



Year 3 English Curriculum Overview

Autumn 1

| English units of work | | SPaG |
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| Texts: | Genre/ Skills: | |
| <p>The Green Ship - Quentin Blake (Power of Reading)</p> <p>Outcomes:</p> <p>Descriptive Writing: Character descriptions Setting descriptions</p> <p>Narrative writing</p> | <p>Descriptive Writing:</p> <ul style="list-style-type: none"> Plan, discuss and record ideas Describe what the character looks like and how they act, speak and moves Describe what the character thinks and feels Use a range of adjectives and adverbs Use expanded noun phrases Vary sentence length- mixture of long and short sentences Power of 3 for description e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight Similes using like or as Alliteration Prepositions Use 5 senses to describe Use comparatives and superlatives in character description. Proofread to check for errors in spelling, grammar and punctuation Peer and self-assess writing <p>Narrative:</p> <ul style="list-style-type: none"> Plan, discuss and record ideas Include opening, build up, climax, resolution and ending Consistent correct person (first or third) and tense Powerful verbs Mixture of long and short sentences. Power of 3 for description- e.g. He wore old shoes, a dark cloak and a red hat Sentences including subordinating and co-ordinating conjunctions Fronted adverbials and adverbs Include expanded noun phrases for description Proofread to check for errors in spelling, grammar and punctuation Peer and self-assess writing | <p>Spelling:</p> <ul style="list-style-type: none"> Adding suffixes beginning with vowel letters to words of more than one syllable (e.g. forgetting/ forgotten, beginning/beginner, prefer/preferred, gardening/gardener) Prefixes- 'un-, dis-, mis-' Prefixes- 'sub-' and 'super- Word families Word check list (Year 3/4 list) <p>Punctuation:</p> <ul style="list-style-type: none"> Consolidate capital letters and full stops, question marks, exclamation marks Inverted commas to punctuate direct speech <p>Grammar:</p> <ul style="list-style-type: none"> Word class- nouns, adjectives, verbs and adverbs: identify and use. Main clauses and subordinate clauses Subordinating conjunctions Fronted adverbials Present tense and past tense (consolidation) |



Autumn 2

| English units of work | | SPaG |
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| Texts: | Genre/ Skills: | |
| <p>Krindlekrax - Phillip Ridley (Power of Reading)</p> | <p>Non - chronological report:</p> <ul style="list-style-type: none"> Plan, discuss and record ideas Organising research into notes Bullet point for notes (research) and for key facts in reports Recognise the differences in presentation between texts e.g. between fiction and non-fiction A heading- introduce the topic A brief introduction- general information Use subheadings to organise the text into categories Group related information/facts into paragraphs Topic sentences to introduce paragraphs Use third person Use present tense Use coordinating and subordinating conjunctions Use expanded noun phrases for specification Factual language/ technical vocabulary Proofread to check for errors in spelling, grammar and punctuation Peer and self-assess their writing <p>Diary</p> <ul style="list-style-type: none"> Plan, discuss and record ideas First person- use personal pronouns 'I', 'my', 'we' and 'our' Opening paragraph to introduce diary Discuss where events occurred Write about the most important events in order Describe own feelings or what you were thinking when each event happened Adverbials of time Written mainly in past tense Informal language and phrases Group related information in paragraphs Variety of main clauses and subordinate clauses Proofread to check for errors in spelling, grammar and punctuation Peer and self-assess writing | <p>Spelling</p> <ul style="list-style-type: none"> '-ation' suffix '-ly' suffix '-ous'- suffix Dictionary skills Word check list (Year 3/4 list) <p>Punctuation:</p> <ul style="list-style-type: none"> Commas in lists Commas after fronted adverbials Apostrophes for contraction Its and it's <p>Grammar</p> <ul style="list-style-type: none"> Adverbials of time Determiners Co-ordinating and subordinating conjunctions Expanded noun phrases |
| <p>Outcomes:</p> <p>Non-chronological reports</p> <p>Diary entries</p> | | |



