

## St John's Yearly Overview for English – Year 3



Pacer of Termly Texts Blocks, Links and suggested outcomes						
	<b>Autumn</b> Approx: 15wks		<b>Spring</b> Approx: 11wks		<b>Summer</b> Approx: 13wks	
Curriculum topic	Science: Forces - Magnets	History & Geog: Vikings	Early Civilisations: Ancient Egyptians	Science: Light Science: Animals incl. humans	Geography: Coastal Settlements	Science: Plants Science: Rocks
Literacy Unit	Narrative	Narrative	Narrative	Stories from other cultures	Narrative	Narrative
	Poetry	Information texts	Recounts	Instructions		
<b>English Literature Texts</b>	<b>Settings:</b> x4wks (Contrasting) <b>Books:</b> - <b>Gregory Cool</b> Caroline Binch - <b>The Ice Palace</b> Robert Swindell  <b>Poetry:</b> x2wks (Shape & Calligram) <b>Poets:</b> - Roger McGough - Gina Douthwaite	<b>Traditional Tales:</b> (Alternative) x4wks <b>Books:</b> - <b>Cinderella</b> - <b>Prince Cinders</b> Babette Cole - <b>Paper Bag Princess</b> Robert Munsch  <b>Information Texts:</b> (Non-Chronological reports) x4wks - <b>CC Links to Vikings Topic</b> – Studying s Viking Myth or Legend  <b>Non-Fiction:</b> (Alphabet texts) x1wk	<b>Narrative:</b> (Mystery) x4wks <b>Book:</b> - <b>Ottoline</b> Chris Riddell  <b>Recounts:</b> (Newspaper reports) x3wks - <b>Linked to Ottoline</b> - <b>Egyptian Diary</b> – Richard Platt  <b>Non-Fiction:</b> (Dictionaries without pictures) x1wk	<b>Narrative:</b> (Myths & Legends) x1wks - <b>Egyptians Isis and Osiris</b> Version TBC  <b>Non-Fiction:</b> (Instructions) x2wks - <b>How to Mummify your Cat</b> <b>CC Links to History and Science Topics</b>	<b>Narrative:</b> x4wks (Film & Play scripts) - <b>Dragon Slayer</b> (Wordless film – children to turn story into words) - <b>Saint George and the dragon</b> - <b>The Beast with a Thousand Teeth</b>  <b>Non-Fiction:</b> x3wks (Persuasive Writing) - Broadstairs leaflet	<b>Poetry:</b> (Performance) x2wks - Roger McGough - Gina Douthwaite  <b>Non-Fiction:</b> x3wks (information books) <b>Books:</b> - <b>Pebble in my pocket</b> Meredith Hooper - <b>CC Links to Rocks Topic</b>  <b>Non-Fiction:</b> (Thesauruses) x1wk
<b>Author Studies</b>	<b>Anne Fine</b>	<b>David Walliams</b>	<b>Lemony Snicket</b>	<b>Roald Dahl</b>	<b>Jeremy Strong</b>	<b>Dick King Smith</b>

<b>Read aloud book list</b>	The Diary of a Killer Cat Flat Stanley	The Demon Dentist Gangster Granny	The Dark All the Wrong Questions A Series of Unfortunate Events	Roald Dahl books including George's Marvellous Medicine, The Twits. <small>NOT Charlie and the Chocolate Factory</small>	The Hundred Mile an Hour Dog	The Sheep-Pig The Queen's Nose
<b>Spoken English outcomes</b>	Rehearsal of key sentences in models Oral retell Using voice to convey emotions Hot seating & Role play	Role-Play Drama Recite poems/sections of poems Perform poem	Formal language rehearsal Debate	Formal language rehearsal Songs Drama Role-play New vocabulary	Role play Drama Intonation Speaking with confidence i-movies Topic specific vocabulary	Hot seating Respond to story statements

<p><b>Written outcomes</b></p>	<p><b><u>Gregory Cool &amp; The Ice Palace</u></b>  Wk 1 – Character descriptions eg. Gregory Cool or another character, with focus on emotions  Wk 2 - Write a diary entry as one of the characters from Gregory Cool  Wk 3 – Write a description about the cold and create a setting set in the cold.  Wk 4 – Write a character description of Ivan and contrast with another character within the story.  Wk 5, 6 &amp; 7 - Write a quest story</p>	<p><b><u>Cinderella, Prince Cinders &amp; Paper bag Princess</u></b>  Wk 1 – Retell the original fairy tale  Wk 2 – Description of 2 settings from the book  Wk 3 – Diary for the Prince Cinders or another character from the story.</p> <p><b><u>Non-Chronological Reports</u></b>  Wk 1 – Write a report about the invasion of the Vikings to Britain.  Wk 2- Write a report about a part of the Viking topic that they have really been interested in.</p> <p><b><u>Poetry</u></b>  Wk 1 - Create own poems</p>	<p><b><u>Ottoline and the Yellow Cat</u></b>  Wk 1 – Write a character description of Ottoline or Mr Munro.  Wk 2 – Write a postcard from Mr Munro or Ottoline to Parents.  Wk 3 – Write Newspaper report about the capture of the Yellow Cat.  Wk 4 – Persuasive letter from Mr Munro or Ottoline to the dogs or the yellow cat asking them to change their ways.</p> <p><b><u>Recounts</u></b>  Wk 1 – Write a newspaper report about Ottoline joins her parents in Egypt and the things they have discovered about Ancient Egypt.  Wk 2 – Write a newspaper report as if having travelled back in time to a significant Ancient Egyptian event and report on it.</p>	<p><b><u>Roald Dahl</u></b>  Wk 1 – Character description of Mr Twit or Mrs Twit.  Wk 2 – Retell the story of the Twits.  Wk 3 – Diary entry when George’s Medicine begins to work.  Wk 4 – Newspaper report about the boy who’s Medicine changed his life.</p> <p><b><u>Instruction texts</u></b>  Wk 1 - How to make...  Wk 2 – How to...  Wk 3 – How to Mummify your Granny!</p> <p><b><u>Additional Science Focus</u></b>  Light &amp; Animals icl Humans</p>	<p><b><u>Film &amp; Play Script</u></b>  Wk 1 – Retell the wordless film ‘Dragon Slayer’ in own words.  Wk 2 – Write a character description of the Dragon Slayer.  Wk 3 - Write a simple script from one scene of the film.  Wk 4 – Retell the story of the Beast with a thousand teeth changing one aspect of the story.  Wk 5 – Character description of The Beast or the Boy.  Wk 6 – Write own dragon or beast themed legend based on previous stories heard.</p>	<p><b><u>Hodgeheg</u></b>  Wk 1 – Max character description  Wk 2 – Write a newspaper article about Max’s brave adventures  Wk 3 – Write a report about hedgehogs</p> <p><b><u>Non-Fiction</u></b>  Wk 1, 2 &amp; 3 – Fact page for a class information book based on Science topic.</p>
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## Spoken Language

