

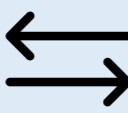




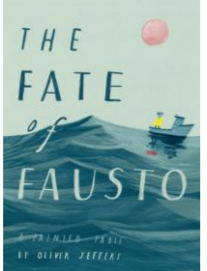

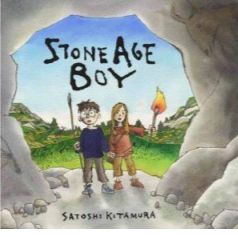
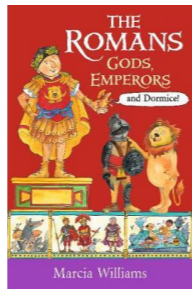
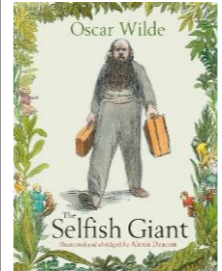

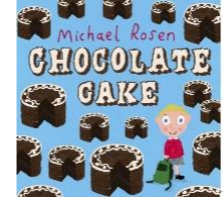

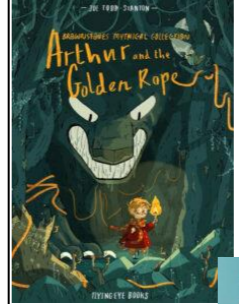

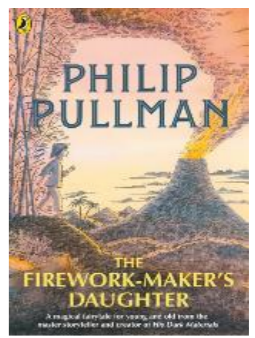

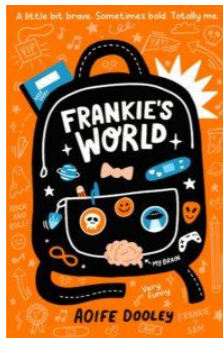
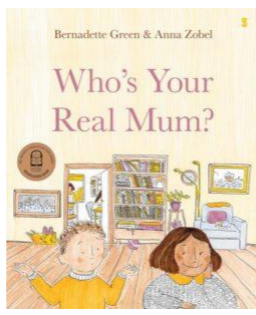
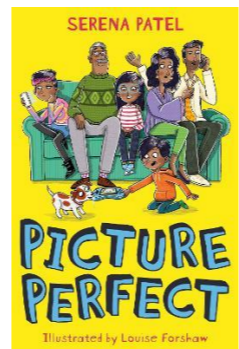

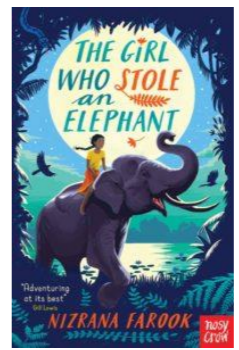
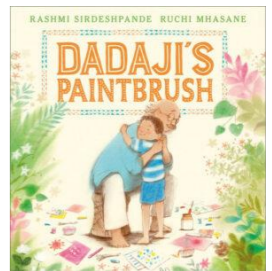




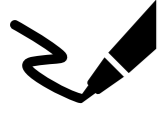


## Year 3 English Overview

Year 3 Whole School Theme	Autumn 1 Significance (REACH Values)	Autumn 2 Change and Continuity (History)	Spring 1 Sustainable Development (Eco)	Spring 2 Expressive Arts (Poetry)	Summer 1 Location and Place (Geography)	Summer 2 Awe and Wonder
						
<p>English lesson Text/visual stimulus</p>	<p>The Fate of Fausto by Oliver Jeffers</p>  <p>Georg's Marvelous Medicine by Roald Dahl</p> 	<p>Stone Age Boy by Satoshi Kitamura</p>  <p>The Romans: Gods, Emperors and Dormice by Marica Williams (non-fiction)</p> 	<p>Selfish Giant – by Oscar Wilde</p>  <p>The True Story of the 3 Little Pigs by Jon Scieszka</p> 	<p><b>Take One Book Week</b></p> <p>Chocolate Cake by Michael Rosen</p>  <p>The Owl and the Pussy-cat by Edward Lear</p> 	<p>Arthur and the Golden Rope by Joe Todd-Stanton (graphic novel)</p>  <p>The Secret of Black Rock by Joe Todd-Stanton</p> 	<p>The Firework-maker's Daughter by Phillip Pullman</p> 
<p>Story Time Spine</p> <p>Protective Characteristics</p> 	 <p>Disability</p>	 <p>Marriage and civil partnership &amp; Sexual Orientation</p>	 <p>Age</p>	 <p>Sexual Orientation / Gender reassignment</p>	 <p>Race / Religion or Belief</p>	 <p>Age / Race</p>
<p>Writing Outcomes</p> <p><b>LKS2: Writing to entertain, inform or persuade.</b></p> 	<p><b>Writing to entertain</b> – write a fable inspired by 'The Fate of Fausto'</p> <p><b>Writing to inform</b> – write a recipe (instructions) for their own marvellous medicine</p>	<p><b>Writing to entertain</b> – write narrative based on Stone Age Boy</p> <p><b>Writing to inform</b> – write a non-chronological report about Roman emperors</p>	<p><b>Writing to inform</b> – write a letter admonishing/advising the selfish giant</p> <p><b>Writing to inform</b> – write a diary entry from the Wolf's point of view</p>	<p><b>Writing to entertain</b> – perform and write poem(s) inspired by Chocolate Cake / The Owl and the Pussy-cat</p>	<p><b>Writing to entertain</b> – write a character description of 'the unlikely hero' – inspired by Arthur and the Golden Rope</p> <p><b>Writing to entertain</b> – write a setting description based on 'The Secret of Black Rock'</p>	<p><b>Writing to inform</b> – write a set of instructions to make a firework</p> <p><b>Writing to entertain</b> – write a quest adventure based on 'The Firework-Maker's Daughter'</p>

