









# Year 3 English Overview

						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Progression of Core Texts</b>	<p><b>Voyage and Return: Jack and the Dreamsack</b> (Fiction)</p> <p>Performance (Poetry)</p>	<p><b>Ask Dr Fisher</b> (Non-Fiction)</p> <p>Image (Poetry)</p>	<p><b>Ratpunzel</b> (Traditional Tale-Fiction)</p> <p><b>How to Trap a Stone Giant</b> (Non Fiction)</p>	<p><b>King of the Fishes: Wishing Tale</b> (Fiction)</p> <p><b>A River</b> (Poetry)</p>	<p><b>Paddington Goes to Town</b> (Fiction)</p> <p><b>Until I Met Dudley</b> (Non-Fiction)</p>	<p><b>The Beasties</b> (Fiction)</p> <p>Performance Poetry</p>
<b>Links to Wider Curriculum</b>	Ask Dr Fisher: Linked to Predator Topic.		How to Trap a Stone Giant: Linked to Tribal Tales and Tremors.		Poetry about Sweets.	
<b>Class Books</b>	Charlotte's Web		George's Marvellous Medicine		Charlie and the Chocolate Factory.	
<b>Independent purposeful writing outcomes</b>	<p>Create your own adventure story.</p> <p>I can perform a poem.</p>	<p>I can present my poem.</p> <p>Write an agony aunt letter.</p>	<p>Write an animal story based on a traditional story to share with Willow Class.</p> <p>Adapted their instructions to catch different animals.</p>	<p>I can present my Wishing Tale.</p> <p>I can present my poem.</p>	<p>To write an imaginary (and real) explanation.</p> <p>To write an imaginary (and real) explanation.</p>	<p>To write a 'Beastie' story to go into a class book in no more than 10 sentences</p> <p>I can perform a poem.</p>
<b>Grammar and punctuation</b>	Adverbials, Noun Phrases.	Imperative Verbs, Adverbs.	<p>Direct speech, range of conjunctions, adverbial phrases.</p> <p>Main and subordinate clauses, subordinating conjunctions.</p>	<p>Paragraph Writing. Adjective.</p> <p>Noun Phrases with pre-modification and post-modification using prepositional phrases.</p>	<p>Adverbs, Dialogue, Clauses.</p> <p>Complex sentences, Writing in second person, present tense, using a wide range of vocabulary.</p>	<p>Fronted adverbials, adverbials, punctuation within sentences (particular focus on possessive apostrophes), main and subordinate clauses and complex sentences.</p>

<b>Key terminology</b>	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks').											
<b>On-going Grammar and punctuation</b>	<ul style="list-style-type: none"> <li>• Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> <li>• Spell many common exception words</li> <li>• Vary sentence starters</li> <li>• Use a range of conjunctions</li> <li>• Write a variety of clause sentences (simple, compound and complex).</li> </ul>											
<b>Spelling</b>	Spelling Shed											
<b>Handwriting (Teach Handwriting Ltd)</b>	Bottom exit letter joins	Top exit letters to the letter 'e'	Top exit letters joining to the group T1.	Top exit letters joining to the group T2.	Bottom exit joins	Top exit joining to group T1	Top exit joining to group T2	Bottom Exit letter joins; dictation.	Top exit letters joining to group T1/T2 speed and fluency.	Top exit letters joining to group T1; speed and fluency.	Speed and Fluency	Speed and Fluency