

# English Overview Year – 3 2023 2024

Term 1.1	
Reading	Writing
<p><b>Outcomes – see NC Statutory Requirements</b></p> <p><b>Class Novel</b> Charlie and the Chocolate Factory Roald Dahl</p> <p><b>Story Type - Wishing</b> <b>Focus – Character &amp; dialogue</b> <b>Innovation- sequel</b></p> <p><b>Poetry Spine</b> Chocolate Cake by Michael Rosen</p> <p><b>Comprehension Focus</b> Retrieval – Reading Explorers Retrieval – Model texts and extracts</p>	<p><b>National Curriculum Outcomes (in bold)</b></p> <p><b>To use sentences with more than one clause when creating settings, character and plot</b> To use and punctuate direct speech correctly</p> <p><b>To use pronouns in sentences.</b></p> <p><b>To use conjunctions to show the passing of time – diary</b></p> <p><b>To proof-read for spelling and punctuation errors and correct</b></p> <p><b>To organise writing into paragraphs</b></p> <p><b>To discuss writing which is similar to that which they are planning to write in order to learn from its structure, vocabulary and grammar</b></p> <p><b>Suggested Writing</b> 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><b>SPAG Focus</b> 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><b>Outcomes – see NC Statutory Requirements</b></p> <p><b>Class Novel</b> The Wishing Chair by Enid Blyton</p> <p><b>Story Type - Timeslip</b> <b>Focus - Setting</b> <b>Innovation- change of time</b></p> <p><b>Other suggested linked texts</b> Stone Age boy Famous Five</p> <p><b>Non-fiction text</b> Early British History – Changes in Britain from the Stone Age to the Iron Age CGP – Discover and learn Stone Age to Celts</p> <p><b>Poetry Spine</b> Open the Door by Miroslav Holub</p> <p><b>Comprehension Focus-</b> Retrieval – Reading Explorers Retrieval – Model texts and extracts</p>	<p><b>National Curriculum Outcomes (in bold)</b></p> <p><b>To create settings, character and plot, choosing conjunctions, adverbs and prepositions to express time and cause.</b></p> <p><b>To use prepositional phrases</b> in a setting description</p> <p><b>To organise writing into paragraphs.</b></p> <p><b>To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</b></p> <p><b>Suggested Writing</b> 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><b>SPAG Focus</b> 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><b><u>Outcomes – see NC Statutory Requirements</u></b></p> <p><b>Class Novel</b> The Abominables by Eva Ibbotson</p> <p><b>Story Type – Non-fiction focus</b> <b>Focus – Description</b></p> <p><b>Poetry Spine</b> <i>Poetry Slam</i></p> <p><b>Comprehension Focus-</b> Retrieval – Reading Explorers Retrieval – Model texts and extracts</p>	<p><b><u>National Curriculum Outcomes (in bold)</u></b></p> <p><b>To use simple organisational devices</b> [for example, headings and sub-headings]  <b>To use subordinate clauses to add extra detail</b>  <b>To use fronted adverbials to explain how, where or when something happened.</b>  <b>To organise paragraphs around a theme</b>  <b>To discuss writing which is similar to that which they are planning to write in order to learn from its structure, vocabulary and grammar</b></p> <p><b><u>Suggested Writing</u></b>            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><b><u>SPAG Focus</u></b>            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><b><u>Outcomes – see NC Statutory Requirements</u></b></p> <p><b>Class Novel</b> Varjak Paw by S.F. Said</p> <p><b>Story Type – Warning Story</b> <b>Focus – Suspense and Setting</b> <b>Innovation - alteration</b></p> <p><b>Poetry Spine</b> Louder by Roger Stevens A Poem to be Spoken Silently by Pie Corbett</p> <p><b>Comprehension Focus-</b> Deductive skills - Reading Explorers Deductive skills - Model texts and extracts</p>	<p><b><u>National Curriculum Outcomes (in bold)</u></b></p> <p><b>To use sentences with more than one clause when creating settings, character and plot.</b>  <b>To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</b>  <b>To use and punctuate direct speech</b>  <b>To use fronted adverbials to explain how, where or when something happened.</b></p> <p><b><u>Suggested Writing</u></b>            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><b><u>SPAG Focus</u></b>            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><b><u>Outcomes – see NC Statutory Requirements</u></b></p> <p><b>Class Novel</b> The Iron Man by Ted Hughes</p> <p><b>Non-fiction unit - explanation</b></p> <p><b>Poetry Spine</b> From a Railway Carriage by Robert Louis Stevenson</p> <p><b>Comprehension Focus-</b> Deductive skills and inference skills - Reading Explorers Deductive skills and inference skills - Model texts and extracts</p>	<p><b><u>National Curriculum Outcomes (in bold)</u></b>  <b>To use simple organisational devices</b> [for example, headings and sub-headings]  <b>To use fronted adverbials to explain how, where or when something happened.</b>  <b>To use subordinate clauses to add extra detail</b>  <b>To organise paragraphs around a theme</b>  <b>To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</b>  <b>To discuss and record ideas.</b>  <b>To assess the effectiveness of their own and others' writing and suggest improvements</b></p> <p><b><u>Suggested Writing</u></b>            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><b><u>SPAG Focus</u></b>            Subordinate clauses            Paragraphs            Subordinate clauses            Apostrophe for possession plural            Reported speech (Persuasion)</p>
Term 3.2	
Reading	Writing
<p><b><u>Outcomes – see NC Statutory Requirements</u></b></p> <p><b>Class Novel</b> Odd and the Frost Giants by Neil Gaiman</p> <p><b>Story Type - Quest</b> <b>Focus - Action</b> Innovation- prequel</p> <p><b>Other suggested linked texts</b> Thor</p> <p><b>Non-fiction text</b> CGP Discover and Learn Ancient Greeks The study book</p> <p><b>Poetry Spine</b> The Eagle by Tennyson</p> <p><b>Comprehension Focus-</b> Inference skills - Reading Explorers Inference skills - Model texts and extracts Study Skills section</p>	<p><b><u>National Curriculum Outcomes (in bold)</u></b>  <b>To use and punctuate direct speech</b>  <b>To create settings, character and plot, choosing conjunctions, adverbs and prepositions to express time and cause.</b>  <b>To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</b>  <b>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.</b></p> <p><b><u>Suggested Writing</u></b>            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><b><u>SPAG Focus</u></b>            Conjunctions to extend sentence – when, if, because, although            Fronted adverbials            Apostrophe for possession            Prepositional phrases</p>