| Spring 1 | | |
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| <p>Ug: Boy Genius of the Stone Age- Raymond Briggs (Power of Reading)</p> <p>Wolves- Emily Gravett (Power of Reading)</p> <p>Outcomes:</p> <p>Ug: Persuasive speeches Persuasive adverts</p> <p>Wolves: Write alternative endings to Wolves</p> | <p>Persuasive Writing:</p> <ul style="list-style-type: none"> Plan, discuss and record ideas Includes an introduction and conclusion Direct address Include repetition for emphasis Power of 3 Emotive language Alliteration and assonance Facts/ statistics Personal pronouns Evidence to support point(s) Rhetorical questions Variety of conjunctions Proofread to check for errors in spelling, grammar and punctuation Peer and self-assess writing <p>Alternative endings:</p> <ul style="list-style-type: none"> Plan, discuss and record ideas Use events to continue story and build-up logically Include a resolution to the dilemma Make the ending link back to the opening Use paragraphs Describe how characters have been affected Consistent correct person (first or third) and tense Mixture of long and short sentences. Power of 3 for description Include subordinating and co-ordinating conjunctions Fronted adverbials and adverbs Include expanded noun phrases for descriptions Include a mixture of present perfect and simple past Include a mixture of direct and reported speech Proofread to check for errors in spelling, grammar and punctuation Peer and self-assess writing | <p>Spelling</p> <ul style="list-style-type: none"> Words with the /k/ sound spelt ch (Greek in origin) e.g. scheme, chorus, chemist, echo Words with the /j/ sound spelt ch (mostly French in origin) e.g. chef, chalet, machine Words with silent b (e.g. crumb, comb, debt) Word check list (Year 3/4 list) <p>Punctuation:</p> <ul style="list-style-type: none"> Apostrophes for singular possession Apostrophes for contraction Inverted commas to punctuate direct speech <p>Grammar</p> <ul style="list-style-type: none"> Present perfect Prepositions Pronouns Direct speech and reported speech |



| Spring 2 | | |
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| <p>Gregory Cool- Caroline Binch (Power of Reading)</p> <hr/> <p>Outcomes:</p> <p>Write play scripts Perform own playscripts</p> <p>Write biographies</p> | <p>Play scripts:</p> <ul style="list-style-type: none"> Plan, discuss and record ideas Include a cast list of characters Give a short description of each scene’s setting Use a narrator to briefly set the scene for the audience Write the speaker’s name on the left Use a colon after the speaker’s name Write dialogue (speech) without inverted commas Include stage directions in brackets Use the present tense Perform own playscripts, using appropriate intonation, volume and movement so that meaning is clear Proofread to check for errors in spelling, grammar and punctuation Peer and self-assess writing <p>Biographies:</p> <ul style="list-style-type: none"> Plan, discuss and record ideas Use a question or interesting opening statement to hook the reader Summarise the main events of the person’s life in the first paragraph Use paragraphs to organise ideas around a theme Topic sentences to introduce paragraphs Mix of past tense and present perfect Third person pronouns Write about key events in the person’s life Include key influences in the person’s life Proofread to check for errors in spelling, grammar and punctuation Peer and self-assess writing | <p>Spelling:</p> <ul style="list-style-type: none"> Homophones and near homophones e.g. they’re/their/there witch/which to/too/two here/hear sea/see off/of accept/except whose/who’s meet/meat our/are Suffixes (-ment, -ness, -ful and –less) Plurals (e.g. adding s, es, ves, ies) including irregular plurals (e.g. sheep, children, feet) Dictionary skills (use the first 2 or 3 letters of a word to check its spelling in a dictionary) Word check list (Year 3/4 list) <p>Punctuation:</p> <ul style="list-style-type: none"> Colon for use in play scripts <p>Grammar</p> <ul style="list-style-type: none"> Statements and questions Commands and exclamations |



