

English Overview and Progression Year 3

Year & Stage of Learning	Text Coverage	Writing Genres & Coverage	Spelling Grammar & Punctuation Coverage
Year 3 Wings 2 Phase 3	Text: The Tiger Child – Fiction (1 week) Link/s: Geography Reading Focus: Role of Fairy Tales in entertaining and teaching a lesson	Writing Focus: <ul style="list-style-type: none"> To write a letter to the author To use capital letters appropriately 	Grammar and Punctuation <ul style="list-style-type: none"> Introduction to inverted commas to punctuate direct speech. Formation of nouns using a range of prefixes Example: Super-, anti-, auto- Use of the forms a OR an according to whether the next words begins with a consonant OR a vowel. Example: a rock an open box. Word families based on common words showing how words are related in form and meaning. Example: solve, solution, solver, dissolve, insoluble. Expressing time, place and cause using Conjunctions - when, before, after, while, so, because. Expressing time, place and cause using: Adverbs - then, next, soon, therefore. Expressing time, place and cause using: Prepositions - before, after, during, in, because of.
	Text: The Lighthouse Keeper’s Catastrophe Link/s: N/A Reading Focus: To identify the problem and solution in the story	Writing Focus: <ul style="list-style-type: none"> To write a newspaper report about what happened To use linking words and phrases 	
	Text: Amazing Grace – Fiction (1 week) Link/s: PSHE Reading Focus: To make predictions about what might happen next	Writing Focus: <ul style="list-style-type: none"> To write another story about Grace To use powerful verbs 	
	Text: The Gruffalo – Non-Fiction (1 week) Link/s: N/A Reading Focus: To enjoy story poems, including making inferences	Writing Focus: <ul style="list-style-type: none"> To write a description of a different monster in a recount To use commas in lists of adjectives 	
	Text: Rapunzel - Fiction (1 week) Link/s: RRS Reading Focus: To identify common features of Traditional Tales	Writing Focus: <ul style="list-style-type: none"> To write the opening to a Traditional Tale To use punctuation for dialogue 	
	Text: Burglar Bill (2 weeks) Link/s: RRS Reading Focus: To summarise the text. To compare with other Ahlberg texts	Writing Focus: <ul style="list-style-type: none"> Wanted Poster. Write additional text in same style Adventurous language and cohesive sentences 	
	Text: Paperbag Princess – Fiction (1 week) Link/s: RRS Reading Focus: Compare and contrast princesses in different Fairy Tales	Writing Focus: <ul style="list-style-type: none"> Retell story ending from Elizabeth’s viewpoint To use punctuation for dialogue 	
	Text: Oceans and Seas – Non-Fiction (1 week) Link/s: Science Reading Focus: To identify main ideas and supporting evidence	Writing Focus: <ul style="list-style-type: none"> To write a poem about life undersea To explain the use of adjectives 	
Year 3 Wings 3 Phase 1	Text: Making the Past into Presents – Non-Fiction (1 week) Link/s: History Reading Focus: Explain and comment on a writer’s use of language	Writing Focus: <ul style="list-style-type: none"> To write the instructions for a board game Compose sentences using adjectives, nouns and verbs for precision, clarity and impact 	
	Text: Natural Record Breakers - Non-Fiction (1 week) Link/s: Geography Reading Focus: Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	Writing Focus: <ul style="list-style-type: none"> To produce texts which are appropriate to task, reader and purpose Construct paragraphs and use cohesion within and between paragraphs 	
	Text: Incredible Insects – Non-Fiction (1 week)	Writing Focus:	

