

English Long Term Overview Year 3

Genres to cover: Narrative, Recount, Instructions, Non-Chronological Reports, Explanation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lead Text/Author	<p>You Can't Take an Elephant on a Bus – Patricia Cleveland-Peck</p> <p>Stone-Age Boy – Satoshi Kitamura</p> <p>How to Wash a Woolly Mammoth – Michelle Robinson</p>	<p>After The Fall – Dan Santat</p> <p>The Flower – John Light</p>	<p>The Firework Maker's Daughter – Philip Pullman</p>	<p>Traction Man – Mini Grey</p> <p>The Tin Forest – Helen Ward</p>	<p>Leon and the Place Between – Graham Baker-Smith</p> <p>Orion and the Dark – Emma Yarlett</p> <p>Mustard, Custard, Grumble Belly and Gravy – Michael Rosen</p>	<p>McCavity the Mystery Cat – T.S Eliot</p> <p>The Moose Belongs To Me – Oliver Jeffers</p>
Reading for pleasure class story	The Boy with the Bronze Axe – Kathleen Fidler	George's Marvellous Medicine – Roald Dahl	Sam Wu is Not Afraid of Ghosts – Katie and Kevin Tsang	The Sheep Pig – Dick King-Smith	Charlotte's Webb – E.B White	Varjak Paw – SF Said
Spelling Focus (No Nonsense Spelling)	<ul style="list-style-type: none"> * Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing') * Revise prefix 'un-' Teach prefix 'dis-' * Apostrophes for contractions * Words from statutory word list * Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they) * Homophones 	<ul style="list-style-type: none"> * Words from statutory word list * Homophones * Prefixes and suffixes * Prefixes 'mis-' and 're-' * The /ɪ/ sound spelt 'y' (<i>gym, pyramid</i>) * Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin) 	<ul style="list-style-type: none"> * From Year 2: suffixes '-ness' and '-ful' following a consonant * Prefixes 'sub-' and 'tele-' * Apostrophe for contraction * Words from statutory word list * Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)' (<i>chef</i>) * Revise suffixes '-ness' and '-ful' Teach suffixes '-less' and '-ly' 	<ul style="list-style-type: none"> * Prefixes 'super-' and 'auto-' * Words from statutory word list * Homophones Words with the /k/ sound spelt 'ch' (Greek in origin) (<i>anchor, Christmas</i>) 	<ul style="list-style-type: none"> * Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly') * Suffix '-ly' with root words ending in 'le' and 'ic' * Suffix '-ly' * Apostrophes for contractions * Words from statutory word list * Rare GPCs (/ɪ/ sound) * Vowel digraphs 	<ul style="list-style-type: none"> * The /ʌ/ sound spelt 'ou' * Words from statutory word list * Homophones

Writing Objectives

Vocabulary	Nouns and Adjectives	1	Use correct articles <i>the, a</i> and <i>an</i> , a greater range of possessives, e.g. – your, their , numbers and a greater range of quantifiers, e.g. – every, a few .
		2	Use demonstratives, e.g. – this dog, that dog .
		3	Use more specific nouns, e.g. – cottage instead of house.
		4	Use another noun to write expanded noun phrases for precision, e.g. – the sports car, the maths teacher .
		5	Use a greater range of appropriate adjectives to write expanded noun phrases for description, e.g. – the evil witch; the huge, fierce dragon .
		6	Modify adjectives using adverbs, e.g. – very ugly, so angry .
		7	Use a range of prepositions to write expanded noun phrases for specification, e.g. – under, over – The dog under the tree was eating a bone .
		8	Use a greater range of superlative adjectives for height, weight, length and speed, e.g. – taller, lighter, shorter, faster .
		9	Use a greater range of comparative adjectives for height, weight, length and speed, e.g. – taller, lighter, shorter, faster .
	Verbs and Adverbs	10	Use a greater range of appropriate verbs, e.g. – screamed instead of shouted .
		11	Make correct choices and consistently use range of tenses including simple past, past progressive, simple present, present progressive, future, imperative.
		12	Have correct subject verb agreement in simple present, simple past, future, present progressive and past progressive.
		13	Use present perfect tense, e.g. – He has gone out to play .
		14	Use a wider range of familiar modal verbs including negatives in present, past and future tense, e.g. – will, won't, must, mustn't, could, couldn't .
		15	Use a greater range of adverbs of place, e.g. – everywhere, somewhere, indoors, outdoors .
		16	Use adverbial phrases for place (preposition phrases) using a greater range of prepositions, e.g. – between, behind – He hid behind the house .
		17	Use a greater range of appropriate adverbs of manner (how), e.g. – whispered quietly, ran quickly .
		18	Use the preposition phrase <i>'because of'</i> to show cause, e.g. – I was unhappy because of the rain .
Cohesive Devices	19	Use pronouns to link sentences, e.g. – The witch looked at the boy. She grinned. He screamed .	
	20	Use a range of adverbs, e.g. – later, tomorrow and adverbial phrases for time, e.g. – One stormy night, After lunch	
	21	Use fronted adverbials of time, e.g. – Suddenly, Secondly	
	22	Use adverbs for addition, e.g. – Also	
	23	Use adverbs for cause, e.g. – Therefore	
	24	Use adverbs for opposition, e.g. – However	
Sentence	Sentence Structure	1	Use a range of sentence structures include simple sentences for effect & multi-clause sentences using co-ordinating conjunctions, e.g. – and, so, but, or
		2	Use co-ordination – writing sentences with more than two clauses using co-ordinating conjunctions, e.g. – He was tired and she was hungry so they went home .
		3	Use subordination to express time using <i>'when', 'before', 'after', 'while'</i> , e.g. – I clean my teeth before I go to bed. He ate his lunch while his Mum washed the dishes .
		4	Use subordination to express cause using <i>'because', 'so that'</i> , e.g. – He got dressed quickly so that he could go out to play .
		5	Use subordination – starting sentences with subordinate clauses using <i>'when'</i> and <i>'if'</i> , e.g. – When I got home, I had sweets. If you like pizza, read these instructions .
		6	Use subordination – using <i>'that'</i> following a wider range of verbs for thinking, e.g. – I forgot that he was coming. He decided that the game was over .
		7	Use subordination (relative clause) using <i>'that'</i> as a relative pronoun for inanimate objects, e.g. – My Dad bought a car that had two flat tyres .
		8	Use subordination (relative clause) using <i>'who'</i> as a relative pronoun for animate objects, e.g. – There once was a prince who loved ice cream .
	Punctuation	9	Use the full range of punctuation taught at KS1 correctly – capital letters, full stops, question marks, exclamation marks, commas for lists & apostrophes.
		10	Use commas in a list of adjectives, e.g. – juicy, red apples .

