



English Overview – Spring – Year 3

Composition

NC Areas	Spring 1		Spring 2		
Class Reader	The Miraculous Journey of Edward Tulane		The Firework-Maker's Daughter		
Genre and Writing Focus	Model Text: Krak the cobbler and Smok the dragon Conquering the monster tale Focus : Character description and dialogue	Short Burst Writing Poetry into prose Focus: Description	Model Text: Superheroes Nonchronological report + explanation Curriculum linked invention-All about Volcanoes		Invention of fiction drawing on narrative structures and toolkits taught so far
Toolkits	Character and Dialogue Toolkit Consolidate Y1/2 toolkit features + Character: Show not tell – describe a character's emotions using senses e.g. the effect on the character's body – <i>A shiver shot up her spine.</i> Give your character a hobby, interest, or special talent. Know your character's desire, wish, or fear. Use a character's actions or dialogue to move the action forward. Dialogue:	Description Toolkit Consolidate Y1/2 toolkit features + '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.	Structure-Report Opening that introduces the reader to the subject. Related information grouped into paragraphs or 'chunks'. Use of headings, sub-headings, information boxes, lists, diagrams, images, bullet points Paragraphs beginning with a topic sentence. Ending-final paragraph which makes a final 'amazing' point or relates the subject to the reader.	Structure-Explanation Main heading, usually in the form of a How/Why question Series of logically sequenced steps (often chronological) Paragraphs beginning with a topic sentence. Use of diagrams/images to aid understanding.	Toolkits taught so far. Please revise these toolkits from previous units before writing Character Dialogue Description Setting Action

	<p>Use only a few exchanges that are meaningful – avoid long exchanges that do not move the plot forward or reveal anything important about the character. Add on what a character is doing as they are speaking (stage direction) e.g. “No,” he hissed, shaking his head. Use a speech sandwich e.g. “Hello,” said John, waving to his friend. “Run for it!” squealed Tim.</p> <p>Use dialogue to suggest how a character feels, thinks or what they are like and to move the action forward. Use quirky expressions to define the character e.g. “Crazy cats,” she muttered, shaking her head in disbelief.</p>	<p>Use metaphors and similes to create atmosphere e.g. even the tables froze.</p> <p>Use alliteration to add to the effect e.g. the damp, dark, dangerous woods.</p> <p>Use expanded noun phrases to add intriguing detail e.g. the shaggy dog at the end of the lane begged on all fours.</p>	<p>Language-Report</p> <p>Present tense (apart from historical reports) Third person Factual writing Formal tone General nouns Technical/subject specific vocabulary Signposts/connectives-for addition e.g. Also, In addition, Furthermore -generalisation e.g. Many, Most, Some, A few -Comparison-Equally, Similarly, Whereas, In contrast</p>	<p>Language-Explanation</p> <p>Present tense (apart from historical explanations) Formal tone Factual writing General nouns Technical/subject specific vocabulary Signposts/connectives: -for cause and effect e.g. because, as a result, this makes, which causes</p>	
Planning and Text structure	<p>Introduce Box-up grid for planning 5-part story. Plan opening around description of character or use dialogue to open the narrative. Paragraphs to organise each section of the story (Opening, Build-up, Problem, Resolution, Ending)</p>	<p>Use images as stimuli (settings) Create spine poems based on images (spine of nouns + description using above toolkit) Use 3-part box-up to plan beginning, middle and end of description – focus on character description to lead on from previous unit.</p>	<p>Use skeleton plans to generate ideas (report structure and explanation structure) Use box-up to plan to structure text. Consider layout of text boxes, diagrams, images etc Use main heading, sub-headings, lists, bullet points to organise information. Group related information into paragraphs Opening paragraph to orientate the reader – who, when, why, what Final paragraph – summarise information and relate back to reader</p>	<p>Use image, picture book, film clip, object etc as stimulus for writing. Model using stimuli to plan story and story map. Use 5 sentence structure to plan story e.g. One day, After a while, Unfortunately, Luckily, Finally Plan opening around character, setting or description. Orally rehearse story</p>	
Sentence construction	<p>Consolidate Y1/2 + Vary long and short sentences: Long sentences for description Short sentences for emphasis Adverb starters to add detail.</p>	<p>Consolidate Y1/2 + Vary long and short sentences: Long sentences for description Short sentences for emphasis Adverb starters to add detail e.g. Quickly, she ducked behind a tree.</p>	<p>Consolidate Y1/2 + Short sentences for clarity Adverb starters to add detail – Unusually, superheroes do not like the dark.</p>	<p>Consolidate national assessment criteria: Consolidate use of direct speech including stage directions (action added to speech)</p>	

