

## English Overview Year – 3 2026 2027

| Term 1.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b><u>Outcomes – see NC Statutory Requirements</u></b></p> <p><b>Class Novel</b><br/>Charlie and the Chocolate Factory<br/>Roald Dahl</p> <p><b>Story Type - Wishing</b><br/><b>Focus – Character &amp; dialogue</b><br/><b>Innovation- change of viewpoint</b></p> <p><b>Poetry Spine</b><br/>Chocolate Cake by Michael Rosen</p> <p><b>Comprehension Focus</b><br/>Retrieval – Non-fiction Ninja<br/>Retrieval – Model texts and extracts</p>                                                                                                                                                                                                                                                | <p><b><u>National Curriculum Outcomes (in bold)</u></b><br/> <b>To use sentences with more than one clause when creating settings, character and plot</b><br/> <b>To use and punctuate direct speech</b> correctly<br/> <b>To use pronouns in sentences.</b><br/> <b>To use conjunctions to show the passing of time – diary</b><br/> <b>To proof-read for spelling and punctuation errors</b> and correct<br/> <b>To organise writing into paragraphs</b><br/> <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><br/>           Talk for Writing – Wishing Story – focus character and dialogue<br/>           Shortburst character description linked to Charlie and the Chocolate Factory<br/>           Innovation – sequel<br/>           Diary writing (recount) linked to Journey to the Centre of the Earth</p> <p><b><u>SPAG Focus</u></b><br/>           Pronouns<br/>           Direct speech / Inverted commas<br/>           Paragraphs<br/>           Conjunctions to extend sentence – when, if, because, although<br/>           How to use a dictionary and thesaurus</p>                    |
| Term 1.2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b><u>Outcomes – see NC Statutory Requirements</u></b></p> <p><b>Class Novel</b><br/>The Wishing Chair by Enid Blyton</p> <p><b>Story Type – Portal-Elf Road model text</b><br/><b>Focus - Setting</b><br/><b>Innovation- alteration: change of time/place</b></p> <p><b>Other suggested linked texts</b><br/>           Stone Age boy<br/>           Famous Five<br/> <b>Non-fiction text</b><br/>           Early British History – Changes in Britain from the Stone Age to the Iron Age<br/>           CGP – Discover and learn Stone Age to Celts</p> <p><b>Poetry Spine</b><br/>Open the Door by Miroslav Holub</p> <p><b>Comprehension Focus-</b><br/>Retrieval – Non-fiction Ninja</p> | <p><b><u>National Curriculum Outcomes (in bold)</u></b><br/> <b>To create settings, character and plot, choosing conjunctions, adverbs and prepositions to express time and cause.</b><br/> <b>To use prepositional phrases</b> in a setting description<br/> <b>To organise writing into paragraphs.</b><br/> <b>To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</b></p> <p><b><u>Suggested Writing</u></b><br/>           Talk for Writing – Portal Story – focus setting description<br/>           Letter as setting description from MC's view point (prepositional phrases)<br/>           Shortburst setting description<br/>           Innovation – change of time/setting<br/>           Independent application – invention of a Portal Story (assessed narrative)<br/>           Poetry innovation of Open the Door<br/>           Free writing – what is on the other side of the door?</p> <p><b><u>SPAG Focus</u></b><br/>           Prepositions<br/>           Conjunctions – temporal and subordinating<br/>           Adverbs<br/>           Conjunctions to show passing of time<br/>           Word families<br/>           Personification<br/>           Similes and metaphors</p> |

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| Retrieval – Model texts and extracts |  |
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## English Overview Year – 3

