

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Reading</p>	<p>Shared Reading:</p> <p>Stone Age Boy by Satoshi Kitamura <i>(Fiction)</i></p> <p>Stonehenge by Mick Manning <i>(Non-fiction)</i></p> <p><i>(Type of text Fiction Non-Fiction Poetry)</i></p>	<p>The Tin Forest by Helen Ward <i>(Fiction)</i></p> <p>Word Whirls - Shape Poems By John Foster <i>(Poetry)</i></p>	<p>Was Tutankhamen killed? e-book <i>(Non -Fiction)</i></p> <p>The Egyptian Cinderella by Shirley Climo <i>(Fiction)</i></p>	<p>Roman Diary. The Journal of Liona by Richard Platt <i>(Historical Fiction)</i></p>	<p>Ottoline and the yellow cat by Chris Riddell <i>(Fiction)</i></p>	<p>Planet Omar by Zanib Mian <i>(Fiction)</i></p> <p>On the move. Poems about migration By Michael Rosen <i>(Poetry)</i></p>
<p>Reading focus/ NC Coverage:</p>	<ul style="list-style-type: none"> Developing vocabulary Retrieval Predicting Comparing and contrasting texts 	<ul style="list-style-type: none"> Choice of vocabulary Summarising skills Evaluate Author's choice of language Recognise different forms of poetry Identifying how language, structure and presentation contribute to meaning 	<ul style="list-style-type: none"> Retrieval Summarising skills Discussing the use of language and structure in a text Ask questions Distinguish between fact and opinion Comparing and contrasting texts 	<ul style="list-style-type: none"> Meanings of words in context Vocabulary focus Evaluate Author's choice of language 	<ul style="list-style-type: none"> Prediction skills Inference skills Dictionaries to check meanings Summarising and retelling 	<ul style="list-style-type: none"> Discuss words/phrases used to capture imagination Inference Choice of vocabulary Themes Asking questions Recognise different forms of poetry
<p>Curriculum links:</p>	<p>History - Prehistoric Britain- Stone Age and Ice Age, Introduction to Bronze Age</p>		<p>History - Ancient Egypt</p>	<p>History - Invaders and Settlers- The Romans in Britain</p>		<p>Geography - Migration</p>
<p>English Writing genre:</p> <p><i>(Type of writing Fiction Non-Fiction Poetry)</i></p>	<ul style="list-style-type: none"> Character description <i>(Fiction)</i> Non-chronological report writing <i>(Non-Fiction)</i> Instruction writing based on 'How to Wash a Woolly Mammoth'. (PP) <i>(Non-Fiction/Fictional)</i> 	<ul style="list-style-type: none"> Setting description <i>(Fiction)</i> Shape poems based on The Tin Forest <i>(Poetry)</i> Narrative writing - fable (Based on Aesop's Fables) <i>(Fiction)</i> 	<ul style="list-style-type: none"> Letter writing <i>(Non-fiction)</i> Explanation report <i>(Non-Fiction)</i> Short Story <i>(Fiction)</i> (Either this half term or next) 	<ul style="list-style-type: none"> Dairy writing <i>(Non-Fiction/Fictional)</i> Leaflet/brochure <i>(Non-Fiction)</i> Short Story <i>(Fiction)</i> (If not completed last half term) 	<ul style="list-style-type: none"> Narrative writing - Mystery <i>(Fiction)</i> Newspaper report / Wanted poster <i>(Non-Fiction)</i> 	<ul style="list-style-type: none"> Persuasion - migration <i>(Non-Fiction)</i> Narrative writing <i>(Fiction)</i> Poetry



2024 - 2025

Year 3 English Overview

<p>Writing focus/ NC Coverage:</p>	<p>All writing composition where appropriate</p> <ul style="list-style-type: none"> • Features of a non-chronological report • Features of instructions <p>Vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary • Nouns/pronouns • Descriptive language • Adjectives (expanded noun phrases) • Power of 3 • Commas for lists • Similes • Conjunctions (time, place and cause) • Clause/ subordinate clause • Modal/imperative verbs 	<p>All writing composition where appropriate</p> <ul style="list-style-type: none"> • Features of fables • Writing and performing poetry <p>Vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none"> • Questions/question marks • Descriptive language (Recap previous knowledge) • Adverbs • Prepositions to describe and express time and cause • Paragraphs (to group material) 	<p>All writing composition where appropriate</p> <ul style="list-style-type: none"> • Features of a letter • Features of an explanation text • Facts/opinions <p>Vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none"> • Persuasive and emotive vocabulary • Fronted adverbials • Commas after fronted adverbials • Formal/informal use of language/vocabulary (contractions) 	<p>All writing composition where appropriate</p> <ul style="list-style-type: none"> • Features of a diary • Features of a leaflet/brochure <p>Vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none"> • First person • Past tense • Feelings/emotive vocabulary • Rhetorical questions • Fact/opinion • Bullet points • Commas for lists • Chronological order/sequencing • Time adverbials / conjunctions • Include 'who, what, why, when' to add details • Senses • Emotive language 	<p>All writing composition where appropriate</p> <ul style="list-style-type: none"> • Features of a mystery narrative • Features of a newspaper report <p>Vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none"> • Formal language/ vocabulary choices • Fronted adverbials • Paragraphs • Powerful adjectives for effect • Formal/technical language • Facts and opinions • Present tense • Direct and indirect speech • Speech marks/inverted commas • Techniques for cohesion 	<p>All writing composition where appropriate</p> <ul style="list-style-type: none"> • Features of persuasion • Writing and performing poetry <p>Vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none"> • Persuasive language • Emotive language • Rhetorical questions • Cause/effect • Third person • Alliteration • Brackets • Using and punctuating direct speech • Language for effect in a poem
---	---	--	--	--	---	--