


Year 3 Key Stage 2 English Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry	How do we find out about people in the past?	Where does the darkness come from?	What is underneath my feet? How do forces effect our daily lives?	How do forces effect our daily lives? Why did people travel in the past?	How are plants suited to their environment?	What's the difference between surviving and being healthy?
Writing NC	<p>Plan by talking about ideas and vocabulary 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 Use <i>expanded</i> noun phrases to describe and specify Retrieval: Spell Y2 common exception words and homophones Retrieval: Spell Y2 common exception words and homophones</p>	<p>Create simple setting in narrative e.g. power of 3, noun phrases, expanded noun phrases, appropriate word choices, use of more adventurous words/<i>est/ness/less/</i> Use inverted commas to indicate direct speech Use co-ordination (<i>but/and/or/so</i>) e.g. I was wet but we still had to go outside. Retrieval: Use commas to list e.g. I was cold, wet and miserable. Retrieval: Use sentences with all different forms: statement, question, exclamation, command e.g. What big ears you have grandma! Use the progressive continuous verb form e.g. I was running/ They were shouting</p>	<p>Use a and an article accurately. Form nouns using a range of prefixes [for example <i>super-, anti-, auto-</i>] Use the main language features of non-fiction e.g. precise noun, past and present tense, first or third person, adjectives, similes, text type specific, adverbs for time Retrieval: Use exclamation marks, question marks accurately e.g. I as a punctuation mark as well as to end an exclamatory phrases Retrieval: Use apostrophes for contractions e.g. don't can't she'd</p>	<p>Use subordination (<i>when/if/that/because</i>) to add extra information e.g. The children were cold because they had forgotten their coats. Write about more than one idea and group related information e.g. begin to use paragraphs, use genre specific structures such as ingredients and steps when writing instructions, <i>coordinating, subordinating conjunctions</i> Create simple character in narrative e.g. power of 3, noun phrases, expanded noun phrases, appropriate word choices, use of more adventurous words/<i>est/ness/less/coordinating, subordinating conjunctions</i> Use the main language features of narrative e.g. noun phrases, past and present tense, first or third person, adjectives, similes, story language, adverbs Use inverted commas without the rest of speech punctuation Use pronouns accurately in place of a noun</p>	<p>Create simple plot in narrative e.g. adjectives, noun phrases, expanded noun phrases, beginning/middle/end, appropriate word choices, use of more adventurous words, <i>coordinating, subordinating conjunctions</i> Use the present and past tenses correctly and consistently e.g. include edited writing Use apostrophes for singular and plural possession Use some features of standard written English e.g. linked to text type such as commands in instructions and persuasive phrases would you like to come/Have you ever wondered why.../story language - revisit sentence forms</p>	<p>Use fronted adverbials (with a comma) Evaluate their writing through discussion and make improvements to clarify the meaning e.g. link to use of word banks and unit working walls Write a range of fictional and real texts for different audiences and purposes e.g. linked to topic/quality text/wow days/opening experiences/talk for writing teaching sequences Use the main organisation features of narrative and non-fiction e.g. beginning/middle/end, genre specific, <i>headings and sub-headings</i>, labels, captions, noun and pro-noun chains to link ideas, <i>coordinating, subordinating conjunctions</i> Spell longer words using suffixes including: <i>-ment, -ness, -ful, -less, -ly.</i> and rules for plurals e.g. include edited writing Read their own writing aloud clearly with appropriate intonation</p>
Word NC			<p>Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-, anti-, auto-</i>] Use of the <b>forms a or an</b> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock, an open box</i>]</p>			
Sentence NC	<p><b>adverbs</b> [for example, <i>then, next, soon, therefore</i>], or <b>prepositions</b> [for example, <i>before, after, during, in, because of</i>]</p>			<p>Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i>],</p>		
Text NC				<p>Introduction to paragraphs as a way to group related material</p>	<p>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>	<p>Headings and sub-headings to aid presentation</p>
