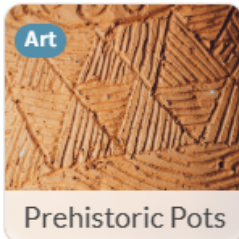
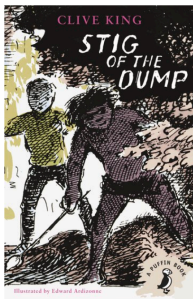
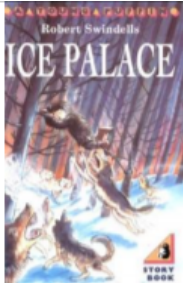




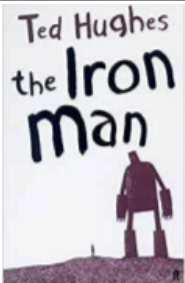
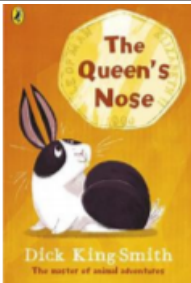
Year 3 English Curriculum Overview

Autumn Term

Projects:	     				
Whole Class Reading:					
Poetry:	Published Poet: Kit Wright – The Magic Box				
Text Type:	Year 3 Place Value for Grammar and Punctuation Sequence of Learning	Trip Visit Recount- Butser Ancient Farm	Narrative - Setting Description	Information- A Factual Information Brochure	Narrative - A Portal Story
Purpose:		To Recount	To Entertain	To Inform	To Entertain
Writing Outcome:	Children will create ‘short burst’ independent writing where they can practise the grammar skill covered in the lesson.	After visiting Butser Ancient Farm, children will write a recount of their day. Children will read these out loud to their Teams.	Using 'Stig of the Dump' as a stimulus, children to create a setting description for a scene in the story.	Using their topic learning, children will draft and publish their own informative brochure about an aspect of the Stone Age (to be displayed as part of the end of term museum).	Using the story 'Stone Age Boy' children write their own story. Setting descriptions could be used to edit and use within this story.
Core Grammar Skills to Focus on:	Shared Sentence Definition: 'A sentence is a complete thought which has a subject (who) and verb (what doing/what being) .' - Common and Proper Nouns - Collective and Partitive Nouns - Verbs -being - to have - Action Verbs - Verbs- Double Consonant - Irregular Action Verbs - Subject Verbs - Building Sentences	Non-Fiction Structure: Title Overview Paragraph Event 1 Event 2 Next Events Concluding Paragraph - FANTASTICS- senses - Adverbials -TIME - Subordinate Conjunctions - AWHITEBUS for TIME e.g. when, before, after, while and CAUSE e.g. because - Coordinating Conjunctions - Prepositional Phrases for PLACE e.g. Inside the gift shop,... - Expanded noun phrases - Present Perfect	- FANTASTICS- senses - Expanded Noun Phrases - Prepositions to express place e.g. beneath, beyond, inside etc. - Nouns and Pronouns for cohesion e.g. the castle, it, the crumbling fortress - Sentence of Three for description (see progression poster) - Coordinating and Subordinating Conjunctions - AWHITEBUS	Non-Fiction Structure: Title Classification/Context Statement Key Feature Paragraphs Significance Summary Statement - Past Tense (for life back then) and Present Tense for current historical facts e.g. Today,... - Vary the subject eg. prehistoric humans, hunter-gatherers, they, farmers etc. - Prepositions of Place and Time - Technical Nouns e.g. spear, mammoth etc. - Expanded Noun Phrases - Subheadings	Children will learn this narrative through a Text Map . Underlying Structure to Follow: 1. Establish everyday setting 2. Crossing into the portal 3. Explore rules of 'new world' with a danger 4. Portal opens again and pulls character back 5. A character reflection (Change the time e.g. Bronze Age / Iron Age) - Inverted commas for direct speech - Time and cause (using adverbs and conjunctions) - Prepositions to show place - Changing nouns and pronouns for clarity - Expanded noun phrases - Sentence of three for description - Past tense, including past pgressive and past perfect (if appropriate)
Core Oracy Skills Focus:	Physical: opportunities for children to read out writing out loud.	Linguistic: children to read Butser Ancient Farm recounts to each other (these could be recorded as MP3s).		Cognitive: children to evaluate formal language of their information texts.	Social and Emotional: sharing writing created, inspired by Stone Age Boy.
Spelling Focus (Grammarsaurus): 	- Vowels and Consonants - Compound Words - Morphology	1. Non Chronological Morpheme Assessment. 2. Teach: 	1. Recount Morpheme Assessment. 2. Teach:    	1. Portal Story Morpheme Assessment. 2. Teach:  	



