



English Overview – Autumn – Year 3

Composition

NC Areas	Autumn 1		Autumn 2	
Class Reader	The Wild Way Home		A Boy Called Christmas	
Genre and Writing Focus	<p><b>Model Text: Little Red Riding Hood</b> Warning Tale <b>Focus: Description</b></p>	<p><b>Short Burst Writing</b> Toolkits into Paragraphs <b>Focus: Action</b></p>	<p><b>Model Text: How to Survive in Big Bad Wolf Woods</b> Recounts-Instructions <b>Curriculum linked invention – How to Survive in the Antarctic</b></p>	<p><b>Model Text: If I Had Wings</b> Poetry</p>
Toolkits	<p><b>Description Toolkit</b></p> <p><b>Consolidate Y1/2 toolkit features +</b> ‘Show’ not ‘tell’ – describe a character’s emotions using senses or a setting to create an atmosphere e.g. A shadow darted forward. Her skin crawled. Select powerful, precise and well-chosen nouns, adjectives, verbs, adverbs that really match e.g. rusted, overgrown, smeared, smothered Use personification e.g. The bushes seemed to be holding their breath. Use metaphors and similes to create atmosphere e.g. even the tables froze Use alliteration to add to the effect e.g. the damp, dark, dangerous woods</p>	<p><b>Action Toolkit</b></p> <p><b>Consolidate Y1/2 toolkit features +</b> ‘Show’ not ‘tell’ – reveal or hint at a character’s feelings through their actions e.g. trudged, tiptoed, glanced, sighed Use personification Use a variety of progressive -ing’ openers to drop the reader straight into the action e.g. Leaping out from behind the door.. Extend the action using an -ing clause e.g. The trees lined the streets like an army standing to attention.</p>	<p><b>Structure</b></p> <p><b>To be adapted for year group</b> Main heading Subheadings to introduce each section Opening that explains wht instructions are for and why they might be necessary List of what is needed in order of use List of steps to be taken in chronological order Use of diagrams/illustrations to aid understanding Ending-that adds in any extra points, reminders, warnings or encouragement to the reader</p>	<p>Alliteration Similes Use of repetition Personification Fresh new combinations Carefully chosen adjectives, verbs and adverbs</p>

	Use expanded noun phrases to add intriguing detail e.g. the shaggy dog at the end of the lane begged on all fours	Vary sentence length to affect the reader , e.g. short punchy sentences to build tension and pace e.g. The door slammed shut Use a wider range of dramatic fronted adverbials to advance the action, e.g. In an instant..., Without warning... Show action by describing what happens e.g. He jumped on the dragon and grabbed its tongue Sentences of 3 to create action sequences e.g. He threw open the door, sprinted down the path and jumped the wall.	<b>Language</b> <b>To be adapted for year group</b>  Written in second person Written in present tense Temporal signposts to organise steps e.g. First, Next, After that, The, So, Finally Generalisers-Usually, typically, most, some etc Signposts/connectives for emphasis e.g. most of all, least of all, Most importantly Signposts/connectives for addition e.g. Furthermore, In addition, Also, Another reason for Steps to be taken: Organised by numbers, letters or bullet points Formal in tone Use of verbs in the imperative (bossy words) e.g. turn, lift, take Subject specific and technical vocabulary Commas used when writing list of equipment Colon used to introduce the list	
<b>Planning and Text structure</b>	Introduce Box-up grid for planning 5-part story Plan opening around description of character, setting, time of day, weather Paragraphs to organise each section of the story (Opening, Build-up, Problem, Resolution, Ending)	Box-up using model text Experiment with opening lines-weather, place, time, speech, action, questions Begin to paragraph within section to show a change in time, place or action	Use of text map to imitate text Use of box-up grid to innovate Paragraphs to organise ideas around a theme Introduction-develop hook to interest the reader e.g. Do you want to know...? Plan introduction to orientate the reader – who?, what? where? why?, when?, how? Use subheadings Topic sentences to introduce paragraphs Bullet points, diagrams, lists Ending-that adds in any extra points, reminders, warnings or encouragement to the reader	Generate ideas collectively Experiment with combinations Plan using box-up style template Follow structure of model poem
<b>Sentence construction</b>	<b>Consolidate Y1/2 +</b> Vary long and short sentences: Long sentences for description Short sentences for emphasis Adverb starters to add detail e.g. Carefully, she put the items in the basket. Adverbials phrases to start sentences (when, where, how) e.g. A few minutes later..., In the distance..., With a sly look...	<b>Consolidate Y1/2 +</b> Vary long and short sentences: Long sentences for description Short sentences for emphasis Adverb starters to add detail e.g. Carefully, she put the items in the basket. Adverbials phrases to start sentences (when, where, how) e.g. A few minutes	<b>Consolidate Y1/2 +</b> Short sentences for clarity Imperative verbs Adverb starters to add detail e.g. Carefully, check behind each tree. Signposts/connectives for time, generalisation, addition, emphasis and examples ( <b>Please see</b>	<b>Stand-alone grammar sessions during this unit to consolidate the following:</b> Compound sentences using range of coordinating conjunctions