	<p>Adverbials phrases (fronted adverbials) to start sentences (when, where, how) e.g. A few minutes later..., In the distance..., With a sly look...</p> <p>Prepositional phrases as sentence starters e.g. Behind the tree..., To the left of the path...</p> <p>Secure use of compound sentences using coordinating conjunctions (for, and, nor, but, or, yet so – FANBOYS)</p> <p>Develop use of complex sentences using a wider range of subordinating conjunctions (as, when, while, before, after, because, until)</p> <p>-ing clauses as starters e.g. Shaking, she dropped the basket</p> <p>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.</p> <p>Grandma, who had taken ill, lived in a little cottage at the edge of the woods.</p> <p>Sentence of 3 for description/action</p> <p>Add stage directions to speech.</p> <p>Use present perfect verb form (subject+has/have+past participle of verb) in contrast to the past tense e.g. She has lived there for many years.</p>	<p>Adverbials phrases to start sentences (when, where, how) e.g. A few minutes later..., In the distance..., With a sly look...</p> <p>Prepositional phrases as sentence starters e.g. Behind the tree..., To the left of the path...</p> <p>Secure use of compound sentences using coordinating conjunctions (for, and, nor, but, or, yet, so – FANBOYS)</p> <p>Develop use of complex sentences using a wider range of subordinating conjunctions (as, when, while, before, after, because, until)</p> <p>-ing clauses as starters e.g. Shaking, she dropped the basket</p> <p>Sentence of 3 for description</p> <p>Drop-in relative clause to add detail (who, which)</p> <p>Use present perfect verb form (subject+has/have+past participle of verb) in contrast to the past tense.</p>	<p>Signposts/connectives for addition, generalisation, comparison, and cause and effect for explanation (see toolkit above)</p> <p>Adverbials phrases (fronted adverbials if at beginning of sentence) to start sentences (when, how, where)</p> <p>Prepositional phrases as sentence starters</p> <p>Secure use of compound sentences using coordinating conjunctions (for, and, nor, but, or, yet, so – FANBOYS)</p> <p>Develop use of complex sentences using a wider range of subordinating conjunctions (as, when, while, before, after, because, until)</p> <p>Sentence of 3 for detail and information (subject+has/have+past participle of verb) in contrast to the past tense e.g. Vesuvius has experienced 8 major eruptions in its lifespan.</p>	<p>Write complex sentences using wider range of subordinating conjunctions (when, before, after, while, so because, although).</p> <p>Add detail and precision through expanding noun phrases using pre-modification.</p> <p>Use present and past tense correctly, including use of the present perfect instead of the simple past.</p> <p>Express time, place, cause and enhance cohesion using adverbs (soon, therefore, finally) and prepositions, including prepositional phrases (during the night, before breakfast, because of the rain).</p>
Language	<p>Consolidate Y1/2+</p> <p>Prepositions</p> <p>Powerful verbs</p> <p>Well-chosen adverbs</p> <p>Speech verbs that suggest character's feelings (hissed, spat, whispered, bellowed)</p> <p>Precise and ambitious use of vocabulary (Magpied from reading)</p>	<p>Consolidate Y1/2+</p> <p>Prepositions</p> <p>Powerful verbs</p> <p>Well-chosen adverbs</p> <p>Precise and ambitious use of vocabulary (Magpied from reading)</p> <p>Precise nouns including proper nouns (names of people and places)</p>	<p>Consolidate Y1/2+</p> <p>Prepositions to add information</p> <p>Well-chosen adverbs and verbs for clarity</p> <p>Precise and technical language</p> <p>Precise nouns including proper nouns (names of people and places)</p> <p>Use of determiners a or an according to whether next word begins with a vowel e.g. a rock, an open box</p> <p>Word families e.g. hero, anti-hero, heroine, heroism, heroic</p>	<p>Consolidate national assessment criteria:</p> <p>Vary conjunctions – coordinating (and, but, so, or) subordinating (as, when, while, before, after, until)</p> <p>Revise word classes- adjectives, adverbs, verbs, nouns, proper nouns,</p>