Year 3 English Curriculum Overview

Spring Term				
Projects:	 Geography Rocks, Relics a...  Art Ammonite  Science Forces and Ma...  D&T Making It Move  Art People and Pla...			
Whole Class Reading:				
Poetry:	Structured Poetry: Haiku – Children to write Haikus inspired by nature - Teach before the Disaster Story for vocabulary			
Text Type:	Narrative - Story opening with a focus on setting and character	Biography - Mary Anning	Narrative - Disaster Story/ Defeating the 'Monster'	Explanation - Natural Disasters
Purpose:	To Entertain	To Recount	To Entertain	To Explain
Writing Outcome:	Using 'The Iron Man' as a stimulus, children to create a narrative story opening, focusing on setting and character.	Linking to Geography topic - Rocks, Relics and Rumbles, children to write a biography about Mary Anning	Children to write a narrative about a natural disaster. Read these to children in Year 2 .	Children to write an explanation text to inform the reader how and why a volcano erupts . Also, why people choose to live near one.
Core Grammar Skills to Focus on:	- FANTASTICS- senses - Expanded Noun Phrases - Prepositions to express place e.g. beneath, beyond, inside etc. - Nouns and Pronouns for cohesion e.g. the castle, it, the crumbling fortress - Sentence of Three for description (see progression poster) - Coordinating and Subordinating Conjunctions - AWHITEBUS	Non-Fiction Structure: Title Introductory/Overview Paragraph Key Event Paragraphs (childhood events, early life and achievements, later life and achievements) Concluding Paragraph - Prepositional Phrases and Adverbs for time e.g. In her youth, Years later, eventually - Subordinating Conjunctions to show cause and effect e.g. because / as - Third Person and Past Tense - Nouns and Pronouns for Cohesion - Subheadings - Present Perfect in conclusion e.g. Her amazing work has changed...	Children will learn this narrative through a Text Map . Underlying Structure to Follow: - Normal, peaceful setting. - Approaching threat - Disaster strikes - Danger is gone but setting is changed - Positive ending, showing resilience (Change the disaster eg. volcano, earthquake, blizzard etc). - FANTASTICS- senses - Expanded Noun Phrases - Prepositional Phrases - Fronted Adverbials to show TIME - Short sentences for impact - Sentence of three for description - Subordinating Conjunctions - AWHITEBUS	Non-Fiction Structure: Title General Statement Parts (that make up the subject - in this case, summarising the structure of a volcano) Key Point Paragraphs Summary Paragraph - Present Tense (is, are, flows, erupts etc.) - Subordinating Conjunctions for Time (when, before, after, while, until) and Cause (because, as) - Fronted Adverbials to show Sequence e.g. first, next, over time etc. - Technical Vocabulary e.g. magma, crater etc. - Expanded Noun Phrases - Prepositions for Place e.g. deep beneath, inside, through etc.
Core Oracy Skills Focus:	Physical: opportunities for children to read out writing to Year 4 children .	Linguistic: children to read out biographies to each other.	Cognitive: children to read to children in Year 2.	Social and Emotional: sharing explanation texts across the year group.
Spelling Focus (Grammarsaurus):	1. Setting Description Morpheme Assessment. 2. Teach: 	1. Science Experiment Morpheme Assessment. 2. Teach:  	1. Characterising Speech Morpheme Assessment. 2. Teach:       (stressed vowels)	Matrix application



