

English Overview Summer Term Cycle A Year 3

	Summer 1	Summer 2
Year 3 2020/21	Rocks Relics and Rumbles (Geog)	Play List (Mus)
Focus	Write to Entertain and inform	Write to Persuade
Suggested Texts	The Firework-Maker's Daughter – Philip Pullman	Poems to Perform – edited by Julia Donaldson
Writing Outcomes	Shape poem about a volcano; Diaries Newspaper reports;	Adverts Poetry; Short narratives and silent movies; Lyrics; Posters (Adverts); Information leaflets
Cornerstones Spoken Language	<p>Poem Listen and respond appropriately to adults and their peers. Consider and evaluate different viewpoints, attending to and building on the contributions of others. Diary Gain, maintain and monitor the interest of the listener(s).</p> <p>Newspaper Speak audibly and fluently with an increasing command of Standard English.</p>	<p>Sound collector poetry 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>Short Narrative silent Movie 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>Adverts Gain, maintain and monitor the interest of the listener(s). Ask relevant questions to extend their understanding and knowledge.</p> <p>Class Factor Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Information Leaflets</p> <p>Developing Skills:</p> <ul style="list-style-type: none"> • Listen and respond to the instructions, contributions or viewpoints of others. • Use interesting adverbial phrases and noun phrases in a discussion or presentation.

		<ul style="list-style-type: none"> • Ask for specific additional information with a supplementary question • Use expression and intonation to emphasise grammar, punctuation or character when reading or speaking
Reading	<p>Shape Poem Discuss words and phrases that capture the reader's interest and imagination. Identify how language, structure, and presentation contribute to meaning. Develop positive attitudes to reading and understanding of what they read. Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. 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. Identify the main ideas drawn from more than one paragraph and summarise these.</p>	<p>Sound collector Poem Understand what they read, in books they can read independently. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Song structure Identify how language, structure, and presentation contribute to meaning. Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Information Leaflets Reading Retrieve and record information from non-fiction.</p> <p>Developing Skills:</p> <ul style="list-style-type: none"> • Check that texts make sense to them, confidently explaining their understanding and word meanings. • Make simple comments about the language, structure and presentation of a text, including words and phrases that capture the reader's interest. • Identify key details in a text in response to a retrieval question or research task.
Writing objectives and build up of skills through Specific tasks.	<p>Demarcation of Sentences Shape Poems Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). 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> <p>Diary Entry Plan their writing.</p>	<p>Demarcation of Sentences Sound Poem 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. Proofread for spelling and punctuation errors.</p> <p>Posters Evaluate and edit. Assess the effectiveness of their own and others' writing and suggest improvements.</p>

	<p>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. Draft and write. Organise paragraphs around a theme. Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Newspaper In non-narrative material, use simple organisational devices (for example – newspaper) headings and sub-headings). 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. Use and punctuate direct speech.</p>	<p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Lyrics Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</p> <p>Class Factor In non-narrative material, use simple organisational devices (for example, headings and sub-headings).</p> <p>Information Leaflets Draft and write. Organise paragraphs around a theme.</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Make increasingly detailed notes on a range of given planning formats, using similar writing to support with structure, vocabulary and grammar. • 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. • Assess the effectiveness of their own and others’ writing, noticing some ways to improve the grammar, vocabulary or conventions of the genre. • Orally compose and write sentences using an increasing range of vocabulary and sentence structures. • Use simple organisational devices in non-narrative writing. • Begin to group related ideas into paragraphs.
Handwriting	<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. 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>	
Spelling	<p>Previously taught suffixes (‘-ed’, ‘-ing’, ‘-s’, ‘-es’, ‘-ness’, ‘-ful’, ‘-less’ and ‘-ly’)</p> <p>Suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’</p>	<p>The /ʌ/ sound spelt ‘ou’</p> <p>Homophones</p> <p>Proofreading</p>

	<p>From Year 2: Apostrophes for contractions</p> <p>words from statutory and personal spelling lists</p> <p>Rare GPCs (/i/ sound)</p> <p>From Years 1 and 2: vowel digraphs</p>	<p>Words from statutory and personal spelling lists</p> <p>Revision as needed</p>
<p>Sentence level features (including grammar and punctuation)</p>	<p><i>Demarcation of sentences</i></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>Prepositions</p>	<p><i>Demarcation of sentences</i></p> <p><i>Consistent use of present tense and past tense throughout work.</i></p> <p><i>Commas to separate items in a list</i></p> <p>Use of the perfect form of verbs to marks 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>Powerful verbs</p> <p>Boastful language</p>
<p>Spoken Language</p>	<p>Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Give well-structured descriptions and narratives for different purposes, including expressing feelings.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p>	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Articulate and justify answers, arguments and opinions.</p>
<p>Reading</p>	<p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</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 main ideas drawn from more than one paragraph and summarising these</p> <p>retrieve and record information from non-fiction</p>

	<p data-bbox="495 97 1263 135">predicting what might happen from details stated and implied</p> <p data-bbox="495 159 1263 223">identifying how language, structure, and presentation contribute to meaning</p> <p data-bbox="495 247 1263 284">identifying themes and conventions in a wide range of books</p>	
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