



## English Curriculum Overview - Year 3

		Unit	Details
Autumn One	<b>Setting</b> - Expanded noun phrases - Coordinating conjunctions	<b>Suspense</b> - Subordinating conjunctions - Adverbs	As pupils settle into Year 3, they begin to learn a warning story about a boy who spots a door on Woolly Mammoth Road with a focus on developing their description of settings, using expanded noun phrases and adverbs for time. Following on from this, they learn instructions for washing the same Woolly Mammoth with a focus on coordinating conjunctions and imperative verbs. As the pupils revisit story types and non-fiction genres from previous years, they plan their work using this prior knowledge and experiences, drafting and writing by composing their sentences orally. They proof-read to check it makes sense and then start to evaluate their own work. Handwriting continues to be taught through Oxford Owl with the focus on the strokes needed to join letters. Year 3 learn a tale of fear about staying out all night in a tent, giving pupils an opportunity to develop genre specific skills further, focusing on subordinating conjunctions and exclamation marks to help build suspense. They also learn how to use a dictionary and thesaurus to support their spellings and word choices. Their non-fiction unit sees pupils transported back in time to Pompeii to report on the devastation caused by the eruption of Mount Vesuvius. The focus is on developing the skills needed to write a newspaper recount, including a title to catch the attention of the readers.
Autumn Two			
Spring One	<b>Character &amp; Dialogue</b> - Sentence types - Tense  <b>Openings &amp; Endings</b> - Tense - Adverbs		Returning after the Christmas break, the pupils learn a journey story which is based upon a papaya who speaks and gives them the opportunity to look at dialogue and character development. They continue to plan writing by discussing and recording ideas, then compose sentences orally using rich vocabulary, before starting to draft their work by organising paragraphs around a theme. Pupils continue to develop their setting description, using the time of day and weather to create effect and to understand how characters react to their setting; the written outcome is to create a piece of writing from a different culture. Pupils proof-read for spelling and punctuation errors as their focus moves on to sentence types and the use of a question mark. To support their spelling, they continue to use dictionaries and their handwriting focuses on recognising which adjacent letters are not joined. Pupils learn an atmospheric story about a warning that comes true, with a focus on developing their story openings and endings. Their non-fiction unit is an explanation text using adverbs of reason and time. They are now starting to recognise who their audience is, for each piece of work and then evaluating it by assessing its effectiveness for that audience. During this term, they also write and perform a poem about mythical creatures.
Spring Two			
Summer One	<b>Description</b> - Expanded noun phrases - Commas  <b>Characterisation</b> - Inverted commas - Sentence types		After Easter pupils build on their warning tale knowledge, with a story about ignoring a warning and being trapped in a caravan by a dangerous storm, the focus being description using expanded noun phrases. Descriptive language is further developed when pupils learn some Revolting Rhymes, with a focus on commas and exclamation marks. Their final text looks at conquer the monster stories using Egyptian myths, with a focus on characterisation and using inverted commas. This leads to a persuasive piece of writing, where pupils develop their persuasive language of boasting and exaggeration to encourage their readers to visit Ancient Egypt, innovated into a leaflet promoting Tynemouth. Pupils will now be planning with developing independence, drafting and writing narratives by creating characters, settings and plots, using rich vocabulary and a range of sentence structures. They will edit with confidence and evaluate their work and others', suggesting improvements. In handwriting they continue to increase legibility, consistency and equality.
Summer Two			