	<p>Prepositional phrases as sentence starters e.g. Behind the tree..., To the left of the path... Secure use of compound sentences using coordinating conjunctions (for, and, nor, but, or, yet, so – FANBOYS) Develop use of complex sentences using a wider range of subordinating conjunctions (as, when, while, before, after, because, until) -ing clauses as starters e.g. Shaking, she dropped the basket Drop-in relative clause using who/which (relative pronouns) e.g. The cottage, which was at the far end of the woods, was small and cosy. Grandma, who had taken ill, lived in a little cottage at the edge of the woods. Sentence of 3 for description Add detail to speech e.g. "Can you take these to grandma?" Little Red Riding Hood's mother asked, <b>picking up the round basket from the table.</b> Use present perfect verb form (subject+has/have+past participle of verb) in contrast to the past tense e.g. <b>She has lived</b> there for many years. Consolidate apostrophe for singular possession</p>	<p>later..., In the distance..., With a sly look... Prepositional phrases as sentence starters e.g. Behind the tree..., To the left of the path... Secure use of compound sentences using coordinating conjunctions (for, and, nor, but, or, yet, so – FANBOYS) Develop use of complex sentences using a wider range of subordinating conjunctions (as, when, while, before, after, because, until) -ing clauses as starters e.g. Shaking, she dropped the basket Sentence of 3 for action Add action to direct speech e.g. "Give it to me," Jack shouted, <b>grabbing the book.</b> Use present perfect verb form (subject+has/have+past participle of verb) in contrast to the past tense e.g. <b>She has lived</b> there for many years. Teach apostrophe for plural possession including irregular plurals e.g. children's</p>	<p><b>Connectives/Sentence Signposts document)</b> Adverbial phrases to start sentences (when, where, how) e.g. After that..., On the path..., As quickly as possible... Prepositional phrases as sentence starters e.g. Behind the tree..., Near the cottage..., At the end of the path... Secure use of compound sentences using coordinating conjunctions (for, and, nor, but, or, yet, so – FANBOYS) Develop use of complex sentences using a wider range of subordinating conjunctions (as, when, while, before, after, because, until) Sentence of 3 for detail e.g. Go the end of the path, climb over the stile and walk through the field. Use present perfect verb form (subject+has/have+past participle of verb) in contrast to the past tense e.g. They have hunted in these woods for hundreds of years. Secure use of apostrophe for plural possession including irregular plurals e.g. children's</p>	<p>Complex sentences using a range of subordinating conjunctions Sentence openers (adverbs/adverbials) dialogue + reporting clause + action  Within poetry teaching: Expanded noun phrases Word families e.g fly, flight flew, flying/erupt, interrupt, eruption Similes</p>
<b>Language</b>	<p><b>Consolidate Y1/2+</b> Prepositions Powerful verbs Precise and ambitious use of vocabulary (Magpied from reading) Precise nouns including proper nouns (names of people and places) More specific vocabulary to add detail e.g. Drops of rain pounded on the corrugated, tin roof. Use of determiners a or an according to whether next word begins with a vowel e.g. a rock, an open box</p>	<p><b>Consolidate Y1/2+</b> Prepositions to place action Powerful verbs Well-chosen adverbs Precise and ambitious use of vocabulary (Magpied from reading) Precise nouns including proper nouns (names of people and places) Use of determiners a or an according to whether next word begins with a vowel e.g. a rock, an open box Vary speech verbs e.g. screamed, bellowed, whispered</p>	<p><b>Consolidate Y1/2+</b> Prepositions to describe Well-chosen adverbs and verbs for clarity Precise and technical language Precise nouns including proper nouns (names of people and places) Use of determiners a or an according to whether next word begins with a vowel e.g. a rock, an open box</p>	<p><b>Consolidate Y1/2+</b> Prepositions to place action Powerful verbs Well-chosen adverbs Precise and ambitious use of vocabulary (Magpied from reading) Precise nouns including proper nouns (names of people and places) Use of determiners a or an according to whether next word begins with a vowel e.g. a rock, an open box</p>
<b>Punctuation</b>	<p><b>Consolidate Y1/2+</b> Secure use of capital letters and full stops to demarcate sentences Secure use of capital letters for proper nouns</p>	<p><b>Consolidate Y1/2+</b> Secure use of capital letters and full stops to demarcate sentences</p>	<p><b>Consolidate Y1/2+</b> Secure use of capital letters, full stops, question and exclamation marks (note for</p>	<p><b>Consolidate Y1/2+</b> Secure use of capital letters, full stops, question and exclamation</p>

