

Stelling Minnis CE Primary School – English Overview			Year 3		Years A & B	
	Term 1 & Term 2		Term 3 & Term 4		Term 5 & Term 6	
Year A (Even Year Start) Texts and Writing Text Types	Stone Age Ugg – Boy Genius of the Stone Age Text types: Narrative	Electricity Werewolf Rules Text Types: Poetry	The Iron Age Charlotte’s Web Text Types: Writing in role	All around the world Pugs of the Frozen North Text Types: Narrative	Read all about it! I was a rat The Scarlet Slippers Text Types: Newspaper reports	Town and Country Belonging Text types: Persuasive writing
Year B (Odd Year Start) Texts and Writing Text Types	The Egyptians Varjak Paw Text Types: Narrative	Extreme Weather Storm Text Types: Newspaper Report	Light and Dark The King who banned the Dark Text Types: Narrative	Rainforests The Kapok Tree Text Types: Non narrative information text	Water Oliver and the Seawigs Text types: Poetry	Invaders and Warriors Arthur and the Golden Rope Text types: Letters Diary entries
Spelling No Nonsense Spelling Scheme	Suffixes from Y2 - es, -er, -ed, -ing Prefix un-, dis- Revise apostrophes for contraction Strategies for learning words from personal and statutory lists Strategies at point of writing – have a go Rarer GPCs sound a spelt ‘ei’, eigh, aigh, ey Dictation Homophones	Statutory words from last term Strategies at point – have a go Homophones Yr2 prefixes and suffixes Prefixes mis-, re- Words from personal lists and statutory words Pair testing /!/? sound spelt y Proofreading Strategies for learning words Words with -gue, - que	Suffixes -nes, -ful following a consonant Prefixes sub-, tele- Apostrophe for contraction Strategies for learning words personal and statutory lists Pair testing Words starting with ch(French), ssion,ure Dictation Personal and statutory lists Revise suffixes - ness, -ful Teach suffixes -less, -ly	Strategies at point of writing – have a go Practice from last term Prefixes super- auto- Strategies for learning words from personal lists and statutory Pair testing Strategies at point of writing- homophones Homophones Proofreading Words with /k/ sound spelt ch (Greek)	Previously taught suffixes -ed, -ing,-s, -es, -ness, -ful, - less, -ly Suffix -ly with root words ending le and ic Suffix -ly Revise apostrophes for contractions Strategies for learning words from personal lists and statutory Rare GPCs /l/ sound Y1 & Y2 vowel digraphs	Strategies at point of writing – have a go Revise spellings from last term Sound spelt ou Dictaton Strategies for learning words from personal lists and statutory Pair testing Homophones Proofreading Revise aspects from this term

Grammar	Children should be able to write a complex sentence that has been proof-read and revised.					
Dictate simple sentences by the teacher to rehearse spellings and punctuation taught throughout the year.	Revise sentence punctuation from year 2 including commas in lists commands and questions. Revise coordinating and subordinating conjunctions. Revise contractions and year 2 suffixes. Introduce: Conjunctions for cause – because Determiners a and an Introduce inverted commas.	Revise: Contractions Conjunctions for cause Inverted commas Articles (determiners) Proof reading Introduce: Prepositions for place and time Adverbs	Revise: Inverted commas Prepositions Adverbs Tenses Suffixes Introduce: Present perfect tense eg. He has gone out to play... Conjunctions for time and place Eg. When, after, before, while	Revise: Singular apostrophe for possession Prepositions Conjunctions Nouns, adjectives, adverbs Commas in lists Inverted commas Present past and future tenses Introduce: Word families Headings and subheadings Paragraphs to group information	Revise all new prefixes. Continue with word families Revise conjunctions for subordinate clauses Contractions All tenses including progressive and perfect Determiners Introduce: commas in complex sentences (not assessed)	Revise all new learning With paragraphs Continue with accurate sentence punctuation and proof reading. Encourage use of new vocabulary and spellings in writing. Children should be able to write a complex sentence that has been proof-read and revised.
Writing	<p>Composition</p> <p>Plan by discussing and recording ideas and vocabulary</p> <p>Build a rich vocabulary</p> <p>Proof-read to check for errors in spelling and punctuation errors</p> <p>Begin to create plot, characters and setting in narrative writing.</p> <p>Look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure; grammatical features and use of vocabulary</p> <p>Compose and rehearse sentences orally</p> <p>Begin to Make improvements by proposing changes to grammar and vocabulary to improve level of detail.</p> <p>Begin to compose sentences using a wider range of structures linked to the grammar objectives</p> <p>Write a non-narrative using simple organisational devices such as headings and sub-headings</p> <p>Suggest improvement to writing through assessing writing with peers and self-assessment</p> <p>Read aloud writing using appropriate intonation and controlling tone and volume to make meaning clear.</p>					
Handwriting Year 3 and 4	<p>Pupils should be taught to:</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 un-joined • 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. 					

Reading	<p>In Year 3 pupils can usually read with sufficient fluency that they focus on comprehension of the text, rather than decoding words. We therefore include spoken and written comprehension activities in their reading programme, with a focus on the whole range of Content Domains for reading.</p> <p>For pupils who have not yet reached this stage, we continue to offer a phonics catch-up programme.</p> <p><i>There may need to be adjustments in AY 2020/ 2021 based on reduced exposure to reading skills in Year 2.</i></p>				
Reading Progression	<p>Word Reading Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Decode most words outside spoken vocabulary, making a good approximation of the word's pronunciation.</p> <p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words</p>	<p>Fluency & Phrasing</p> <p>Read age-appropriate books (eg Lime band or equivalent) accurately and at a speed that is sufficient for them to focus on understanding, rather than decoding individual words.</p> <p>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words</p> <p>Recite poems and songs by heart, in groups or alone, building confidence and fluency.</p> <p>Prepare play scripts to read aloud and perform showing understanding through intonation, tone, volume and action.</p> <p>When reading aloud, speak audibly and with growing fluency</p> <p>Read on sight, all Y2 CE words and further exception words from 3/4 list Gradually internalise the reading process to read silently</p>	<p>Literal Understanding & Retrieval</p> <p>Retrieve and record information from non-fiction</p> <p>Ask questions to improve understanding of a text</p> <p>Know that non-fiction books are structured in different ways and be able to use them effectively</p> <p>Identify main idea of a text Locate and discuss words and phrases they find interesting</p> <p>Become more familiar with retrieving facts and information where the question words and text language vary</p> <p>Recognise different forms of poetry such as narrative and free verse.</p> <p>Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas Ask questions to improve understanding of a text</p>	<p>Inferential Skills</p> <p>With support, identify themes across the text</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>Begin to justify inferences by locating textual evidence</p> <p>Predict what might happen from implied details or other stories they know</p> <p>Use dictionaries to check the meaning of unfamiliar words</p> <p>Check the text makes sense by discussing understanding and the meaning of words in context.</p>	<p>Response to Text</p> <p>Develop a positive attitude to reading by experiencing and discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others opinions</p> <p>Increase familiarity with texts including fairy stories, myths and legends and retell some of these orally</p> <p>Discuss words and phrases which capture interest</p> <p>Identify how structure, and presentation contribute to the meaning of texts</p>

Check the accuracy of what they retrieve by reading around the words or phrases they find.

Scan for alternative synonyms and phrases