



## Year 3 English Yearly Overview – Ellel St. John's C of E Primary School

National curriculum- Reading	Topic (May or may not have links with English)	English unit of work	Class novel
<p><b>Reading - word reading</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul> <p><b>Reading – comprehension</b> Pupils should be taught to: develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</li> </ul>	Autumn 1 – Mapping Galgate	Autumn 1 – Letter writing -All About Me (Non-fiction)  Folk Tales  Poems with a Structure	Autumn 1 – The Boy Who Grew Dragons. - Andy Shephard
	Autumn 2- Stone Age to Iron Age	Autumn 2 – Remembrance themed writing  Novels on a Theme  Narrative writing, verse	Autumn 2 – The First Drawing - Mordicai Gernstein
	Spring 1 – Extreme Earth	Spring 1 – Fables  Biography	Spring 1 - Pet Poems (collection) How the Leopard Got His Claws – Chinua Achebe Indian Fables collection



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<ul style="list-style-type: none"> <li>• asking questions to improve their understanding of a text</li> <li>• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• identifying main ideas drawn from more than 1 paragraph and summarising these</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> <li>• retrieve and record information from non-fiction</li> <li>• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>	Spring 2 – North America and UK Geography	Spring 2 – Poems on a Theme – Volcanoes Non- Chronological Reports – North America link	Spring 2 – The Nothing to See Here Hotel – Steven Butler	
	Summer 1 – Romans and Iron Age Celts	Summer 1 – Historical Fiction – Escape from Pompeii Setting descriptions  Performance Poetry – Michael Rosen	Summer 2 – Romans on the Rampage – Jeremy Strong So, You Think You've Got It Bad: A Kid's Life in Ancient Rome Chae Strathie	
	Summer 2 – European region – Italy	Summer 2 – Playscripts – Play Time Julia Donaldson  Persuasive text – leaflet linked to Geography Italy topic	Summer 2- Anisha Accidental Detective - Serena Patel	
National curriculum- Writing			Writing Units	



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<p><b>Writing – transcription- Spelling - see English appendix 1</b>  <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them - see English appendix 1</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt - see English appendix 1</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’]</li> <li>• and in words with irregular plurals [for example, children’s]</li> <li>• use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul> <p><b>Handwriting</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</li> </ul> <p><b>Writing – composition –</b>  Pupils should be taught to:</p> <p style="padding-left: 20px;">plan their writing by:</p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn</li> <li>• from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul> <p><i>draft and write by:</i>  <i>composing and rehearsing sentences orally (including dialogue), progressively building a varied and</i></p>	Autumn 1	<p>All About Me -Letter (Non-fiction)</p> <p>Folk Tales – The Lancashire Giant</p> <p>Poems with a Structure–Shape, Calligrams, Autumn Themed</p>
	Autumn 2	<p>Remembrance themed writing</p> <p>Novels on a Theme – Stone Age Boy Satoshi Kitamura (History topic link)</p> <p>Narrative writing, verse - The Polar Express – Chris Van Allsburg</p>
	Spring 1	<p>Fables – Aesop’s fables (Greek)</p> <p>Biography – Marcus Rashford, Mary Anning (Science Rocks topic link)</p>
	Spring 2	<p>Poems on a Theme – Volcanoes – Geography Topic link</p> <p>Non- Chronological Reports –North America (Geography topic link)</p>



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<p><i>rich vocabulary and an increasing range of sentence structures English appendix 2</i></p> <ul style="list-style-type: none"> <li>organising paragraphs around a theme in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and subheadings]</li> </ul> <p><i>evaluate and edit by:</i></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others’ writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proofread for spelling and punctuation errors</li> <li>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<p>Summer 1</p>	<p>Historical Fiction, setting descriptions, alternative version of narrative – Escape from Pompeii (History topic link – Romans)</p> <p>Performance Poetry – Michael Rosen</p>
<p><b>Writing - vocabulary, grammar and punctuation</b></p> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in [English appendix 2]/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)</li> </ul> <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>using and punctuating direct speech</li> <li>use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul>	<p>Summer 2</p>	<p>Playscripts – Play Time Julia Donaldson</p> <p>Persuasive Leaflet (Non -Fiction) – Geography Topic Link - Italy)</p>



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National curriculum- Spoken Language	
	<p>Spoken language</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• listen and respond appropriately to adults and their peers</li><li>• ask relevant questions to extend their understanding and knowledge</li><li>• use relevant strategies to build their vocabulary</li><li>• articulate and justify answers, arguments and opinions</li><li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li><li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>• speak audibly and fluently with an increasing command of Standard English</li><li>• participate in discussions, presentations, performances, role play/improvisations and debates</li><li>• gain, maintain and monitor the interest of the listener(s)</li><li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li><li>• select and use appropriate registers for effective communication</li></ul>