

English Overview Cycle A Spring Term Year 3

	Spring 1	Spring 2
Year 3 2020/21	Burps, Bottoms and Bile (Sci)	Through the Ages (Hist)
Focus	Write to Inform	Write to Entertain
Suggested Texts	Demon Dentist – David Walliams	Stig of the Dump – Clive King
Writing Outcomes	Fact files; Explanations using idioms; Fantasy narratives; Slogans; Persuasive texts e.g. Formal letter to persuade	Book reviews Narratives; Instructions; Cinquains; Chronological reports
Cornerstones Spoken Language	<p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Developing Skills:</p> <ul style="list-style-type: none"> • Ask for specific additional information with a supplementary question. • Use interesting adverbial phrases and noun phrases in a discussion or presentation. <p>Digestive process Listen and respond appropriately to adults and their peers. Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Developing Skill:</p> <ul style="list-style-type: none"> • Listen and respond to the instructions, contributions or viewpoints of others. <p>Slogans</p>	<p>Historical narratives Developing Skills</p> <ul style="list-style-type: none"> • Use interesting adverbial phrases and noun phrases in a discussion or presentation. • Articulate and justify an idea or opinion. View progression <p>Instructions</p> <ul style="list-style-type: none"> • Use interesting adverbial phrases and noun phrases in a discussion or presentation. • Articulate and justify an idea or opinion. View progression <p>Cinquains</p> <ul style="list-style-type: none"> • Make simple comments about the language, structure and presentation of a text, including words and phrases that capture the reader's interest. <p>Chronological Reports</p> <ul style="list-style-type: none"> • Use interesting adverbial phrases and noun phrases in a discussion or presentation. • Articulate and justify an idea or opinion.

Speak audibly and fluently with an increasing command of Standard English.

Gain, maintain and monitor the interest of the listener(s).

Developing Skills:

- Use interesting adverbial phrases and noun phrases in a discussion or presentation.
- Use a range of sentence lengths and vocabulary to add interest and clarity to different forms of communication.

Making a Model

Listen and respond appropriately to adults and their peers.

Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Ask relevant questions to extend their understanding and knowledge.

Select and use appropriate registers for effective communication.

Persuasive texts

- Articulate and justify answers, arguments and opinions.
- Listen and respond to the instructions, contributions or viewpoints of others.
- Ask for specific additional information with a supplementary question.
- Speak clearly, pronouncing words correctly and audibly.
- Articulate and justify an idea or opinion.

<p>Reading</p>	<p>Toothy Fact files Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Use dictionaries to check the meaning of words that they have read. <i>Developing skills: Confidently explain the meaning of individual words, using a dictionary to check unfamiliar words and selecting the most appropriate meaning for the context.</i> Retrieve and record information from non-fiction. <i>Identify key details in a text in response to a retrieval question or research task.</i></p> <p>Explanation Identify how language, structure, and presentation contribute to meaning. Discuss words and phrases that capture the reader’s interest and imagination. Make simple comments about the language, structure and presentation of a text, including words and phrases that capture the reader’s interest.</p>	<p>Cinquains</p> <ul style="list-style-type: none"> • Make simple comments about the language, structure and presentation of a text, including words and phrases that capture the reader’s interest. • Read aloud their own writing with appropriate intonation and volume so that the meaning is clear.
<p>Writing Objectives and building up of skills in specific writing tasks,</p>	<p>Demarcation of Sentences</p> <p>Toothy Fact Files Plan their writing. Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. In non-narrative material, use simple organisational devices (for example, headings and sub-headings).</p>	<p>Demarcation of Sentences</p> <p>Historical Narratives Developing Skills:</p> <ul style="list-style-type: none"> • Use a range of sentence lengths and vocabulary to add interest and clarity to different forms of communication. • Begin to group related ideas into paragraphs. • Create settings, characters and plots in narratives, using inverted commas to punctuate direct speech.

Use simple organisational devices in non-narrative writing.

Explanations (tooth idioms)

Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).

Orally compose and write sentences using an increasing range of vocabulary and sentence structures.

Fantasy Narrative (Journey through digestive system)

Plan their writing.

Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

Discuss and record ideas.

Evaluate and edit.

Assess the effectiveness of their own and others' writing and suggest improvements.

Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Proofread for spelling and punctuation errors.

Developing Skills:

Assess the effectiveness of their own and others' writing, noticing some ways to improve the grammar, vocabulary or conventions of the genre.

Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing some errors and attempting to make appropriate corrections.

Plan, discuss and record ideas in notes on a writing frame, using similar writing to support with structure and vocabulary.

Slogan + persuasive text

Plan their writing.

- Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing some errors and attempting to make appropriate corrections.
- Apply the grammar rules and concepts, and use suitable grammatical terminology.
- Continue to use and identify expanded noun phrases, beginning to use some prepositional phrases.
- Use taught punctuation and new punctuation (inverted commas).

Chronological reports

Developing Skills

- Plan, discuss and record ideas in notes on a writing frame, using similar writing to support with structure and vocabulary.
- Use simple organisational devices in non-narrative writing.

Instructions

- Assess the effectiveness of their own and others' writing, noticing some ways to improve the grammar, vocabulary or conventions of the genre.
- Express time, place and cause using conjunctions, adverbs and prepositions
- Use taught punctuation and new punctuation (inverted commas).

Cinquains

- Plan, discuss and record ideas in notes on a writing frame, using similar writing to support with structure and vocabulary.
- Read aloud their own writing with appropriate intonation and volume so that the meaning is clear.

Chronological Reports.

Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

Discuss and record ideas.

To use rhetorical questions.

Proofread for spelling and punctuation errors.

Developing Skills:

- *Plan, discuss and record ideas in notes on a writing frame, using similar writing to support with structure and vocabulary.*
- *Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing some errors and attempting to make appropriate corrections.*

Fantasy Narrative

Retrieve and record information from non-fiction.

Slogans

Retrieve and record information from non-fiction.

Identify how language, structure, and presentation contribute to meaning.

Discuss words and phrases that capture the reader's interest and imagination.

Developing Skill:

- *Identify key details in a text in response to a retrieval question or research task.*
- *Identify key details in a text in response to a retrieval question or research task.*
- *Make simple comments about the language, structure and presentation of a text, including words and phrases that capture the reader's interest.*

Persuasive text

Identify the main ideas drawn from more than one paragraph and summarise these.

Plan, discuss and record ideas in notes on a writing frame, using similar writing to support with structure and vocabulary.

Use simple organisational devices in non-narrative writing.

	<p>Developing Skill: <i>Identify the main point of each paragraph in a short text.</i></p>	
<p>Spelling</p>	<p>From Year 2: suffixes '-ness' and '-ful' following a consonant</p> <p>Prefixes 'sub-' and 'tele-'</p> <p>From Year 2: apostrophe for contraction</p> <p>words from statutory and personal spelling lists</p> <p>Words with the /j/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'</p> <p>Revise suffixes '-ness' and '-ful' Teach suffixes '-less' and '-ly'</p>	<p>Prefixes 'super-' and 'auto-'</p> <p>words from statutory and personal spelling lists</p> <p>homophones</p> <p>Proofreading</p> <p>Words with the /k/ sound spelt 'ch' (Greek in origin)</p>
<p>Sentence level features (including grammar and punctuation) non task specific.</p>	<p>Demarcation of sentences</p> <p><i>Use of the continuous form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting</i></p> <p>Adverbial phrases (fronted adverbials) used as a 'where', 'when', 'how' starter (A few days ago, At the back of the eye, In a strange way)</p> <p>Use of commas after fronted adverbials.</p> <p>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p> <p>Powerful verbs</p>	<p>Demarcation of sentences</p> <p>Use of the perfect form of verbs to mark relationships of time and cause e.g. I have written it down so I can check what it said</p> <p>Use of present perfect instead of simple past e.g. He has left his hat behind as opposed to he left his hat behind</p> <p>Use of determiners a or an a.</p>
<p>Spoken Language</p>	<p>Give well-structured descriptions and narratives for different purposes, including expressing feelings.</p> <p>Use relevant strategies to build vocabulary.</p>	<p>Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p>

	<p>Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p>	<p>Participate in discussions, presentations, performances, role play, improvisations and debates. Listen and respond appropriately to adults and peers.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>
<p>Reading (through Guided Reading)</p>	<p>discussing words and phrases that capture the reader's interest and imagination</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>retrieve and record information from non-fiction</p> <p>predicting what might happen from details stated and implied</p> <p>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.</p> <p>using dictionaries to check the meaning of words that they have read</p>	<p>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>identifying how language, structure, and presentation contribute to meaning</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>identifying themes and conventions in a wide range of books</p>