	Specific nouns including proper nouns (names of people and places) More precise vocabulary to add detail e.g. His ice-cold blue eyes stared into the distance. Use of determiners a or an according to whether next word begins with a vowel e.g. a rock, an open box	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	Nouns formed from prefixes -auto, super, anti (autopilot, superhero, antihero)	prepositions, determiners, synonym/antonym Use varied and rich vocabulary (collected from reading)
Punctuation	Consolidate Y1/2+ Secure use of capital letters and full stops to demarcate sentences. 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 Secure apostrophe for contraction and singular possession	Consolidate Y1/2+ Secure use of capital letters and full stops to demarcate sentences. 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 Secure apostrophe for contraction and singular possession	Consolidate Y1/2+ Secure use of capital letters, full stops, question, and exclamation 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 possession Bullet points Colon to introduce a list	Consolidate Y1/2+ Secure use of capital letters, full stops, question, and exclamation 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 contraction Apostrophe for singular possession
Terminology to consolidate	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			
Terminology to introduce	word family, clause, subordinate clause, preposition, direct speech, inverted commas, prefix, determiner, synonyms, relative clause, relative pronoun, imperative verbs, colon for instructions			
Spoken Language	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 rehearsal using sentence stems and scaffolds-choose a topic such as Teachers, Children, Dogs, Dragons, Aliens (focus on report sentence stems e.g. Many teachers...Whereas some teachers... Role play/hot-seating during Reading as a Reader (interview on expert on why/how something happens to practice using causal connectives) e.g. Why are teachers grumpy? Why are bananas yellow? Why dogs bark? Presentation of writing to class or other audience	Whole class discussions to generate and organise content. Short burst oral 5 sentence stories – One day, After a while, Unfortunately, Luckily, Finally Present favourite section to class or parallel class

Transcription		
NC Areas	Spring 1	Spring 2
Handwriting	<p>3 x 15-minute handwriting session per week – some children will require intervention if not fluent (this must be in addition to the 3 x per week handwriting sessions)</p> <p>Those joining in neat, fluent continuous cursive can use a pen from Spring term and all children must use a pen from summer term.</p> <p>Consolidate all 4 joins: 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>3 x 15-minute handwriting session per week – some children will require intervention if not fluent (this must be in addition to the 3 x per week handwriting sessions)</p> <p>Those joining in neat, fluent continuous cursive can use a pen from Spring term and all children must use a pen from summer term.</p> <p>Consolidate all 4 joins: 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>
Spelling	<p>Spelling strategies-GPC chart, dictionary skills and word banks, Working Walls, Spelling logs, Proof Reading, Have a Go Sheet, Pair Testing Dictations</p> <p><u>Revision of Year 2 spelling patterns and rules</u></p> <ol style="list-style-type: none"> Revision of Y2 spelling list (hour, improve, kind, last, many, mind, money, most, move, Mr, Mrs, old, only, parents, pass, past) Adding endings '-ing-, '-ed,' '-er,' '-est,' '-y' to words ending in 'e' with a consonant before it Adding '-ing-, '-ed,' '-er,' '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter Adding '-es' to nouns and verbs ending in 'y'. The suffixes '-ful,' '-less' and '-ly' Words ending in '-tion.' <p><u>7. Appendix 1 words</u> Forward, guard, heard, height, imagine, important, island, learn</p>	<p>Spelling strategies-GPC chart, dictionary skills and word banks, Working Walls, Spelling logs, Proof Reading, Have a Go Sheet, Pair Testing Dictations</p> <p><u>Revision of Year 2 selling patterns and rules</u></p> <ol style="list-style-type: none"> Revision of Y2 spelling list (path, people, plant, poor, pretty, prove, should, steak, sugar, sure, told, water, who, whole, wild, would) The /l/ or /əl/ sound spelt '-el' at the end of words. The /l/ or /əl/ sound spelt '-al' at the end of words. The suffixes '-ment,' '-ness' <p><u>Teaching of Year 3 spelling patterns and rules</u></p> <ol style="list-style-type: none"> New prefixes : 'pre-', 'dis-', 'mis-', 're-'. The /ei/ sound spelt 'ei,' 'eigh,' or 'ey.' <p><u>7. Appendix 1 words</u> Library, medicine, minute, naughty, occasionally, opposite, particular, perhaps</p>
Spelling ongoing	<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, which include words and punctuation taught so far.</p>	