	Secure use of question and exclamation marks Secure use of commas in a list, including in a sentence of 3 Secure use of inverted commas for direct speech Secure use of commas between 2 adjectives e.g. the cunning, sly wolf use of commas after adverb and adverbial openers Apostrophe for singular possession	Secure use of capital letters for proper nouns Secure use of question and exclamation marks Secure use of commas in a list, including in a sentence of 3 Secure use of inverted commas for direct speech Secure use of commas between 2 adjectives e.g. the cunning, sly wolf use of commas after adverb and adverbial openers Apostrophe for singular and plural possession	the purposes of the national curriculum exclamations are What! and How!) Secure use of capital letters for proper nouns Secure commas in a list and between 2 adjectives Secure commas after adverb/adverbial openers Apostrophe for singular and plural possession (including irregular plurals) Bullet points Colon to introduce a list	marks (note for the purposes of the national curriculum exclamations are What! and How!) Secure use of capital letters for proper nouns Secure commas in a list and between 2 adjectives Secure commas after adverb/adverbial openers Apostrophe for singular and plural possession (including irregular plurals)
<b>Terminology to consolidate</b>	<b>consonant, vowel, sentence, command, exclamation, statement, question, full stop, capital letter, exclamation mark, speech bubble, 'speech marks' bullet points, apostrophe for contraction, comma, singular, plural, suffix, adjective, noun, noun phrase, verb, adverb, 'bossy verbs', tense (past, present, future) connective, alliteration, simile (as/like), coordinating conjunction subordinating conjunction</b>			
<b>Terminology to introduce</b>	<b>word family, clause, subordinate clause, preposition, direct speech, inverted commas, prefix, determiner, synonyms, relative clause, relative pronoun, imperative verbs, colon for instructions</b>			
<b>Spoken Language</b>	Storytelling using class story map and own plan Discussion, role play and drama within Reading as a Reader (role play, improvisations, listening, responding, asking questions) Presentation of chosen sections of writing to class or other audience	Generating ideas through discussion (listening, responding, asking questions) Collaborative writing (maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments) Presentation of writing to class or other audience	Whole class discussions to generate and organise content Short burst oral instructions e.g. How to make a teacher happy/ How to look after a unicorn (use given sentence stems to support oral rehearsal) Role play/hot-seating during Reading as a Reader (interview on expert on how to do something)  Presentation of writing to class or other audience	Generating ideas through discussion (listening, responding, asking questions) Collaborative writing (maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments) Performance of poetry