		11	Use commas in a list of expanded noun phrases, e.g. – I bought six eggs, juicy apples, brown bread and chocolate biscuits.
		12	Use commas after subordinate clauses when followed by a main clause, e.g. – when I got home, I had sweets.
		13	Use apostrophes to show missing letters in contractions, e.g. – couldn't, mustn't, won't
		14	Use apostrophes to show singular possession including words that end in 's', e.g. – Thomas's or Jess's
		15	Use inverted commas (speech marks) in dialogue, e.g. – "Look at me" said Jenny. Dad said, "hurry up".
Composition	Writing Process	1	Read and discuss with teacher/peers the structure, vocabulary, grammar, purpose and audience of models of similarly structured writing.
		2	Use models of similarly structured writing/planning, discussion and written/visual prompts on planning frames to record and group ideas for own writing for a given audience and purpose.
		3	Use the recorded ideas on own planning frame as a starting point for oral/written composition.
		4	Compose and rehearse sentences orally (including dialogue), using the vocabulary and sentence structures that have been taught.
		5	Follow own plan to draft and write each section, recording accurately what has been composed so that it makes sense and conveys meaning.
		6	Evaluate own and others' writing for sense and effectiveness by re-reading with teacher/peers.
		7	Edit own writing by suggesting and making improvements to grammar and vocabulary.
		8	Proof read for spelling and punctuation errors.
		9	Read aloud own writing to teacher/group using appropriate intonation and controlling volume so that the meaning is clear.
	10	When discussing writing, recognise and use terminology from previous years and Y3: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas	
	Narrative	11	Write narratives with chronological sequence in a range of genres, e.g. - myth, fantasy setting.
		12	Write narratives using familiar plot and organisation, e.g. – opening/build-up, problem resolution/ending.
		13	Use a range of cohesive devices to make links in the text, e.g. – pronouns, adverbs, adverbial phrases.
		14	Write openings to introduce a character and/or setting.
		15	Write endings, appropriate to the genre – may link back to the opening.
		16	Use sections to signal changes in time.
		17	Include descriptions of settings, characters and events.
		18	Include direct speech (for at least one character) to advance the plot.
	Non-Fiction	19	Write a range of chronological texts in different forms, e.g. – recount in form of diary; instructions in form of directions.
		20	Write a range of non-chronological texts, e.g. – reports, explanation – how something works.
		21	Use a range of cohesive devices to make links in non-fiction texts, e.g. – pronouns, adverbs, adverbial phrases.
		22	Write non-fiction texts using organisation and features to suit the purpose of the text type in different forms, e.g. – simple headings to aid presentation.
		23	Write opening statement/s with orientation information to engage the reader using questions and/or commands.
		24	Write closing statement/s with comment to show personal opinion or viewpoint.
		25	Include relevant description of subject matter.
Spelling	1	Apply phonic knowledge to accurately spell root words and endings.	
	2	Use a wider range of HFWs, including KS1 common exception words, a wider range of homophones, taught words from Y3/4 word list & words with contracted forms.	
	3	Apply taught spelling rules (prefixes and suffixes)	
Handwriting	1	Form all upper case and lower case letters accurately with uniform size of ascenders/descenders so that writing is legible for pupil, teacher & others.	
	2	Follow school handwriting scheme to join letters with diagonal or horizontal strokes, knowing when to join or not.	