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Reading	
<p><b>Word</b></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>Comprehension</b></p> <p><u>develop positive attitudes to reading and understanding of what they read by:</u></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> </ul> <p><u>understand what they read independently by:</u></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> <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 one paragraph and summarising these</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> <li>• retrieving and recording information from non-fiction</li> <li>• participating 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>

## Writing

### Transcription

#### Spelling (See Appendix 1 for teaching points)

Pupils should be taught to:

- spell words that are often misspelt (English Appendix 1)
- 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.

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*]

Word families based on common words, showing how words are related in form and meaning [for example, *solve*, *solution*, *solver*, *dissolve*, *insoluble*]

Formation of nouns using a range of prefixes [for example *super-*, *anti-*, *auto-*]

Adding <b>suffixes</b> beginning with vowel letters to words of more than one syllable	The /ɪ/ sound spelt y elsewhere than at the end of words	The /ʌ/ sound spelt <b>ou</b>	More <b>prefixes</b>	More <b>prefixes</b>	The suffix – <b>ation</b>	The suffix – <b>ly</b>	Words with <b>endings</b> sounding like <b>or /ʒə/</b>	<b>Endings</b> which sound like <b>ʒ/ / əŋ</b>
forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation	myth, gym, Egypt, pyramid, mystery	young, touch, double, trouble, country	<b>dis</b> –disappoint, <b>mis</b> –mislead, <b>in</b> –inactive, <b>un</b> –unsure	<b>re</b> –: redo, refresh, return, reappear, redecorate <b>sub</b> –: subdivide, subheading, submarine, <b>anti</b> –: antiseptic, anti-clockwise, antisocial submerge <b>super</b> –: supermarket, superman, superstar	information, adoration, sensation, preparation, admiration	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure	division, invasion, confusion, decision, collision, television

### Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters
- understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

## Writing

### Composition

plan their writing by:

- 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

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- using paragraphs as a way to group related material
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings to aid presentation]

evaluate and edit by:

- assessing the effectiveness of 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
- proof-read for spelling and punctuation errors
- 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.

Publish and present by:

- proof-read for spelling and punctuation errors
- 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.

## Punctuation & Grammar

### Terminology for pupils

*preposition conjunction*

*word family, prefix*

*clause, subordinate clause*

*direct speech*

*consonant, consonant letter vowel,*

*vowel letter*

*inverted commas (or 'speech marks')*

### **Grammar. Develop their understanding of the concepts set out in English Appendix 2 by:**

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*]

### **Punctuation. Indicate grammatical and other features by:**

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- Introduction to inverted commas to punctuate direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

## Year 3 Spelling.

Overall objectives for Year 3.		
Term 1	Term 2	Term 3
<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1) Page 49-52.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.</p> <p>Spell words that are often misspelt (English Appendix 1).</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. (Assessment from Support for Spelling).</p>	<p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.</p> <p>Spell words that are often misspelt (English Appendix 1).</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. (Assessment from Support for Spelling)</p>	<p>use the first two or three letters of a word to check its spelling in a dictionary Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.</p> <p>Spell further homophones Appendix pg 53.</p> <p>Spell words that are often misspelt (English Appendix 1).</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. (Assessment from Support for Spelling).</p>
Statutory requirements.	Statutory requirements.	Statutory requirements.
<p>The sound spelt ou.</p> <p>More prefixes. (</p> <p>Un-, dis-, mis-, in-.</p> <p>Re-, meaning 'back' or 'again'. Sub-, meaning</p>	<p>The suffix -ly. (pg 50)</p> <p><b>Exceptions:</b></p> <p>(1) If the root word ends in -y with a consonant letter before it, the <b>y</b> is changed to <b>i</b>, but only if the root word has more than one syllable.</p> <p>(2) (2) If the root word ends with <b>-le</b>, the <b>-le</b> is changed to <b>-ly</b>.</p>	<p>Words with the sound spelt ch (mostly French in origin. (pg 52)</p> <p>Words ending with the sound spelt -gue and the sound spelt -que (French in origin). (</p>



<p>'under'. (</p> <p>Super-, meaning 'above'.</p> <p>Anti-, meaning 'against'.</p>	<p>(3)</p> <p>Words with endings sounding like or. (</p> <p>Endings which sound like zen spelt –sion.</p>	<p>Words with the sound spelt ei, eigh, or ey.</p> <p>Homophones and near-homophones.</p>
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