

## Year 3 English Curriculum Overview

This plan outlines the English that will be taught in English lessons, covering the teaching of reading, writing and spoken language.



	Term 1		Term 2		Term 3		ONGOING LANGUAGE SKILLS
<b>Narrative</b>							
<b>Grammar to include</b>	Using powerful verbs and beginning to recognising the concept of a verb. Understanding that writing can be 3 <sup>rd</sup> or 1 <sup>st</sup> person. Using and punctuating direct speech. Using adverbs and adverbials. Creating complex sentences.		Introducing the idea of tense in verbs. Using pronouns for cohesion and to avoid repetition and ambiguity. Using dialogue punctuation.		Revising the use of adjectives in extended noun phrases. Using conjunctions, adverbs and prepositions to express time and cause. Using the present perfect form of verbs in contrast to the past tense. Using and understanding the grammatical terminology in Appendix 2. Using adverbs correctly. Using and punctuating direct speech. Using fronted adverbials, including using commas after fronted adverbials. Extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although.		<p>Formation of nouns using a range of prefixes such as <i>super-</i>, <i>anti-</i>, <i>auto-</i></p> <p>Use of the determiners <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel</p> <p>Expressing time and cause using <b>conjunctions</b> (e.g. when, so, before, after, while, because); adverbs (e.g. before, after, during, because of) or prepositions (e.g. before, after, during, in, because of)</p>
	<b>Classic Narratives / Well loved</b>	<b>Traditional Tales - Fables / alternative versions</b>	<b>Writing and performing a Play</b>	<b>Adventure stories</b>	<b>Contemporary Narratives</b>  <b>Shakespeare</b>		
<b>Suggested final written outcome</b>	<i>Writing in the style of an author</i>	<i>Write a new fable to convey a moral. Write a traditional tale from a key characters perspective.</i>	<i>Write and perform a play, based on a familiar story</i>	<i>Write an adventure story, focusing on plot.</i>	<i>Develop own narratives based on given themes and conventions</i>  <i>Shakespeare - Plays, language development</i>		<p>Using paragraphs as a way to group related material</p> <p>Headings and subheadings to aid presentation</p> <p>Use of the perfect form of verbs to mark relationships of time and cause</p>
<b>Non Fiction / Non Narrative</b>							
<b>Grammar to include</b>	Using commas after or before phrases and clauses. Using and punctuating direct speech. Introducing the idea of tense in verbs.		Extending the range of sentences with more than one clause (compound & complex sentences). Using commas after or before phrases and clauses. Using pronouns to avoid repetition or ambiguity and add clarity and cohesion		Expressing time, place and cause using conjunctions, prepositions and adverbs. Identifying and using past and present tense correctly. Extending the range of sentences with more than one clause. Using conjunctions, adverbs and prepositions to express time and cause. Using and punctuating direct speech. Learning the grammar requirements for Y3 and Y4 in English Appendix 2.		Inverted commas to punctuate direct speech
	<b>Recount</b>	<b>Report</b>	<b>Explanations</b>	<b>Instructions - giving directions</b>	<b>Persuasion</b>	<b>Letter Writing</b>  <b>Biography</b>	

<b>Suggested final written outcome</b>	<i>Write a news/sports report of an 'unfolding event' (e.g. commentary), or pf character actions within a story including detail expressed in ways that will engage the reader/viewer</i>	<i>Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information.</i>	<i>Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively</i>	<i>Write and evaluate a range of instructions, including directions e.g. a treasure hunt</i>	<i>Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader</i>  <i>-Persuasive letter written for 'real' purpose linked to issue arising from foundation subjects</i>	<i>Linking to persuasion and other forms of letter writing</i>  <i>A short biography linked to topic work</i>		
<b>Poetry</b>								
<b>Grammar to include</b>	Using prepositions to express time or place. Writing sentences with more than one clause using a wider range of connectives (not necessarily in poetry)		Using and recognising nouns, adjectives and adjectival phrases. Using conjunctions to express time and cause. Using the possessive apostrophe with singular and plural nouns.		<b>Related to poetry and performance poems</b>			
<b>Poetry</b>	<b>Vocabulary building</b>	<b>Structure - limericks</b>	<b>Vocabulary building</b>	<b>Structure - haiku, tanka and kennings</b>	<b>Vocabulary building</b>	<b>Take one poet - poetry appreciation</b>		
<b>Suggested final written outcome</b>	<i>Read, write and perform free verse</i>	<i>Recite familiar limericks by heart</i>	<i>Read, write and perform free verse</i>	<i>perform free verse Read and write haiku, tanka and kennings</i>	<i>Read, write and perform free verse</i>	<i>Research a particular poet. Personal responses to poetry Recite familiar poems by heart</i>		