Year 3 Wings 3 Phase 2	Link/s: Science Reading Focus: Use a range of strategies, including accurate decoding of text, to read for meaning	<ul style="list-style-type: none"> To produce a booklet about insects (non-chronological report) To organise and present texts effectively using a range of devices 	Spelling <ul style="list-style-type: none"> Adding of suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, forgotten, beginner. /i/ sound spelt y elsewhere than at the end of words: e.g. myth, gym, Egypt. Ou sounded /u/ e.g. young, touch, double Prefixes – un -, dis -, mis- (negative meanings) Prefixes – In -, im -, re -, sub -, inter-, super-, anti - , Prefixes – Auto-, il-, ir- Prefix examples: Disagree, misbehave, inactive, illegal, immature, irregular, superman, antiseptic, autograph. Suffixes: -ation e.g. information Suffixes: ly e.g. usually ly exceptions e.g. happily, angrily Suffixes: sure, -ture, -sion e.g. measure, furniture, division
	Text: Grace and Family – Fiction (1 week) Link/s: Culture Reading Focus: To identify the character’s viewpoint and the setting	Writing Focus: <ul style="list-style-type: none"> To describe a setting, suggesting a viewpoint about it To choose vocabulary that suggests a viewpoint 	
	Text: The Hedgehog – Fiction (2 weeks) Link/s: Science/ Road Safety Reading Focus: To recognise what a character is like- inferred and explicit	Writing Focus: <ul style="list-style-type: none"> To write a conversation and a road safety commercial To understand how to punctuate speech 	
	Text: The Owl Who as Afraid of the Dark – Fiction (2 weeks) Link/s: Science Reading Focus: To identify the main problem and the events that resolve it	Writing Focus: <ul style="list-style-type: none"> To write a recount To vary sentence openings when writing 	
	Text: Shape Poems – Poetry (1 week) Link/s: N/A Reading Focus: To comment on the language, structure and effect of poems	Writing Focus: <ul style="list-style-type: none"> To write an effective shape poem with a water theme To identify different types of words 	
	Text: Noisy Poems – Fiction (1 week) Link/s: N/A Reading Focus: Explain and comment on writers use of language	Writing Focus: <ul style="list-style-type: none"> To write a noisy poem To use a range of word combinations, onomatopoeic words, rhyming words, rhythm 	
	Text: Amazing Creatures – Non-Fiction (2 weeks) Link/s: Science/Geography Reading Focus: To infer the cause and effect relationship in non-fiction texts	Writing Focus: <ul style="list-style-type: none"> To create an advertising brochure and a leaflet To use conjunctions to express time and cause 	
	Text: Robin Hood – Fiction (2 weeks) Link/s: History Reading Focus: Compare different versions of a story/identify main theme	Writing Focus: <ul style="list-style-type: none"> To write recount of another adventure for Robin Hood and his men To punctuate speech appropriately 	
	Text: The Willow Pattern Story – Fiction (1 week) Link/s: Culture/Geography Reading Focus: To identify how the setting, social, cultural and historical contexts affects what happens in a story	Writing Focus: <ul style="list-style-type: none"> To describe a setting and plan a story using that setting To select appropriate and effective vocabulary 	
	Text: Classic Fairy Tales – Fiction (1 week) Link/s: RRS Reading Focus: Identify common themes and features of Fairy Tales	Writing Focus: <ul style="list-style-type: none"> To rewrite Snow White from Queen’s viewpoint Understand and use 1st and 3rd person narrative 	
Text: Play Scripts – Fiction (1 week) Link/s: Drama Reading Focus: To know how play scripts differ from stories	Writing Focus: <ul style="list-style-type: none"> To create the play script of a story Organise and present whole texts effectively 		
Text: Feargal Fly – Fiction (1 week) Link/s: Digital Literacy Reading Focus: Understand, select and retrieve information, deduce, infer and interpret	Writing Focus: <ul style="list-style-type: none"> To write a newspaper report 		

		<ul style="list-style-type: none"> To explore how different perspectives can alter a newspaper report through the use of tone and language 	
	<p>Text: 101 Ways to Save the Earth – Non-Fiction (2 weeks) Link/s: Geography/Digital Literacy Reading Focus: To interpret diagrams and written directions.</p>	<p>Writing Focus:</p> <ul style="list-style-type: none"> To write a report and to write instructions Revise the use of punctuation to demarcate sentences 	

	Reading Milestones	Writing Milestones
Overall Coverage	<p><u>Pupils will be taught to:</u></p> <ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - 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 - 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] • Understand what they read, in books they can read independently, by: <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 - asking questions to improve their understanding of a text - drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - identifying main ideas drawn from more than one paragraph and summarising these - identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • 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. 	<p><u>Pupils will be taught to:</u></p> <ul style="list-style-type: none"> • Able to plan and write for different purposes and a range of audiences, using appropriate genre features. • Organise writing into meaningful paragraphs accurately effectively using presentational devices. • Use dialogue which begins to advance the action. • Describe character, setting and plot with depth. • Use Expanded noun phrases. • Use Prepositional Phrases. • Use adverbial Phrases. • Demarcate some sentences with capital letters, full stops, question marks and exclamation marks. • Write a range of sentence styles – simple, compound, complex, coordinating/subordinating conjunctions and a range of openers. • Accurate use of fronted adverbial phrases. • Using KS2 punctuation accurately. • Using determiners accurately. • Use the past or present tense and the perfect form accurately as well as 1st/3rd person correctly. • Spelling all words from the year 3/4 spelling list correctly. • Writing is legible and joined.