



Year 3

English Curriculum Overview

Writing

Term/Topic	Autumn 1 Mighty Metals	Autumn 2 Gods and Mortals	Spring 1 Tremors	Spring 2 Urban Pioneers	Summer 1 Heroes and Villains	Summer 2 Tribal Tales
Texts	<p>Setting Description: Mighty Metals</p> <p>Until I Met Dudley – Roger McGough</p>	<p>Greek Myths: King Midas and Pandora’s Box</p>	<p>Escape from Pompeii – Christina Balit</p>	<p>Poetry: Voices in The Park – Anthony Browne</p> <p>Last Night I Saw the City Breathing – Andrew Fusek Peter</p>	<p>The Hundred and One Dalmatians – Dodie Smith</p>	<p>Stone Age Boy – Satoshi Kitamura</p>
Writing outcomes	<p>To describe a setting using a range of devices – Setting Description – Mighty Metals.</p> <p>To write an explanation – Explanation Text for Until I Met Dudley</p>	<p>To create a narrative – Wishing Tale for King Midas and Pandora’s Box</p> <p>To inform using Non-fiction information – Non-Chronological Report about The Ancient Greeks</p>	<p>To describe aspects of life from another perspective - Diary entry from Pompeii</p> <p>To inform the reader of a historical event – Newspaper Article from Pompeii.</p>	<p>To discuss an idea or concept – Argument For/Against Graffiti</p> <p>To sequence real life events – Recount of Local Area Walk</p> <p>To create poetry in the style of an author – Poetry for Last Night I Saw the City Breathing. To Guide - instructional writing</p>	<p>To describe a character through their appearance and actions – Character Description of Cruella De Vil.</p> <p>To create a letter expressing an argument - Letter to Cruella De Vil to return puppies.</p>	<p>To create a narrative describing a different time/place – Portal Tale for Stone Age Boy</p> <p>Explain a process using ordered instructions - To create a set of instructions for surviving in the Stone Age, Iron Age or Bronze Age.</p>
Composition and effect:	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <ul style="list-style-type: none"> • Discussing and recording ideas. 		<ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Discussing and recording ideas. • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. 		<ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Discussing and recording ideas. 	
Editing and improving work:	<ul style="list-style-type: none"> • Organising paragraphs around a theme. • In narrative, creating settings, characters and plot. • In non-narrative material, using simple organisational devices [for example, headings and sub-headings] • Assessing the effectiveness of 		<ul style="list-style-type: none"> • Organising paragraphs around a theme. • In narrative, creating settings, characters and plot. • Assessing the effectiveness of their own and others’ writing and suggesting improvements. • Proposing changes to grammar and vocabulary to improve consistency, including the 		<ul style="list-style-type: none"> • Organising paragraphs around a theme. • In narrative, creating settings, characters and plot. • In non-narrative material, using simple organisational devices [for example, headings and sub-headings] • Assessing the effectiveness of their own and 	

	<p>their own and others' writing and suggesting improvements. • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p>	<p>accurate use of pronouns in sentences.</p>	<p>others' writing and suggesting improvements. • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p>
Grammar and punctuation:	<p>Use and understand the grammatical terminology in English Appendix 2 Pg 66-67:</p> <ul style="list-style-type: none"> • using the present perfect form of verbs instead of the simple past tense [He has gone out to play instead of He went out to play] • formation of nouns using a range of prefixes [super-, anti-, auto-] • correct use of a or an • Develop their understanding of the concepts set out in English Appendix 2 when discussing their writing: Preposition, conjunction, Word family, prefix, Clause, subordinate clause, Direct speech, Consonant, consonant letter, vowel, vowel letter, Inverted commas, adverb. • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. 	<p>Use and understand the grammatical terminology in English Appendix 2 Pg 66-67:</p> <ul style="list-style-type: none"> • word families based on common words showing how words are related in form and meaning [solve, solution, solver, dissolve, insoluble] • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Express time, place and cause using conjunctions [when, before, after, while, so, because], adverbs [then, next, soon, therefore,], or prepositions [before, after, during, in, because of]. 	<p>Use and understand the grammatical terminology in English Appendix 2 Pg 66-67:</p> <ul style="list-style-type: none"> • word families based on common words showing how words are related in form and meaning [solve, solution, solver, dissolve, insoluble] • Extending the range of sentences with more than
Spelling	<p>Spelling – see English Appendix 1 Pg 49-55</p> <ul style="list-style-type: none"> • Spell further homophones. • Spell words that are often misspelt • Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • Use further prefixes and suffixes and understand how to add them Use further prefixes and suffixes and understand how to add them what is a root word? Adding suffixes beginning with vowel letters to words of more than one syllable e.g. forgotten The suffix –ation e.g. information The suffix –ly e.g. sadly The suffix –ous e.g. poisonous Prefixes – dis, mis, in, un e.g. disappoint Prefixes – il, im, ir, re sub, inter, super anti auto • Use the first two or three letters of a word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Spelling – see English Appendix 1 Pg 49- 55</p> <ul style="list-style-type: none"> • Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] The /i/ sound spelt y elsewhere than at the end of words e.g. myth, gym (homework) The sound spelt ou e.g. young, touch Words with the /k/ sound spelt ch (Greek in origin) e.g. scheme, chorus (HW) Words with the sound spelt ch (mostly French in origin) e.g. chef, chalet (HW) Words with endings sounding like (- sure, -ture) e.g. measure, nature Endings which sound like division Endings which sound like –tion, –sion, –ssion, –cian e.g. invention • Use the first two or three letters of a word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Spelling – see English Appendix 1 Pg 49- 55</p> <ul style="list-style-type: none"> • Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) e.g. league (HW) Words with the /s/ sound spelt sc (Latin in origin) e.g. science (HW) Words with the /ei/ sound spelt ei, eigh, or ey e.g. weigh Recap on prefixes and suffixes
Speaking and listening/ Drama:	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