Year 3 English Curriculum Overview

Summer Term				
Projects:				
Whole Class Reading:			In the summer term, children to: - Be exposed to a range of poetry, analysing and performing - Be exposed to a range of narrative and non-fiction texts with specific, identified reading to target any identified next steps	
Poetry:	Free Verse: Poems linked to Nim’s Island			
Text Type:	Narrative- Warning Tale	Persuasion- Holiday Brochure	Information- Romans Or Instructions? e.g. How to Survive as a Roman	Narrative/Non-Fiction
Purpose:	To Entertain	To Persuade	To Inform	
Writing Outcome:	Using 'The Secret of the Black Rock', children to write their own Warning Tale.	Children to design their own island, inspired by Nim's Island and write a holiday brochure to persuade their reader to visit their island.	Children to write an information text about an aspect of Ancient Roman Life.	Teachers to choose a Picture Book as a stimululs for children to write a narrative or non-fiction outcome based on this.
Core Grammar Skills to Focus on:	Children will learn this narrative through a Text Map. Underlying Structure to Follow: 1. Normal, peaceful setting - introduce character and WARNING 2. MC ignores warning 3. Something goes wrong 4. Confrontation 5. A hopeful conclusion (Change the environment, the threat or the secret). - Inverted Commas for Speech - Nouns and Pronouns for Cohesion - Adverbials of Time and Manner - Prepositions of Place - Expanded Noun Phrases - Subordinate Conjunctions- AWHITEBUS	Non-Fiction Structure: Punchy Title Hook/Overview (who should visit, where is it and why is it special) Key Feature Paragraphs Fabulous Final Fact - FANTASTICS- senses - Formal Vocabulary - Passive Voice - Range of sentences- simple, compound, complex. - Adverbs for Manner (e.g. amazingly,... interestingly,...) - Conjunctive Adverbs - Semi-colon - Subjunctive form - Embedded Relative Clauses	Non-Fiction Structure: Punchy Title Hook/Overview (who should visit, where is it and why is it special) Key Feature Paragraphs Fabulous Final Fact - Past Tense (for life back then) and Present Tense for current historical facts e.g. Today,... - Vary the subject eg. prehistoric humans, hunter-gatherers, they, farmers etc. - Prepositions of Place and Time - Technical Nouns e.g. spear, mammoth etc. - Expanded Noun Phrases - Subheadings	Teachers to use their assessment information to plan in opportunites for children to apply identified writing skills.
Core Oracy Skills Focus:	Physical: opportunities for children to read out writing to Year 6 children.	Linguistic: share within class - focus on persuasive techniques used.	Cognitive: children to evaluate formal language of their reports.	Social and Emotional: sharing writing created, inspired by their picture book focus.
Spelling Focus (Grammarsaurus):	1. Instructions Morpheme Assessment. 2. Teach: dis- dif- di- mis- in- im- il- ir-	1. Persuasive Advert Morpheme Assessment. 2. Teach: ex- e- anti- ant- multi vent vene		Matrix application



Year 3 English Curriculum Overview

Year 3 Writing Progression Poster

Time	Reason	Manner	Place
Time Adverbs Then, Next, Finally, Soon, First, Now, Suddenly, Immediately, Time Adverbial Phrases Once upon a time, Early one morning, At that moment,	Adverbs/Adverbials for addition Also, Another thing, In addition, Additionally, Adverb/Adverbials to change direction However, On the other hand, Adverbs/Adverbials for cause and effect This causes, Therefore,	How adverbs Quickly, Slowly, Unluckily, Unfortunately, Sadly, How often adverbs Usually, Sometimes,	Where Adverbials In front of... Next to... On the... Behind the... In the... By the side of... At... Underneath... Towards... Beneath... Beyond...

Subordinating Conjunctions

A- after as although
Wh- when
I- if
T- that
E- even though
B- because before
U- until unless
S- since

Sentence Types

Questions and Rhetorical Questions
What was that noise?

Exclamations
What a lovely day it is!
How lovely it is to see you today!

Simple sentence embellished with adverbial phrases
At midnight, Harry ran through the castle in fear.

Statement
Harry woke up.

Embellished Simple Sentence of 3 for description
Harry was dressed in a dark cloak, curly shoes and a crooked hat.

Compound Sentence to join two clauses (using Coordinating Conjunctions)
Tim was exhausted so he collapsed into bed.

Command
Tidy your room.

Complex sentence (using subordinating Conjunctions)
After the rain stopped, they went out to play.
They went out to play after the rain stopped.

