

English Year 3

Term	Unit/ Main Texts	Writing				Reading	
		Writing Outcomes Focus	Published piece/ Cross Curricular links/ Longer writing in other subjects	Handwriting	Spelling (From Read Write Inc)	Grammar and Punctuation	Comprehension/ Guided Reading
<b>Spring 1</b>  <b>Heroes and villains</b>	<b>Narrative</b>  <b>Adventure and Mystery</b> Ottoline and the Yellow Cat	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  In narratives, creating settings, characters and plot  Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  Using conjunctions, adverbs and prepositions to express time and cause  Using fronted adverbials Using commas after fronted adverbials  Discussing and recording ideas Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) Organising paragraphs around a theme	Publish: Mystery story	Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.	Read Write Inc Units 6-10	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Choosing nouns or pronouns as appropriately for clarity and cohesion and to avoid repetition Using conjunctions, adverbs and prepositions to express time and cause. Using and punctuating direct speech THROUGH NARRATIVE Using commas after fronted	Listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identifying themes and conventions in a wide range of books Speaking: Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

		<p>In narratives, creating settings, characters and plot          Proof reading for punctuation and errors          Assess the effectiveness of their own writing to a whole class or a group, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>				<p>adverbials          Use and understand the grammatical terminology in English          Appendix 2 accurately and appropriately when discussing their writing and reading.           Use of ellipsis</p>	
<p><b>Spring 1</b></p>	<p><b>Poetry          Descriptive</b></p>	<p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action          Recognising some different forms of poetry</p>	<p>Publish:          Descriptive Poem          (Science: Animals)</p>	<p>Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p>	<p>Read Write In Units 6-10</p>	<p>Using conjunctions, adverbs and prepositions to express time and cause          Using fronted adverbials          Using commas after fronted adverbials          Use and understand the grammatical terminology in English          Appendix 2 accurately and appropriately when discussing their writing</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet          Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word          Listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks          Reading books that are structured in different ways and reading for a range of purposes          Using dictionaries to check the meaning of words that they have read          Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action          Discussing words and phrases that capture the reader's interest</p>

							and imagination Recognising some different forms of poetry (e.g. free verse, narrative poetry)
<b>Spring 2</b>	<b>Narrative Letters/ Persuasion</b>	Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar. Organising paragraphs around a theme	Publish: Toy letter (Geography/ Global goals)	Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.	Read Write In Units 10-14	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	Reading books that are structured in different ways and reading for a range of purposes. Identifying themes and conventions in a wide range of books Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
	<b>Instructions</b> 'Beware of Boys'	Indicate grammatical and other features by: using commas after fronted adverbials focus on adverbs of time, imperative verbs, colons and adverbs to expand the imperative verbs.	Publish: Instruction writing (DT)	Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.		Indicate grammatical and other features by: using commas after fronted adverbials focus on adverbs of time, imperative verbs, colons and adverbs to expand the imperative verbs	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes. Identifying how language, structure, and presentation contribute to meaning. Retrieve and record information from non-fiction texts.