Year 3 Lynnfield English Overview

2018-2019

Year 3	Autumn	Spring	Summer
Topic	**The Romans** **'How can you be as fit as a Roman soldier?'** **(Healthy eaters/movers) - History**	**Rocks and Soils** **How can you make the best milkshake for a troll? (Healthy eaters) - Science**	**The Weather** **Can the weather make us feel better?** **(Healthy thinkers) - Geography**
Suggested Class texts	✓ The Wolf's Tale- Toby Forward	✓ The Butterfly Lion – Michael Morpurgo	✓ Storm – Kevin Crossley (WS)
Picture books	✓ The Egg – MP Robertson ✓ Dear Greenpeace – Simon James ✓ Refuge – Anne Booth	✓ Stone Girl Bone Girl- Laurence Anholt ✓ The Pebble in my Pocket – Meredith Hooper	✓ Cloudy with a chance of meatballs – Judi Barrett ✓ Angry Arthur – Hiawyn Oram
Poetry	✓ Performance Poetry – Various (WS)	✓ Playing with words – Christina Rossetti and Roger McGough (WS)	✓ Shape poems – Various (WS)
Writing Purpose: **To be covered throughout the year**	✓ **Each half-term must include one piece of writing to entertain and at least one from one of the other purposes** ✓ **Each full-term must include a narrative story** ✓ **Each full term must contain at least two pieces from either writing to inform, persuade, or discuss**		
	✓ **Writing to Entertain:** Narrative; Description ;Poetry ✓ **Writing to inform:** Explanation, Recount, Biography; Newspaper ✓ **Writing to persuade:** Advert; Letter ; Poster		
Extended Writing Expectations	✓ **It is expected that there will be 2 – 3 pieces of extended writing each Half-Term.** ✓ **At least one of which should be topic related.**		
Length of Extended writing expectations depending upon text type	✓ Between 3/4 A4 pages	✓ 1 A4 Side	✓ 1 A4 side
Writing composition • *End of year expectations to be broken down into small steps*	✓ develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others, writing about real events and writing for different purposes. ✓ consider what they are going to write before beginning by planning or discussion, writing down ideas and/or key words, including new vocabulary and Encapsulating what they want to say, sentence by sentence. ✓ Proof-reads own writing to check for errors in spelling, grammar or punctuation. ✓ write sentences through composing individual sentences orally and then writing them down		
Handwriting • *End of year expectations to be broken*	✓ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. ✓ revise and practise correct letter formation frequently. ✓ form individual letters securely with the correct orientation inclusive of entry and exit strokes establishing good handwriting habits from the beginning.		

down into small steps	✓ use spacing between words that reflects the size of the letters. ✓ use a joined style.		
Grammar and Punctuation	✓ Extend the range of sentences with more than one clause by using a wider range of conjunctions ✓ Use adjectives to expand noun phrases to describe and specify ✓ <mark>Use of familiar punctuation: capital letters; full stops; exclamation marks; question marks; commas for lists</mark>	✓ Use present perfect form of verbs instead of simple past ✓ Use fronted adverbials ✓ Express time, place & cause using prepositions/prepositional phrases/adverbs ✓ Use of commas after fronted adverbials	✓ Can identify the words: noun; verb; adjective; phrase; adverb; preposition ✓ Become more accurate in use of inverted commas to punctuate speech. ✓ Use of apostrophes for contractions ✓ The possessive apostrophe
Spelling linked to school scheme	✓ Write from memory simple sentences, as dictated by the teacher, that include words taught so far		
	✓ <mark>Phonics: Alternative spellings</mark> ✓ Word Work: Revision and extension of plurals ✓ Exception: Sets 1-4	✓ <mark>Word Work: Verb suffixes -s, -es, -ed, -ing, -er. Irregular verbs Changing word class or meaning with suffixes</mark> ✓ Exception: Sets 5-8	✓ <mark>Word Work: Changing word class or meaning with suffixes, prefixes, word families, homophones and near homophones</mark> ✓ Exception: Sets 9-12
Reading: Decoding **Intonation and expression** • ***End of year expectations to be broken down into small steps***	✓ By the end of the year , able and more able pupils should be reading white/lime books ✓ For those who are struggling to decode - apply phonic knowledge and skills as the route to decode words. ✓ Respond with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes. ✓ Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. ✓ <mark>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</mark> ✓ Confident to attempt reading aloud in different contexts ✓ Can use appropriate voices for characters and adopts a story-telling voice when needed.		
Comprehension And Understanding	✓ <mark>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, actively engaging in discussion.</mark> ✓ Increase familiarity with a wider range of books, including fairy stories, traditional tales, myths and legends, and retelling some of these orally.		
	✓ Recognise some different forms of poetry (e.g. free verse, narrative poetry) ✓ Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	✓ Recognise some different forms of poetry (e.g. free verse, narrative poetry) ✓ Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	✓ Recognise some different forms of poetry (e.g. free verse, narrative poetry) ✓ Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Deduction and inferring • *End of year expectations to be broken down into small steps*	✓ Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. ✓ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. ✓ <mark>Understand what they read, in books they can read independently.</mark>		
	✓ <mark>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</mark>	✓ Ask questions to improve their understanding of a text.	✓ Identify how language, structure and presentation contribute to meaning.
Grammatical Features	✓ Identify and discuss how adjectives and verbs bring reading to life. ✓ Identify powerful verbs within reading.	✓ Recognise adverbs and how they are used in their reading. ✓ Recognise pronouns and how they are used.	✓ Recognise plurals and collective nouns, as well as pronouns (and their purpose). ✓ Relate tense to text type and structure.
Research	✓ <mark>Use dictionaries to check the meaning of words that they have read.</mark> ✓ <mark>Retrieve and record information from non-fiction.</mark> ✓ Read books that are structured in different ways. ✓ Read for a range of purposes.		
Speaking and Listening	✓ Speak audibly and fluently with an increasing command of Standard English; ✓ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	✓ Begin to select and use appropriate registers for effective communication.	✓ Begin to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.