## Transcription

NC Areas	Autumn 1	Autumn 2
<b>Handwriting</b>	<p><b>3 x 15 minute handwriting session session per week</b></p> <p>All children should write in pencil for Autumn term, those joining in neat, fluent continuous cursive can use a pen from Spring term and all children must use a pen from Summer term. Consolidate all pre-cursive letter formation</p> <p><b>Teach all 4 joins:</b>                      Diagonal joins to letters without ascenders e.g. ai, ar, us                      Horizontal joins to letters without ascenders e.g. ou, vi, wi                      Diagonal joins to letters with ascenders e.g. at, il, eb, ud                      Horizontal joins to letters with ascenders e.g. ol, wh, ot</p>	<p><b>3 x 15 minute handwriting session session per week</b></p> <p>Most children should be using a fluent continuous cursive style with the aim of all children joining fluently with correct sizing by the end of Autumn term</p> <p><b>Consolidate all 4 joins:</b>                      Diagonal joins to letters without ascenders e.g. ai, ar, us                      Horizontal joins to letters without ascenders e.g. ou, vi, wi                      Diagonal joins to letters with ascenders e.g. at, il, eb, ud                      Horizontal joins to letters with ascenders e.g. ol, wh, ot</p>
<b>Spelling</b>	<p>Spelling strategies-Use of GPC chart, Working Walls, Dictionary skills, Spelling logs, Proof Reading, Have a Go sheet Dictations</p> <p><b>Revision of Year 2 spelling patters and rules</b></p> <ol style="list-style-type: none"> <li>Revision of Y2 spelling list (after, again, any, bath, beautiful, because, behind, both, break, busy, child, children, Christmas, class, climb, clothes)</li> <li>Revise Y2 homophones (example homophones: see/sea, be/bee blue/blew, bear/bare, flour/flower, hear/here, whole/ hole, one/won, sun/son, no/know, night/knight, to/too/two)</li> <li>The sound /dʒ/ spelt '-ge' and '-dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'.</li> <li>The /s/ sound spelt 'c' before 'e', 'i' and 'y'</li> <li>The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words</li> <li>Homophones and near homophones quite/quiet, night/knight, new/knew, not/knot, they're/there/their</li> </ol> <p><b>7. <u>Appendix 1 words</u></b>                      Actually, answer, arrive, bicycle, breathe, business, caught, century, circle</p>	<p>Spelling strategies-Use of GPC chart, Working Walls, Dictionary skills, Spelling logs, Proof Reading, Have a Go sheet Dictations</p> <p><b>Revision of Year 2 spelling patterns and rules</b></p> <ol style="list-style-type: none"> <li>Revision of Y2 spelling list (cold, could, door, even, every, everybody, eye, fast, father, find, floor, gold, grass, great, half, hold)</li> <li>The possessive apostrophe (singular nouns)</li> <li>Apostrophe for contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)</li> <li>The /aɪ/ sound spelt 'y' at the end of words (sky, fry, try)</li> <li>The /i:/ sound spelt '-ey' (key, honey)</li> <li>The /r/ sound spelt '-wr' at the beginning of words</li> </ol> <p><b>7. <u>Appendix 1 words</u></b>                      Consider, decide, different, disappear, earth, enough, experience, extreme, favourite)</p>
<b>Spelling ongoing</b>	<p>Learning Spellings                      Children:                      Learn words taught in new knowledge this term.                      Group other words for cross curricular teaching.                      Learn words from personal list.                      Use the first two or three letters of a word to check its spelling in a dictionary                      Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	