Reading

Term/Topic	Autumn 1 Mighty Metals	Autumn 2 Gods and Mortals	Spring 1 Tremors	Spring 2 Urban Pioneers	Summer 1 Heroes and Villains	Summer 2 Tribal Tales
Texts	The Iron Man – Ted Hughes	Here Comes Hercules – Stella Tarakson	Escape From Pompeii – Christina Balit	Scribbleboy – Philip Ridley	Matilda – Roald Dahl	Stig of The Dump – Clive King
Reading: Word reading:	Revisit Phase 6 – read words up to Phase 6. <ul style="list-style-type: none"> • Read words with common prefixes. • Recognise all alternatives graphemes for phonemes up to Phase 6. • Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word. (See year 3 and 4 word list in appendix 2) • Uses appropriate intonation, tone and volume when reading aloud to make the meaning clear to the audience. • Demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction. 		Fluently and effortlessly reads a range of age appropriate texts, including novels, stories, plays, poetry, non-fiction, reference books and text books. <ul style="list-style-type: none"> • Use knowledge of root words, prefixes and suffixes from appendix 1 to read aloud and to understand the meaning of new words. 		<ul style="list-style-type: none"> • Use knowledge of root words, prefixes and suffixes from appendix 1 to read aloud and to understand the meaning of new words. • Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word. (See year 3 and 4 word list in appendix 2) 	
Comprehension:	Domain focus: 2a, 2b, 2e Skills focus: Fact retrieval Find and Copy (Word and Phrase) Multiple Choice True and False		Domain focus: 2a, 2b, 2d, 2e Skills focus: Fact retrieval Choosing sentences to show ideas. Multiple Choice Presentation of Ideas		Domain Focus: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h Skills focus: Justifying Answers Mixed Domain Questions Multiple Choice True and False	
Decoding	<ul style="list-style-type: none"> • Read many common exception words fluently. 		<ul style="list-style-type: none"> • Use knowledge of root words, suffixes and prefixes to read and understand new words 		<ul style="list-style-type: none"> • Read out loud confidently, understanding how to use a range of punctuation 	
Meaning	<ul style="list-style-type: none"> • Discuss words and phrases that capture the reader’s interest and imagination (2a) 		<ul style="list-style-type: none"> • Use a dictionary to clarify the meaning of unknown words (2b) 		<ul style="list-style-type: none"> • Comment on the choice of language to create moods and build tension (2g) • Identify how language, structure, and presentation contribute to meaning (2g) 	
Understanding	<ul style="list-style-type: none"> • Locate information using skimming, scanning and text marking • Answer retrieval questions on a text Using skimming, scanning and text marking (2b)		<ul style="list-style-type: none"> • Recognize a range of organizational features to locate information, such as labels, diagrams and contents (2f) • Ask questions to improve my understanding of a text 		<ul style="list-style-type: none"> • Identify the main ideas in a text and summarise these (2c) • Identify the features of different text types (2f) 	
Detecting	<ul style="list-style-type: none"> • Justify inferences with evidence from the text (2d) • Predict what might happen from details stated and implied (2e) 		<ul style="list-style-type: none"> • Draw inferences, such as characters’ feelings, thoughts and motives from their actions 		<ul style="list-style-type: none"> • Justify predictions with evidence from the text (2e) 	
Connecting	<ul style="list-style-type: none"> • Retell some of the stories that I am familiar with orally 		<ul style="list-style-type: none"> • Identify books that are structured in different ways and for a range of purposes (2c) • Make comparisons within and across a text (2h) • Start to recognize some 		<ul style="list-style-type: none"> • Begin to identify and comment on different points of view in the text • Recognize different forms of poetry and prepare to read them aloud. • Make connections between books 	

		features of the text that relate it to its historical setting or its social or cultural background	by the same author • Discuss and identify themes and conventions in a wide range of books
Responding	• Discuss books read independently and in a group	• Take turns and listen to what others say	• Discuss my reading preferences, favourite texts and authors