

Collingwood Primary School English Curriculum Overview: Year 3

Year 3	Autumn Term: Tombs, Terror and Trouble					
Context: entitlement & enrichment	<p>In Year 2, children will have been introduced to stories written by a significant author - Roald Dahl. We will read a range of journey tales to support our understanding of the genre. Children have had experience of writing about a real life event, by recalling events from a school trip. Children in Year 2 have been introduced to poetry - in Year 3 we explore different types of poetry.</p>			<p>In Year 2, children will have been introduced to non chronological reports from the frozen world. As part of our topic we will be looking to extend their knowledge using our topic of Egypt. We will look at a range of Non fiction texts as good examples.</p>		
Genre	Newspaper report (recount)	Narrative: Journey tale Assessment journey tale	Limerick Poetry	Blackout Poetry	Non-chronological Assessment	Narrative: losing tale
Linked texts	Marcy and the Riddle of the Sphinx		Variety of Limerick poems.	Where the Poppies Now Grow	Egypt	The lost happy endings
Key objectives: writing	<ul style="list-style-type: none"> Set the scene (who, what, where, when, why?) Clear introduction, organised into paragraphs and closing statement to summarise the impact. 	<ul style="list-style-type: none"> Four part structure. Events are described with some detail. Plots are coherent. Text is written in a sequence. 	<ul style="list-style-type: none"> How to use both familiar and new punctuation correctly focusing on full stops and capital letters. <ul style="list-style-type: none"> How to keep and experiment with rhyming patterns. Know poetry conveys a mood or feeling. 	<ul style="list-style-type: none"> Use the present and past tenses correctly and consistently including the progressive form 	<ul style="list-style-type: none"> Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Clear introduction. 	<ul style="list-style-type: none"> Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure and vocabulary. Creating settings, characters and plots. Clear structure. Text is written in a sequence. Paragraphs. <ul style="list-style-type: none"> Set the scene (who, what, where, when, why?) Clear introduction, organised into paragraphs and closing statement to summarise the impact.

	<ul style="list-style-type: none"> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly 			<ul style="list-style-type: none"> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly 		
Key objectives: grammar	<ul style="list-style-type: none"> Use and recognise nouns, adjectives and adjectival phrases. How to use both familiar and new punctuation correctly focusing on full stops and capital letters. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Consistent use of tense. 	<ul style="list-style-type: none"> Use and recognise nouns, adjectives and adjectival phrases. How to use both familiar and new punctuation correctly focusing on full stops and capital letters. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<ul style="list-style-type: none"> Rhyme Words with similar sounding final syllables. Rhythm Patterns - that make things easier to remember Line breaks- Starting a new line to help slow down the reader. 	<ul style="list-style-type: none"> Introduce the idea of tense in verbs 	<ul style="list-style-type: none"> Use and recognise nouns, adjectives and adjectival phrases Use expanded noun phrases. 	<ul style="list-style-type: none"> Use prepositions to extend descriptions use powerful verbs and understand the idea of a verb
Key objectives: handwriting	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 					
Key objectives: reading	<ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding drawing inferences such as inferring 	<ul style="list-style-type: none"> How to keep and experiment with rhyming patterns. Syllable - The beats of a word. 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (with some support initially) 	<ul style="list-style-type: none"> listening to and discussing a wide range of nonfiction and reference books or textbooks reading books that are structured in different ways and 	<ul style="list-style-type: none"> 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

	<ul style="list-style-type: none"> • asking questions to improve their understanding of a text • retrieve and record information from non-fiction 	<p>characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (with some support initially)</p> <ul style="list-style-type: none"> • predicting what might happen from details stated and implied 		<ul style="list-style-type: none"> • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry [for example, free verse, narrative poetry] 	<p>reading for a range of purposes</p>	<ul style="list-style-type: none"> • range of books discussing words and phrases that capture the reader's interest and imagination
<p>Key objectives: S & L</p>	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • participate in role play, 	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • participate in role play, 	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • participate in role play, 	<ul style="list-style-type: none"> • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • speak audibly and fluently 	<ul style="list-style-type: none"> • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings 	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • participate in role play,

