

New English Year Topic Plan Autumn Overview Year 3 2021

	Autumn 1	Autumn 2
Year 3 2020/21	Mighty Metals (Sc)	Emperors and Empires (Hist)
Focus	Write to Inform	Write to Inform
Suggested Texts	The Iron Man – Ted Hughes	Roman Tales: The Goose Guards – Terry Deary Armistice- (Visual literacy – poppy field film clip)
Writing Outcomes	Non-chronological report about toys; Explanations (Forces); Instructions; Poetry – List poem; Recounts	Biographies; Letters e.g informal letter from one character to another; Myths e.g comparison of one telling to another; Poetry
Cornerstones Spoken Language	NCR Articulate and justify answers, arguments and opinions.	Ask for specific additional information with a supplementary question.
Reading	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction using dictionaries to check the meaning of words that they have read	Identify key details in a text in response to a retrieval question or research task. Assess the effectiveness of their own and others' writing, noticing some ways to improve the grammar, vocabulary or conventions of the genre. Read aloud their own writing with appropriate intonation and volume so that the meaning is clear. Make simple comments about the language, structure and presentation of a text, including words and phrases that capture the reader's interest
Writing objectives (specific tasks)	Demarcation of Sentences NCR/Explanation Plan their writing.	Demarcation of Sentences Letter Use simple organisational devices in non-narrative writing. Begin to group related ideas into paragraphs.

	<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. In non-narrative material, use simple organisational devices (for example, headings and sub-headings).</p> <p>List poem Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). 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.</p> <p>Explanations Draft and write. Organise paragraphs around a theme.</p>	<p>Write increasingly legibly and consistently, often using the diagonal and horizontal strokes that are needed to join letters. Begin to use the present perfect form of verbs. Use taught punctuation and new punctuation (inverted commas).</p> <p>Myth Use a range of sentence lengths and vocabulary to add interest and clarity to different forms of communication. Create settings, characters and plots in narratives, using inverted commas to punctuate direct speech. Assess the effectiveness of their own and others' writing, noticing some ways to improve the grammar, vocabulary or conventions of the genre. Continue to use and identify expanded noun phrases, beginning to use some prepositional phrases.</p> <p>Biography Use the possessive apostrophe to show singular possession and begin to use the possessive apostrophe for plural possession.</p> <p>Express time, place and cause using conjunctions, adverbs and prepositions.</p> <p>Poetry 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. Write increasingly legibly and consistently, often using the diagonal and horizontal strokes that are needed to join letters.</p>
Handwriting	Write increasingly legibly and consistently, often using the diagonal and horizontal strokes that are needed to join letters.	
Spelling	Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')	Homophones

	<p>Revise prefix 'un-' Teach prefix 'dis-' (disappoint, disagree, disobey)</p> <p>Practise prefix 'dis-' Apply prefix 'un-'</p> <p>From Year 2: Apostrophes for contractions</p> <p>words from statutory and personal spelling lists</p> <p>Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)</p> <p>Homophones</p>	<p>Year 2 prefixes and suffixes</p> <p>Prefixes 'mis-' and 're-'</p> <p>words from statutory and personal spelling lists</p> <p>The /ɪ/ sound spelt 'y'</p> <p>Proofreading</p> <p>Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin)</p>
<p>Non-specific task 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><i>Similes using like</i></p> <p><i>Two adjectives to describe a noun</i></p> <p><i>Adverbs for description and for information</i></p> <p>Vary long and short sentences. Long- to add description or information. Short – for emphasis making key points</p> <p><i>Generalisers for information e.g. Most cats....</i></p> <p>Compound sentences (co-ordination) using co-ordinating conjunctions (FANBOYS)</p> <p>Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave</p> <p>Use of commas after fronted adverbials.</p>	<p>Demarcation of sentences</p> <p>Consistent use of present tense and past tense throughout work.</p> <p>Commas to separate items in a list</p> <p>Compound sentences (co-ordination) using co-ordinating conjunctions (FANBOYS)</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>Colon before a list</p>

	<p>Secure use of inverted commas for direct speech</p> <p>Prepositions</p> <p>Powerful verbs</p>	
Spoken Language	<p>Give well-structured descriptions and narratives for different purposes.</p> <p>Use relevant strategies to build vocabulary.</p> <p>Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Participate in discussions.</p>	<p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Give well-structured explanations for different purposes.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p>
Reading (Through class guided reading)	<p>discussing words and phrases that capture the reader's interest and imagination</p> <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</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>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>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>using dictionaries to check the meaning of words that they have read</p>