| Term 2.1                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b><u>Outcomes – see NC Statutory Requirements</u></b></p> <p><b>Class Novel</b><br/>The Abominables by Eva Ibbotson</p> <p><b>Story Type – Non-fiction focus</b><br/><b>Focus – Description</b></p> <p><b>Poetry Spine</b><br/><i>Poetry Slam</i></p> <p><b>Comprehension Focus-</b><br/>Non-fiction Ninja<br/>Retrieval &amp; Deduction – 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]<br/> <b>To use subordinate clauses to add extra detail</b><br/> <b>To use fronted adverbials to explain how, where or when something happened.</b><br/> <b>To organise paragraphs around a theme</b><br/> <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><br/> Talking for Writing – Non-Chronological Report – The Truth About Ogres<br/> Spine poem for character<br/> Innovation – create own yeti<br/> Independent application – write non-chron about a mythological creature (assessed non-fiction)</p> <p><b><u>SPAG Focus</u></b><br/> Fronted adverbials<br/> Use of commas after fronted adverbials<br/> Headings and sub-headings<br/> Use the present perfect form of verbs in contrast to the past tense<br/> Generalisers</p> |
| Term 2.2                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b><u>Outcomes – see NC Statutory Requirements</u></b></p> <p><b>Class Novel</b><br/>Varjak Paw by S.F. Said</p> <p><b>Story Type – Warning Story</b><br/><b>Focus – Suspense and Setting</b><br/><b>Innovation - alteration</b></p> <p><b>Poetry Spine</b><br/>Louder by Roger Stevens<br/>A Poem to be Spoken Silently by Pie Corbett</p> <p><b>Comprehension Focus-</b><br/>Non-fiction Ninja<br/>Retrieval &amp; Deduction – 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><br/> <b>To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</b><br/> <b>To use and punctuate direct speech</b><br/> <b>To use fronted adverbials to explain how, where or when something happened.</b></p> <p><b><u>Suggested Writing</u></b><br/> Talking for Writing – Warning Story – focus suspense<br/> Shortburst suspense linked to settings<br/> Innovation – alteration of part of the story<br/> Independent application – suspense story with a different character</p> <p><b><u>SPAG Focus</u></b><br/> Use of punctuation for suspense<br/> Apostrophe for possession singular<br/> Causal conjunctions<br/> Nouns and pronouns<br/> Reported speech<br/> Empty words<br/> Rhetorical questions<br/> Personification</p>                                                                                              |

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| Term 3.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p><b><u>Outcomes – see NC Statutory Requirements</u></b></p> <p><b>Class Novel</b><br/>The Iron Man by Ted Hughes<br/>Who Let the Gods out by Maz Evans</p> <p><b>Non-fiction unit - explanation</b></p> <p><b>Poetry Spine</b><br/>From a Railway Carriage by Robert Louis Stevenson</p> <p><b>Comprehension Focus-</b> Non-fiction Ninja<br/>Deduction &amp; Inference – Model texts and extracts</p>                                                                                      | <p><b><u>National Curriculum Outcomes (in bold)</u></b><br/> <b>To use simple organisational devices</b> [for example, headings and sub-headings]<br/> <b>To use fronted adverbials to explain how, where or when something happened.</b><br/> <b>To use subordinate clauses to add extra detail</b><br/> <b>To organise paragraphs around a theme</b><br/> <b>To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</b><br/> <b>To discuss and record ideas.</b><br/> <b>To assess the effectiveness of their own and others' writing and suggest improvements</b></p> <p><b><u>Suggested Writing</u></b><br/> Talk for Writing – Explanation<br/> Innovation – Parent pleaser<br/> Independent application – Create own machine<br/> Persuasion – language and sentence structures</p> <p><b><u>SPAG Focus</u></b><br/> Subordinate clauses<br/> Paragraphs<br/> Subordinate clauses<br/> Apostrophe for possession plural<br/> 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><br/>Who Let the Gods out by Maz Evans</p> <p><b>Story Type – Finding Tale</b><br/><b>Focus - Action</b><br/><b>Innovation- prequel</b></p> <p><b>Non-fiction text</b><br/>CGP Discover and Learn Ancient Greeks The study book</p> <p><b>Poetry Spine</b><br/>The Eagle by Tennyson</p> <p><b>Comprehension Focus-</b><br/>Non-fiction Ninja<br/>Deduction &amp; Inference – Model texts and extracts</p> | <p><b><u>National Curriculum Outcomes (in bold)</u></b><br/> <b>To use and punctuate direct speech</b><br/> <b>To create settings, character and plot, choosing conjunctions, adverbs and prepositions to express time and cause.</b><br/> <b>To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</b><br/> <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><br/> Talk for Writing – Finding Tale (The Game) – focus plot structure<br/> Innovation – prequel<br/> Independent application – Write own Finding Tale (assessed narrative)<br/> Playscripts linked to Ancient Greece</p> <p><b><u>SPAG Focus</u></b><br/> Conjunctions to extend sentence – when, if, because, although<br/> Fronted adverbials<br/> Apostrophe for possession<br/> Prepositional phrases</p>                           |

