



English overview of learning - year 3

Suggested Genre Overview from Literacy Strategy Document

Narrative, plays and scripts 18 weeks	UNIT 1 Stories with familiar settings* (3 weeks)	UNIT 2 Myths and legends* (4 weeks)	UNIT 3 Adventure and mystery* (4 weeks)	UNIT 4 Authors and letters* (3 weeks)	UNIT 5 Dialogue and plays (4 weeks)
Non-fiction 11-12 weeks	UNIT 1 Reports* (4 weeks)	UNIT 2 Instructions* (3-4 weeks)	UNIT 3 Information texts (4 weeks)		
Poetry 5 weeks	UNIT 1 Poems to perform (1 week)	UNIT 2 Shape poetry and calligrams* (2 weeks)	UNIT 3 Language play (2 weeks)		

Year 3: Detail of content to be introduced (statutory requirement)

WORD	Formation of nouns using a range of prefixes [for example super-, anti-, auto-] 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]
SENTENCE	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]
TEXT	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation 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]
PUNCTUATION	Introduction to inverted commas to punctuate direct speech
KEY VOCABULARY	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

Ardleigh Green Half-Termly Overview with Key Texts



- Recommended Read for Year

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AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
The Magic Finger + History Related Information Texts	The Owl Who Was Afraid of the Dark - Jill Tomlinson	Aesop's Fables The Pied Piper - Poetry Diary of a Killer Cat - Anne Fine	Harry the Poisonous Centipede - Lynne Reid Banks	The Iron Man - Ted Hughes	Fantastic Mr Fox + The Twits - Roald Dahl
All About Me - an introductory piece.	Stories with Familiar Settings	Traditional Stories - Fables	Adventure Stories - Finding Nemo	Information Text - Iron Man Wanted Poster	Authors Characterisation in Fantastic Mr Fox
Stone Age Report	Letter Writing to	Poems to Perform	Language Play	Iron Man Letter +	Letters and Plays

	Father Christmas/ Relatives Christmas Haiku's	- Narrative Poetry - The Pied Piper - Diaries	Poetry	Poem (Shape Poems and Calligrams)	Letter to the RSPCA about the Twits and plays.
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Reading and Writing Objectives - Years 3 + 4

Reading	Writing
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet ● read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. ● develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ● reading books that are structured in different ways and reading for a range of purposes ● using dictionaries to check the meaning of words that they have read ● increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ● identifying themes and conventions in a wide range of books ● preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ● discussing words and phrases that capture the reader's interest and imagination ● recognising some different forms of poetry [for example, free verse, narrative poetry] ● understand what they read ● in books they can read independently, by: ● checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ● asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<p>Pupils should be taught to:</p> <p>Spelling</p> <ul style="list-style-type: none"> ● use further prefixes and suffixes and understand how to add them (English Appendix 1) ● spell further homophones ● spell words that are often misspelt (English Appendix 1) ● 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 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>Handwriting</p> <ul style="list-style-type: none"> ● 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 ● 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]. <p>Writing</p> <ul style="list-style-type: none"> ● 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

- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- 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.

of sentence structures (English Appendix 2)

- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- 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

Grammar & Punctuation

- Pupils should be taught to:
- extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- use the present perfect form of verbs in contrast to the past tense
- choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- use conjunctions, adverbs and prepositions to express time and cause
- use fronted adverbials
- learn the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by using commas after fronted adverbials
- indicate possession by using the possessive apostrophe with plural nouns
- use and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.