<b>Reading focus</b>  	✓	2a give / explain the <b>meaning of words in context</b>	2a give / explain the <b>meaning of words in context</b>	2a give / explain the <b>meaning of words in context</b>	2a give / explain the <b>meaning of words in context</b>	2a give / explain the <b>meaning of words in context</b>	2a give / explain the <b>meaning of words in context</b>	2a give / explain the <b>meaning of words in context</b>		
		2b <b>retrieve</b> and record information / identify key details from fiction and non-fiction	2b <b>retrieve</b> and record information / identify key details from fiction and non-fiction	2b <b>retrieve</b> and record information / identify key details from fiction and non-fiction	2b <b>retrieve</b> and record information / identify key details from fiction and non-fiction	2b <b>retrieve</b> and record information / identify key details from fiction and non-fiction	2b <b>retrieve</b> and record information / identify key details from fiction and non-fiction	2b <b>retrieve</b> and record information / identify key details from fiction and non-fiction		
		2c <b>summarise</b> main ideas from more than one paragraph	2c <b>summarise</b> main ideas from more than one paragraph	2c <b>summarise</b> main ideas from more than one paragraph	2c <b>summarise</b> main ideas from more than one paragraph	2c <b>summarise</b> main ideas from more than one paragraph	2c <b>summarise</b> main ideas from more than one paragraph	2c <b>summarise</b> main ideas from more than one paragraph		
		2d make <b>inferences</b> from the text / explain and justify inferences with evidence from the text	2d make <b>inferences</b> from the text / explain and justify inferences with evidence from the text	2d make <b>inferences</b> from the text / explain and justify inferences with evidence from the text	2d make <b>inferences</b> from the text / explain and justify inferences with evidence from the text	2d make <b>inferences</b> from the text / explain and justify inferences with evidence from the text	2d make <b>inferences</b> from the text / explain and justify inferences with evidence from the text	2d make <b>inferences</b> from the text / explain and justify inferences with evidence from the text		
		2e <b>predict</b> what might happen from details stated and implied	2e <b>predict</b> what might happen from details stated and implied	2e <b>predict</b> what might happen from details stated and implied	2e <b>predict</b> what might happen from details stated and implied	2e <b>predict</b> what might happen from details stated and implied	2e <b>predict</b> what might happen from details stated and implied	2e <b>predict</b> what might happen from details stated and implied		
		2f identify / explain how information / narrative content is related and contributes to <b>meaning as a whole</b>	2f identify / explain how information / narrative content is related and contributes to <b>meaning as a whole</b>	2f identify / explain how information / narrative content is related and contributes to <b>meaning as a whole</b>	2f identify / explain how information / narrative content is related and contributes to <b>meaning as a whole</b>	2f identify / explain how information / narrative content is related and contributes to <b>meaning as a whole</b>	2f identify / explain how information / narrative content is related and contributes to <b>meaning as a whole</b>	2f identify / explain how information / narrative content is related and contributes to <b>meaning as a whole</b>		
		2g identify / explain how <b>meaning is enhanced</b> through choice of words and phrases	2g identify / explain how <b>meaning is enhanced</b> through choice of words and phrases	2g identify / explain how <b>meaning is enhanced</b> through choice of words and phrases	2g identify / explain how <b>meaning is enhanced</b> through choice of words and phrases	2g identify / explain how <b>meaning is enhanced</b> through choice of words and phrases	2g identify / explain how <b>meaning is enhanced</b> through choice of words and phrases	2g identify / explain how <b>meaning is enhanced</b> through choice of words and phrases		
		2h make <b>comparisons</b> within the text	2h make <b>comparisons</b> within the text	2h make <b>comparisons</b> within the text	2h make <b>comparisons</b> within the text	2h make <b>comparisons</b> within the text	2h make <b>comparisons</b> within the text	2h make <b>comparisons</b> within the text		
<b>Opportunities for oracy</b>  	TBC	TBC	TBC	TBC	TBC	TBC	TBC			
<b>Grammar and Punctuation</b>  	<b>Text Structure</b> Introduction to <b>paragraphs</b> as a way to group writing.  Headings and sub-headings to aid presentation.		<b>Sentence construction</b> Expressing time, place and cause using <b>conjunctions</b> (when, while), <b>adverbs</b> (then, next) or <b>prepositions</b> (during, before).  <b>Subordinating conjunctions</b> (I SAW A WABUB) and <b>co-ordinating conjunctions</b> (FANBOYS).  Present perfect (I have eaten / Sally has eaten)		<b>Word Structure/Language</b> Formation on nouns using a range of prefixes (super-, auto-).  Use of 'a' or 'an' according to whether the next word begins with a consonant or vowel.  Word families based on common words, showing how they are related in form and meaning (solve, soluble, dissolve, solution, solvent).		<b>Punctuation</b> Introduction of <b>inverted commas</b> to punctuate direct speech.		<b>Terminology</b> preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, vowel letter, inverted commas.	
<b>Spelling</b>  	Spelling Shed Stage 3 – lists 1 to 6	Spelling Shed Stage 3 – lists 7 to 12	Spelling Shed Stage 3 – lists 13 to 19	Spelling Shed Stage 3 – lists 20 to 26	Spelling Shed Stage 3 – 27 to 32	Spelling Shed Stage 3 – lists 33 to 36				