



Year 3 English Overview



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Purpose and genre	Entertain – 4 weeks <i>Character description</i> <i>Greek Myth</i> Inform – 2 weeks <i>Explanation</i>	Poetry – 1 week <i>Limerick</i> Inform – 2 weeks <i>Non-chronological report</i> Entertain – 2 weeks <i>Play scripts (stage directions)</i>	Poetry – 2 weeks <i>Vocabulary building</i> <i>Haiku/Tanka</i> Inform – 4 weeks <i>News report</i>	Entertain – 4 weeks <i>Narrative adventure story</i> Inform – 1 weeks <i>Diary recount of a trip</i>	Entertain – 3 weeks <i>Narrative stories from a different perspective</i> Inform – 3 weeks <i>Instructions</i>	Persuade – week <i>Letter</i> Poetry – 1 weeks <i>Vocabulary building free verse</i> Entertain – 3 weeks <i>Narrative alternative version in first person.</i>
National Curriculum	Composition (planning, drafting, editing and proof reading)	<ul style="list-style-type: none"> • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discuss and record ideas • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures • Organise paragraphs around a theme • In narratives, create settings, character and plot • In non-narrative material, use simple organisational devices (for example headings and subheadings) • Assess the effectiveness of their own and others' writing and suggesting improvements • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proof-read for spelling and punctuation errors <p>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>					
National Curriculum	Text Level and composition	Paragraphs Simple present or simple past (Y2) Title, subheadings, diagrams/illustration with labels (Y2) Technical vocabulary (Y2) Use of sound and other senses (show not tell) (Y2) Moral message story arch	Paragraphs Present progressive tense (Y2) Present perfect tense Similes (Y2) Alliteration (Y2) Title, subheadings, labels, captions, glossary, index. Colon after character name	Paragraphs Past tense Direct speech Paragraphs Simple present or simple past (Y2) Headline Third person Similes (Y2) Metaphor 5 Ws	Paragraphs Present perfect tense Adverbials of time Dialogue Show not tell – description of characters appearance and behaviour shows feeling or inner thoughts. Power of three Build on story shapes Story openings Story endings	Paragraphs Dialogue Command sentence (Y2) Title, subheadings, diagrams/illustration with labels (Y2) Show not tell – description of characters appearance and behaviour shows feeling or inner thoughts. Power of three Build on story shapes Story openings Story endings Zoom in to add detail 1 st person 3 rd person	Paragraphs Dialogue 2 nd person Rhetorical question Alliteration (Y2) Similes (Y2) Metaphors Show not tell – description of characters appearance and behaviour shows feeling or inner thoughts. Power of three Build on story shapes Story openings Story endings 1 st /3 rd person



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National Curriculum	Sentence Level	<p>Coordination conjunctions (and, but, or) (Y2)</p> <p>Subordinating conjunction (when, if, that, because) (Y2)</p> <p>Prepositions</p> <p>Vary rhythm of sentences; range of sentences types – simple, compound and complex.</p>	<p>Extend range of sentences with more than one clause using both subordinating conjunction (when, if, that, because, although) and coordinating conjunctions</p> <p>Prepositions</p> <p>Adverbs</p> <p>Vary rhythm of sentences; range of sentences types – simple, compound and complex.</p>	<p>Extend range of sentences with more than one clause using both subordinating conjunction (when, if, that, because, although) and coordinating conjunctions</p> <p>Vary rhythm of sentences; range of sentences types – simple, compound and complex.</p>	<p>Extend range of sentences with more than one clause using both subordinating conjunction (when, if, that, because, although) and coordinating conjunctions</p> <p>Vary rhythm of sentences; range of sentences types – simple, compound and complex.</p>	<p>Extend range of sentences with more than one clause using both subordinating conjunction (when, if, that, because, although) and coordinating conjunctions</p> <p>Prepositions</p> <p>Adverbs</p> <p>Vary rhythm of sentences; range of sentences types – simple, compound and complex.</p>	<p>Extend range of sentences with more than one clause using both subordinating conjunction (when, if, that, because, although) and coordinating conjunctions</p> <p>Prepositions</p> <p>Adverbs</p> <p>Vary rhythm of sentences; range of sentences types – simple, compound and complex.</p>
National Curriculum	Word Level including punctuation	<p>Commas for a list (Y2)</p> <p>Use capital letters, full stops, question marks and exclamation marks (Y1)</p> <p>Apostrophes for possessive (Y2)</p> <p>Apostrophes for contractions (Y2)</p>	<p>Noun/pronoun for clarity</p> <p>Use capital letters, full stops, commas, question marks and exclamation marks (Y1/2)</p> <p>Apostrophes for possessive (Y2)</p> <p>Apostrophes for contractions (Y2)</p>	<p>Inverted commas</p> <p>Use capital letters, full stops, commas, question marks and exclamation marks (Y1/2)</p> <p>Apostrophes for possessive (Y2)</p> <p>Apostrophes for contractions (Y2)</p>	<p>Inverted commas</p> <p>Use capital letters, full stops, commas, question marks and exclamation marks (Y1/2)</p> <p>Apostrophes for possessive (Y2)</p> <p>Apostrophes for contractions (Y2)</p>	<p>Inverted commas</p> <p>Noun/pronoun for clarity</p> <p>Use capital letters, full stops, commas, question marks and exclamation marks (Y1/2)</p> <p>Apostrophes for possessive (Y2)</p> <p>Apostrophes for contractions (Y2)</p>	<p>Inverted commas</p> <p>Noun/pronoun for clarity</p> <p>Use capital letters, full stops, commas, question marks and exclamation marks (Y1/2)</p> <p>Apostrophes for possessive (Y2)</p> <p>Apostrophes for contractions (Y2)</p>
National Curriculum	Spelling	<p>Formation of nouns using a range of prefixes [for example super–, anti–, auto–]</p> <p>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]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p>Spelling terminology: Word family, Prefix, Consonant, Consonant letter vowel, Vowel letter</p>					
National Curriculum	Handwriting	<p>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</p> <p>increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)</p>					