Punctuation NC		<p>Introduction to inverted commas to punctuate direct speech.</p>				
Composition NC	<p>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 (<a href="#">English Appendix 2</a>)</p> <p>Pupils should be taught to: plan their writing by:  Draft and write by:  Evaluate and edit by:</p>	<p>In narratives, creating settings, characters and plot.</p>		<p>In narratives, creating settings, characters and plot. Organising paragraphs around a theme.</p>	<p>In narratives, creating settings, characters and plot.</p>	<p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]  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.</p>
Spelling NC	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1).  Spell further homophones.  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>				<p>Place the possessive apostrophe accurately in words with regular plurals [for example, <i>girls', boys'</i>] and in words with irregular plurals [for example, <i>children's</i>].</p>	
NC appendix 1: Spelling <i>Not covered in Schofield &amp; Slms</i>	<p>Adding suffixes beginning with vowel letters to words of more than one syllable. <i>forgetting, forgotten, beginning, beginner, prefer, preferred, gardening, gardener, limiting, limited, limitation</i></p> <p>The /i/ sound spelt y elsewhere than at the end of words. <i>myth, gym, Egypt, pyramid, mystery</i></p> <p>The /n/ sound spelt ou <i>young, touch, double, trouble, country</i></p> <p>More prefixes (<i>un-, dis-, mis-, in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-</i>) <i>Disappoint, disagree, disobey, misbehave, mislead, misspell, inactive, incorrect, illegal, illegible, immature, immortal, impossible, impatient, imperfect, irregular, irrelevant, irresponsible, redo, refresh, redo, return, reappear, redecorate, subdivide, subheading, submarine, submerge, interact, intercity, international, interrelated, supermarket, superman, superstar, antiseptic, anticlockwise, antisocial, autobiography, autograph.</i></p> <p>The suffix -ation <i>information, adoration, sensation, preparation, admiration</i> The suffix -ly</p>					

	<p>sadly, completely, usually, finally, comically, happily, angrily, gently, simply, humbly, nobly, basically, frantically, dramatically,</p> <p>Words with endings sounding like /ʒə/ or /tʃə/ (ending -sure/-ture) measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure</p> <p>Endings which sound like /ʒən/ (-sion) division, invasion, confusion, decision, collision, television</p> <p>The suffix -ous poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous</p> <p>Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician</p> <p>Words with the /k/ sound spelt ch (Greek in origin) scheme, chorus, chemist, echo, character</p> <p>Words with the /ʃ/ sound spelt ch (mostly French in origin) chef, chalet, machine, brochure</p> <p>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) league, tongue, antique, unique</p> <p>Words with the /s/ sound spelt sc (Latin in origin) science, scene, discipline, fascinate, crescent</p> <p>Words with the /eɪ/ sound spelt ei, eigh, or ey vein, weigh, eight, neighbour, they, obey</p> <p>Possessive apostrophe with plural words girls', boys', babies', children's, men's, mice's</p> <p>Homophones and near-homophones accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's</p>					
<b>Spelling Schofield and Sims</b> Appendix 1	Words ending in le Double letters before le Double letters before other endings Words ending ei, al and il More word endings Topic words 1 (months of the year).	Adding ed Adding ed and ing to words ending in y Irregular past tense Adding s and es Revision: adding ed and le endings Topic words 2: Maths	Spelling patterns: c and k Spelling patterns: x and ex More 'or' spellings More 'ur' spellings More 'oo' and 'yoo' spellings Topic Words 3: describing words	Adding y Adding er and est Adding ly Spelling words with suffixes ful, less, able, ness, ment, er Revision 2: rules for adding suffixes	Topic Words 4: Science Shortened forms 1: contractions with pronouns. Shortened forms 2: other contractions. Silent letters Soft g and soft c Homophones Topic Words 5	Prefixes: re, de, pre, and mis More prefixes Words ending ture and sure Possessive apostrophes Revision 3: ture and sure, prefixes and silent letters Tricky words
<b>Terminology</b>	<p>RECAP of Y1: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p> <p>RECAP of Y2: Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma.</p> <p><b>Y3 NEW: Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks – refer to both)</b></p>					