| Summer 1 | | |
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| <p>Madtail, Miniwhale And Other Shape Poems- Wes Magee</p> <p>The Sun is Laughing- edited by Sue Ellis (Power of Reading)</p> <p>Firebird - Retold by Saviour Pirotta (Power of Reading)</p> <p>Outcomes:</p> <p>Write and perform acrostic, list and shape poems</p> | <p>Acrostic poems</p> <ul style="list-style-type: none"> Plan, discuss and record ideas Choose a topic word The first letter of each line spells out the poem’s theme vertically Write theme letters in capital letters Use alliteration Include figurative language- similes, metaphors and personification Use well-chosen nouns, adjectives and verbs Proofread to check for errors in spelling, grammar and punctuation Peer and self-assess writing <p>List poems:</p> <ul style="list-style-type: none"> Plan, discuss and record ideas Choose a title that invites readers into poem Create a thoughtful list that reveals something about title Revise the wording of list items to make them more vivid or memorable Proofread to check for errors in spelling, grammar and punctuation Peer and self-assess writing <p>Shape Poems:</p> <ul style="list-style-type: none"> Plan, discuss and record ideas Pick well-chosen words Include powerful verbs and adjectives Use alliteration, onomatopoeia and similes Use precise nouns Can use rhyming words Create a layout that is the shape of the subject Proofread to check for errors in spelling, grammar and punctuation Peer and self-assess writing | <p>Spelling:</p> <ul style="list-style-type: none"> Suffixes ‘-er (comparative) and -est’ (superlative) Words with the /ai/ sound spelt ei, eigh, or ey Words with endings sounding like /zə/ or /tʃə/ (e.g. measure, treasure, picture, nature, adventure) Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far Word check list (Year 3/4 list) <p>Punctuation:</p> <ul style="list-style-type: none"> Consolidate: capital letters, full stops, commas, question marks and exclamation marks Apostrophes for contraction and singular possession recap and practice <p>Grammar:</p> <ul style="list-style-type: none"> Repetition for effect Synonyms Using pronouns to avoid repetition or ambiguity |



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| <p>The Iron Man - Ted Hughes (Power of Reading)</p> <p>Outcomes:</p> <p>Write first person recounts</p> <p>Write sets of instructions</p> | <p>Recount:</p> <ul style="list-style-type: none"> Plan, discuss and record ideas Opening paragraph includes: When? Who? What? Where? Adverbials of time Accurate order of events Past tense Powerful verbs Link paragraphs appropriately with a range of conjunctions to steer readers through the sequence, and provide hooks inviting them to read on e.g. to: <ul style="list-style-type: none"> add information e.g. also, additionally, furthermore, not only etc. change direction e.g. but, however, although etc conclude and summarise e.g. finally..., in the end..., at last..., etc Details to add interest for reader Conclusion refers back to opening Proofread to check for errors in spelling, grammar and punctuation Peer and self-assess writing <p>Instructions</p> <ul style="list-style-type: none"> Plan, discuss and record ideas Interesting title to show what instructions are about and grab reader's attention Introduction to hook the reader e.g. e.g. These simple directions will help you to... Have you ever wondered how to...? Use of lists (e.g. for equipment or materials needed) Number instructions in the right order Imperative verbs Range of conjunctions Consistent use of present tense Varied sentence order and openings for emphasis and effect Clear sentences Short conclusion to suggest next action or to wrap up and summarise May include labels and diagrams Proofread to check for errors in spelling, grammar and punctuation Peer and self-assess writing | <p>Spelling:</p> <ul style="list-style-type: none"> Ending sounds like /ʒən/, it is spelt as -sion (e.g. division, invasion, confusion, decision) Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far The /i/ sound spelt /y/ elsewhere than the end of words (e.g. myth, gym, Egypt) Prefixes- 're-' and 'anti-' Word check list (Year 3/4 list) <p>Grammar:</p> <ul style="list-style-type: none"> Tenses- staying consistently in the same tense Present perfect recap and practice <p>Punctuation:</p> <ul style="list-style-type: none"> Apostrophes for contraction and singular possession recap It's and its recap Consolidate: capital letters, full stops, commas, question marks and exclamation marks |