Year 3	Spring Term:			
Context: entitlement & enrichment	In Year 2, children will have been introduced to diaries explored during a journey tale in which they explored how to write from a different characters perspective and explore their feelings. As part of this topic we will role play being victims of Natural disasters and explore how this would effect our emotions and future. This will be supported through learning in Topic lessons exploring Natural disasters, Volcanoes and Earthquakes through the ages. Children have been exposed to shape poetry whilst in year 2.		In Year 2, children will have been introduced to a range of tales and narratives from different cultures and settings. These have included narratives involving overcoming a challenge. As part of this topic children will explore 'The Hodgeheg' based in a familiar setting and then read other texts to support different writing styles. In Year 2, children explore persuasive texts and write a letter to persuade.	
Genre	Narrative: Diary Diary assessment	Poetry: Volcano Shape poem	Narrative: Warning tale assessment Classic Literature	Persuasive Leaflet
Linked texts	Escape from Pompeii		Variety of shape poems	Hodgeheg
Key objectives: writing	<ul style="list-style-type: none"> • How to use both familiar and new punctuation correctly focusing on full stops and capital letters. • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures and grammar • 	<ul style="list-style-type: none"> • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear • • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> • How to use both familiar and new punctuation correctly focusing on full stops and capital letters. • 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.; • discussing and recording ideas • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using and punctuating direct speech • using conjunctions, adverbs and prepositions to express time and cause 	<p>How to use both familiar and new punctuation correctly focusing on full stops and capital letters</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>
Key objectives: grammar	<ul style="list-style-type: none"> • Use powerful verbs • Introduce the idea of tense in verbs • Introduce fronted adverbials. 	<ul style="list-style-type: none"> • Introduce the idea of tense in verbs 	<ul style="list-style-type: none"> • Recognise simple sentences and begin to recognise compound and complex sentences • using commas after fronted adverbials 	<p>conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore],</p>

				*prepositions [for example, before, after, during, in, because of]
Key objectives: handwriting	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 			
Key objectives: reading	<ul style="list-style-type: none"> • discussing words and phrases that capture the reader's interest and imagination • checking that the text makes sense to them, discussing their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (with some support initially) • predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> • 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 and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] 	<ul style="list-style-type: none"> • 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 	a) identifying how language, structure, and presentation contribute to meaning
Key objectives: S & L	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary <ul style="list-style-type: none"> • participate in role play, 	<ul style="list-style-type: none"> • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • speak audibly and fluently 	<ul style="list-style-type: none"> • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 	a) articulate and justify answers, arguments and opinions

Year 3	Summer Term:	
Context: entitlement & enrichment	In Year 2, children will have been introduced to stories about different journeys which will be built upon and developed further. As part of this topic we will role play and explore what life was like for	In Year 2, children will have been introduced to significant authors such as Roald Dahl, Enid Blyton and Michael Morpurgo. As part of this topic we will read a range of tales from celebrated author Anthony Brown and delve into

	people who lived during the Stone age. In KS1 children have explored different types of instructions and the features needed.		his life as an author.	
Genre	Instructions Assessment	Narrative: Meeting tale	Narrative: Finding tale Assessment	Biography: Anthony Brown
Linked texts	How to wash a Woolly Mammoth	Stone age boy	The tunnel	
Key objectives: writing	<ul style="list-style-type: none"> proof-read for spelling and punctuation errors discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures using the present perfect form of verbs in contrast to the past tense 	<ul style="list-style-type: none"> proof-read for spelling and punctuation errors How to use both familiar and new punctuation correctly focusing on full stops and capital letters. 	<ul style="list-style-type: none"> evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
Key objectives: grammar	<ul style="list-style-type: none"> indicating possession by using the possessive apostrophe with plural nouns. Imperative verbs 	<ul style="list-style-type: none"> inverted commas to punctuate direct speech using fronted adverbials 	<ul style="list-style-type: none"> Extend the range of sentences with more than one clause. Co-ordination: using 'and', 'or' and 'but' AND Subordination: using a wider range of conjunctions to add subordinate clauses. 	<ul style="list-style-type: none"> Extend the range of sentences with more than one clause. Co-ordination: using 'and', 'or' and 'but' AND Subordination: using a wider range of conjunctions to add subordinate clauses.
Key objectives: handwriting	<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 			
Key objectives: reading	<ul style="list-style-type: none"> 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. retrieve and record information from non-fiction listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination checking that the text makes sense to them, discussing their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (with some support initially) predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination checking that the text makes sense to them, discussing their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (with some support initially) predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (with some support initially) predicting what might happen from details stated and implied

Key objectives: S & L	<ul style="list-style-type: none">• Select and use appropriate registers for effective communication	<ul style="list-style-type: none">• consider and evaluate different viewpoints.	<ul style="list-style-type: none">• use spoken language to develop understanding	<ul style="list-style-type: none">• use spoken language to develop understanding• Select and use appropriate registers for effective communication.
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