p> <p>Prepositions Conjunctions – temporal and subordinating Adverbs Conjunctions to show passing of time Word families Personification Similes and metaphors</p>

English Overview Year – 3

Term 2.1	
Reading	Writing
<p><u>Outcomes – see NC Statutory Requirements</u></p> <p>Class Novel The Abominables by Eva Ibbotson</p> <p>Story Type – Non-fiction focus Focus – Description</p> <p>Poetry Spine <i>Poetry Slam</i></p> <p>Comprehension Focus- Retrieval – Reading Explorers Retrieval – Model texts and extracts</p>	<p><u>National Curriculum Outcomes (in bold)</u></p> <p>To use simple organisational devices [for example, headings and sub-headings] To use subordinate clauses to add extra detail To use fronted adverbials to explain how, where or when something happened. 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</p> <p><u>Suggested Writing</u> Talking for Writing – Non-Chronological Report – The Truth About Ogres Spine poem for character Instructions – How to catch an Ogre Innovation – create own Ogre Independent application – Yetis linked the The Abominables (assessed non-fiction) Free writing opportunity – create a story about ogres or yetis</p> <p><u>SPAG Focus</u> Fronted adverbials Use of commas after fronted adverbials Headings and sub-headings Use the present perfect form of verbs in contrast to the past tense</p>
Term 2.2	
Reading	Writing
<p><u>Outcomes – see NC Statutory Requirements</u></p> <p>Class Novel Varjak Paw by S.F. Said</p> <p>Story Type – Warning Story Focus – Suspense and Setting Innovation - alteration</p> <p>Poetry Spine Louder by Roger Stevens A Poem to be Spoken Silently by Pie Corbett</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 sentences with more than one clause when creating settings, character and plot. To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. To use and punctuate direct speech To use fronted adverbials to explain how, where or when something happened.</p> <p><u>Suggested Writing</u> Talk for Writing – Warning Story – focus suspense Shortburst suspense linked to settings Innovation – alteration of part of the story Independent application – suspense story with a different character Write a newspaper report of the cat's adventures</p> <p><u>SPAG Focus</u> Use of punctuation for suspense Apostrophe for possession singular Causal conjunctions Nouns and pronouns Reported speech</p>

English Overview Year – 3

Term 3.1	
Reading	Writing
<p><u>Outcomes – see NC Statutory Requirements</u></p> <p>Class Novel The Iron Man by Ted Hughes</p> <p>Non-fiction unit - explanation</p> <p>Poetry Spine From a Railway Carriage by Robert Louis Stevenson</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> To use simple organisational devices [for example, headings and sub-headings] To use fronted adverbials to explain how, where or when something happened. To use subordinate clauses to add extra detail To organise paragraphs around a theme To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. To discuss and record ideas. To assess the effectiveness of their own and others' writing and suggest improvements</p> <p><u>Suggested Writing</u> Talk for Writing – Explanation Innovation – Create own machine Independent application – linked to plants in Science Persuasion – language and sentence structures Innovation – linked to the Iron Man</p> <p><u>SPAG Focus</u> Subordinate clauses Paragraphs Subordinate clauses Apostrophe for possession plural Reported speech (Persuasion)</p>
Term 3.2	
Reading	Writing
<p><u>Outcomes – see NC Statutory Requirements</u></p> <p>Class Novel Odd and the Frost Giants by Neil Gaiman</p> <p>Story Type - Quest Focus - Action Innovation- prequel</p> <p>Other suggested linked texts Thor</p> <p>Non-fiction text CGP Discover and Learn Ancient Greeks The study book</p> <p>Poetry Spine The Eagle by Tennyson</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> To use and punctuate direct speech To create settings, character and plot, choosing conjunctions, adverbs and prepositions to express time and cause. To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. 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><u>Suggested Writing</u> Talk for Writing – Quest (The Game) – focus plot structure Innovation – prequel Independent application – linked to Ancient Greece (assessed narrative) Playscripts linked to Ancient Greece</p> <p><u>SPAG Focus</u> Conjunctions to extend sentence – when, if, because, although Fronted adverbials Apostrophe for possession Prepositional phrases</p>