<b>Handwriting NC</b>	<p>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.</p> <p>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>					
<b>Handwriting Penpals</b>						
<b>Key Text</b>	Fiction: The First Drawing – Mordecai Gerstein (Adventure Story) Non Fiction: Instruction text – stone age necklace	Fiction: The Story of Rama and Sita Fiction: The Dark – Lemony Snicket <b>Non fiction</b>	Fiction: Pebble in my pocket – Meredith Hooper Non-Fiction: Stone Girl, Bone Girl: A biography of Mary Anning by Laurence Anholt	Fiction – Iron Man – Ted Hughes  Non Fiction: DK Encyclopaedia of Very Important Adventures	Fiction: Tin Forest by Helen Ward <b>Non Fiction: text type and text needed</b>	Fiction: Happy by Nicola Edwards Non Fiction: Children's Kitchen Recipe
<b>Fiction</b>	Character Description Setting Description	Script writing Dialogue	Plot	Newspaper report Diary Entry	Diary Entry Plot	Poetry
<b>Non Fiction</b>	Non Fiction: Instruction text – making stone age necklace		Dialogue Biography writing	Non-chronological report	Wanted Poster Newspaper Report	Recipe Writing for protein balls Persuasive letter
<b>Poetry</b>	National Poetry Day Performance poetry based on poems about school – Michael Rosen focused on intonation and pace	Poetry – using personification about the dark. (and other poetic devices – simile, onomatopoeia, metaphor, alliteration, hyperbole) Mister Sun by J. Patrick Lewis		Sea Shanty – Write own based on Leave her Johnny Lave her (traditional)	Haiku and Tanka Poems - John Foster	Descriptive Free Verse Poetry based on 'Happy'
<b>Word Reading</b>	Apply growing knowledge of root words Read further exception words See English Appendix 1 NC	Apply growing knowledge of prefixes	Apply growing knowledge of suffixes	Understand meaning of new words using root words, prefixes and suffixes	➤	➤

<p><b>Comprehension NC</b></p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <p>Understand what they read, in books they can read independently by:</p>	<p>E1/S5: Listen to and discuss a wide range of fiction E1/E5: Retell stories orally V3/S2: Check text makes sense E1/2/3: Participate in discussion about books R5: Retrieve and record information E1/E5: Increasing familiarity with myths and legends</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Using dictionaries to check the meaning of words that they have read.</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these.</p> <p>Orally identifying themes and conventions in a wide range of books.</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry] Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p> <p>Retrieve and record information from non-fiction</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves.</p> <p>Taking turns and listening to what others say.</p>	<p>E1/S5: Listen to and discuss a wide range of non-fiction E2: Read books structured in different ways E1/E5: Increasing familiarity with fairy stories V1/V3/S2: Discuss understanding and explain meaning of words in context V4: Use dictionaries to check meaning of words E1: Prepare play scripts to read aloud and perform paying attention to intonation, tone, volume and action. E1/S5: Listen to and discuss a wide range of plays</p>	<p>I2/I3: Infer characters feelings, thoughts and motives from actions I2/I3: Justify inferences with evidence</p>	<p>E1/S5: Listen to and discuss reference books and text books E1/S5: Listen to and discuss a wide range of poetry E1: Prepare poetry to read aloud and perform, paying attention to intonation, tone, volume and action I2/I3/P1: Predict from details stated and implied</p>	<p>E1: Identify themes and conventions in a wide range of books E2: Identify how language, structure and presentation contribute to meaning</p>	<p>S1: Identify main ideas from more than one paragraph and summarise</p>
<p><b>Guided Reading</b></p>						
<p><b>Oracy</b></p>	<p>I sequence and communicate ideas in an organised and logical way, always using complete sentences. I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience. I take a full part in paired and group discussions. I show that I know when Standard English is required and use it (beginning). I perform poems from memory adapting expression and tone as appropriate.</p>			<p>I retell a story using narrative language and add relevant detail. I show that I have listened carefully because I make relevant comments. I present ideas or information to an audience. I recognise that meaning can be expressed in different ways, depending on the context.</p>		
<p><b>Class Readers</b></p>	<p>The Wild Way Home – Sophie Kirtley</p>					