

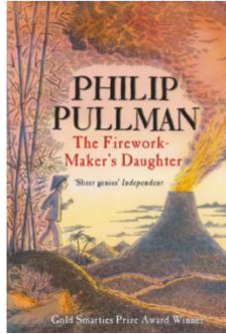




Year 3 English Overview

Year 3&4 Texts (Year 3 Writing Outcomes)

	Autumn 1 Extreme Survival	Autumn 2 Tomb Raider	Spring 1 World Kitchen	Spring 2 Meet the Flintstones	Summer 1 Oceania	Summer 2 European Country
Whole class reading text	<p>Meerkat mail by Emily Gravett</p> <p>The diary of a killer cat by Anne Fine</p>	<p>Flat Stanley: The Great Egyptian grave robbery</p>	<p>The world came to my place today by Jo Readman.</p>	<p>BFG by Roald Dahl</p>	<p>The Firework Maker's Daughter</p>	<p>The Iron Man by Ted Hughes</p>
Key Texts	<p>Meerkat mail by Emily Gravett</p> <p>Shackleton's journey by William Grill</p> <p>The Great explorer by Chris Judge</p> 	<p>Ancient Egypt tales of Gods and pharaohs by Marcia Williams</p> <p>Non-fiction books about Egypt</p> <p>Flat Stanley: The Great Egyptian grave robbery</p> 	<p>The world came to my place today by Jo Readman</p> <p>A ticket around the world</p> <p>One hen by Katie Smith</p> 	<p>BFG by Roald Dahl</p> <p>Stone Age boy by Satoshi Kitamura</p> <p>Ug by Raymond Briggs</p> 	<p>PHILIP PULLMAN The Firework-Maker's Daughter <i>'Shortlisted' Independent</i></p>  <p>AUSTRALIA TRAVEL FOR KIDS</p> 	<p>Non-fiction texts about countries in Europe</p> <p>The Iron Man by Ted Hughes</p> 

<p>Writing outcome/genres</p>	<p>Character description Letter Biography Recount Narrative <i>Meerkat mail by Emily Gravett (2 weeks)</i> Character description of sunny into a missing poster from his family Letter in role- I miss you, family persuading to come home <i>Shackleton's journey by William Grill (2 weeks)</i> Biography of Ernest Shackleton Recount/diary in role of Shackleton or one of the men <i>The Great explorer by Chris Judge (2 weeks)</i> Narrative Retelling Information text about surviving in the wild</p>	<p>Myth Non-chronological report Postcard Diary <i>Ancient Egypt tales of Gods and pharaohs by Marcia Williams (2 weeks)</i> <ul style="list-style-type: none">• Myth<i>Stimulus- Non-fiction books about Egypt (2 weeks)</i> <ul style="list-style-type: none">• Non-chronological report<i>Flat Stanley: The Great Egyptian grave robbery by Jeff Brown and Sara Pennypacker (2 weeks)</i> <ul style="list-style-type: none">• Post card• Diary• The story of Tutankhamun by Patricia Clevelan-Peck 3 weeks Instructions on mummification Biography of Tutankhamun</p>	<p>Poetry Retell Instructions Information report Diary <i>Poetry Focus – Creative Writing (Week 1)</i> Creative writing about personal connections to food. <i>The world came to my place today by Jo Readman (2 weeks)</i> Retell of George's experience Instruction writing <i>A ticket around the world</i> By Natalia Diaz and Melissa Owens (1 weeks) Information report about food in different countries, how food is grown and its journey from farm to table. <i>One hen by Katie Smith Milway (1 week)</i> Diary in role of Kojo over the different points in the story Write a letter to Kojo Week 5 Consolidation of Learning</p>	<p>Instructions Recount (diary entries) Adventure narratives <i>BFG by Roald Dahl</i> Adventure narrative based on the text- (setting and character descriptions.(4 Weeks) <i>Ugg by Raymond Briggs (Response to text)</i> Instructions Day in the life Fact File</p>	<p>Balanced argument Information leaflet Travel Guide Adventure Narrative Fact file</p>	<p>Diary in role Newspaper report Postcard Travel guide Adventure narrative</p>
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Essential Knowledge (National Curriculum) Year 3

<p>Spelling</p>	<ul style="list-style-type: none"> • Adding suffixes including -ation, -ly, -ous • Prefixes un-, dis-, mis-, im-, in-, re-, sub-, inter-, super- • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • Spell homophones and near homophones • use the first 2 or 3 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 • year 3 and 4 common exception words
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Handwriting	<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
Writing-plan	<ul style="list-style-type: none"> • discussing and planning of writing to gain greater understanding and meaning from structure, vocabulary and grammar • discussing and recording ideas
Writing- draft and writing	<ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • Learning how to organise paragraphs around a theme • Develop settings, characters and plot in narratives • Use headings and sub-headings to organise non-chronological writing.
Writing- editing	<ul style="list-style-type: none"> • 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.
Vocabulary Grammar Punctuation	<ul style="list-style-type: none"> • 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 • using conjunctions, adverbs and prepositions to express time and cause (and place) • using the present perfect form of verbs in contrast to the past tense • form nouns using prefixes (super-, anti-) • use the correct form of 'a' or 'an' • word families based on common words (solve, solution, dissolve, insoluble) • using and punctuating direct speech (i.e. Inverted commas) • using fronted adverbials • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural
Grammatical Terminology	<ul style="list-style-type: none"> • adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks'), pronoun, adverbial
Reading- word reading	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Reading-comprehension	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • 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
- 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.