Punctuation
. ! ? , ' "

Coordinating Conjunctions

F - for
A - and
N - nor
B - but
O - or
Y - yet
S - so

Adverbs and Adverbials

Similar adverbials
=

Preposition (time, place, direction)
Add a pinch of SPICE
Never begin a sentence in the same way!

-ing Expanded verb
=

Conjunction (Subordinating)
=

-ed Expanded verb
=

3

National Curriculum Expectations	Example Sentences
Grammar objectives: Sentence - Expressing time, place and cause using conjunctions, adverbs and prepositions Punctuation - Introduction to inverted commas to punctuate direct speech	- Jack climbed the beanstalk once his mother had gone to bed. - Finally, Jack arrived at the castle on top of the clouds. - Carefully, Jack climbed the beanstalk so that he could satisfy his curiosity.

Small steps in learning – expanded noun phrases through Year 3

Prior knowledge/ learning experiences:

- Pupils can write coherent narratives.
- Pupils understand how to use expanded noun phrases for description and specification and use them routinely to add detail to their writing.
e.g. a haunted castle (fiction) or the shielding, stone castle (non-fiction)
- Pupils use the terms adjective, noun and noun phrase when talking about their reading and writing.

Understands that prepositions are words that are used to describe place or position (e.g. in, on, beside, under), time (e.g. before, after, since) and cause (e.g. instead of, because of).

Understands that adjectives pre-modify (come before) the noun whilst prepositions post-modify (come after) them in Standard English.



Year 3 English Curriculum Overview

Can identify preposition phrases that indicate time, place and cause in their reading.

Is able to use prepositions orally to indicate time, place or cause when describing a character, event or setting.

Is able to express time, place and cause in their writing using preposition phrases.

Is beginning to use the terms preposition and preposition phrase when talking about their reading and writing.

Small steps in learning – adverbials through Year 3

Prior knowledge/ learning experiences:

- Pupils can use coordinating and subordinating conjunctions to link two ideas.
- Pupils can use sequencing adverbs to indicate chronology in their writing (first, next, then, after that, finally)
- Pupils can select appropriate words and phrases to describe details of first-hand experiences and can justify choices.
- Pupils know what verbs and adverbs are, and that conjunctions are used to link ideas in sentences.
- Pupils explore when, where and why things are happening in texts as a part of their reading lessons.

- Through their reading, pupils can identify ways that authors indicate time – which parts of the sentence tell us ‘when’ the action is happening.

- Through their reading, pupils can identify ways that authors indicate place – which parts of the sentence tell us ‘where’ the action is happening

- Through their reading, pupils can identify ways that authors indicate cause – which parts of the sentence tell us ‘why’ the action is happening

- Pupils explore different ways to indicate time, place and cause in their writing.

- Understanding main clauses and subordinate clauses

- Identifying subordinate clauses that tell us ‘when’, ‘where’, and ‘why’ the action is happening.

- Using preposition phrases to indicate ‘when’, ‘where’ and ‘why’ the action is happening.

- Using adverbs to indicate ‘when’, ‘where’ and ‘why’ the action is happening.

- Pupils understand that an adverbial tells us ‘when’, ‘where’ and ‘why’ the action of the main verb is happening.

- Pupils can express time, place and cause in their writing, using adverbs, subordinating conjunctions and preposition phrases.



Year 3 English Curriculum Overview

Small steps in learning – speech punctuation through Year 3

Prior knowledge/ learning experiences:

- Modelling prosody of spoken words in reading activities.
- Practising turn taking in oral activities.
- Drawing attention to speech verbs and what they tell us about reading speech aloud.

- Use speech bubbles to indicate spoken words (one sentence then more than one sentence)

- Adding a speaker and a speech verb to a speech bubble to a speech bubble

- Understand the speech is recorded in sentences: write a speech sentence with a capital letter at the beginning and a full stop at the end.
e.g. That is amazing said Sally.

- Introduction to speech marks: pupil can write a speech sentence with a capital letter at the beginning, a full stop at the end, inverted commas indicating the spoken words and a reporting clause indicating who has spoken. *No expectation of punctuation within inverted commas.*
e.g. “That is amazing” said Sally.