



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	<p>Model Text: Krak the cobbler and Smok the dragon Conquering the monster tale Focus: Character and dialogue</p>	<p>Model Text-Dragon Free Verse animal Poetry Focus-Similes</p>	<p>Model Text: Local Cobbler wins Krakow Newspaper report Curriculum linked invention - Romans invade Britain!</p>	<p>Model Text: Why do people live near dragons? Explanation Curriculum linked invention - Why do some people live near volcanoes?</p>	
Toolkits	<p>Character Toolkit</p> <p>Y1/2+ Show not tell-describe character's emotions using the senses Give your MC a: hobby/interest or special talent speech expression-"rats!" she cried. something they love or hate-Coral had always hated spiders. distinctive feature-The scar on his arm itched. secret Know your character's desire, wish or fear. Use character's actions to move story forward</p> <p>Dialogue Toolkit</p> <p>Y1/2+ Use only 2 or 3 exchanges Add stage directions -"No," he hissed, shaking his head. Use dialogue to move the action forward, reveal what a character is feeling or thinking, or what they are like. Use dialogue that reflects the character-possible use of slang/nicknames/incorrect grammar etc to support characterisation</p>		<p>Poetry Toolkit</p> <p>Alliteration Simile Juxtapositions Fresh new combinations Carefully chosen adjectives, verbs and adverbs</p>	<p>Structure</p> <p>To be adapted for year group Beginning, middle and end in chronological order Opening orientation paragraph (who, what, where, why, when) Paragraphs often beginning with topic sentence</p>	<p>Structure</p> <p>To be adapted for year group Series of -often chronological-explanatory steps Paragraphs beginning with a topic sentence Use of diagrams to aid understanding Use of headings Possible use of bullet points, fact boxes, images, lists</p>
	<p>Language</p> <p>To be adapted for year group Past tense Third person Time sentence signposts for coherence (first, next, after that, later that day, a few days later, finally, from that point, later on, eventually) Specific and descriptive language often in style of explanation or information Direct quotations and/or reported speech</p>	<p>Language</p> <p>To be adapted for year group Formal language Present tense Causal connectives and signposts to link explanation (see connectives progression doc)-because, therefore, so, thus, as a result, consequently, which causes/means Generalisers-Most, many, often, typically, usually etc Detail to understand points (often in form of information) Technical vocabulary</p>			

<p>Planning and Text structure</p>	<p>Boxing-up grid for planning or story map if still substituting Plan opening around character, setting, time of day, weather (vary openings) Use paragraphs to organise into each story part (5 part) Opening-introduction and description of characters and setting Build-up-build in some suspense to build towards the problem/dilemma Problem/Dilemma-include detail of actions and dialogue Resolution-should link with the problem Ending-should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning</p>	<p>Story map to learn Generate ideas collectively Experiment with combinations Plan using box-up style template Follow structure of model poem</p>	<p>Use recount skeleton to plan ideas Box-up grid to plan text structure Beginning, middle and end in chronological order Opening orientation paragraph (who, what, where, why, when) Paragraphs often beginning with topic sentence Use of present perfect verb form (He has left the city and will not be returning.)</p>	<p>Use explanation skeleton to plan Box-up grid to plan text structure Secure use of lay out suitable for text (link to reading) Paragraphs usually in chronological order and based around a theme Introduction to introduce and tempt the reader-Who...? What...? Where...? Why...? When...? How...? Middle section-use topic sentences to open paragraphs Ending/conclusion-draws information together, personal response Use of other organisational/layout devices- fact boxes, WOW facts, diagrams and/or pictures to add understanding</p>
<p>Sentence construction</p>	<p>Y2+ Vary long and short sentences-long for adding description, short for emphasis Adverb starters to add detail e.g. Nervously Adverbial starters (for manner/how to reveal something about character) e.g Looking down at his feet, he shuffled forward Widen range of compound sentences using full range of coordinating conjunctions (and/or/but/so/for/yet/nor) Develop complex sentences using wider range of subordinating conjunctions (if, since, as, when, although, while, after, because, until, before) -ing clause as sentence starts e.g. Sighing, she opened the boo Sentence of 3 for description Relative clause (who/whose) for character e.g Tom, whose hands were shaking, stepped forward. Sally, who had always hated reading, reluctantly opened the book Dialogue + powerful speech verbs</p>	<p>determiners – a/an (indefinite article) e.g. a rock, an apple Word families e.g happy, happiness, unhappy</p>	<p>Use of adverbials for time to sequence events e.g Yesterday, A few days ago, Last week etc Direct speech (quotes) Vary sentence length-long for detail, short for emphasis Widen range of compound sentences using full range of coordinating conjunctions (and/or/but/so/for/yet/nor) Develop complex sentences using wider range of subordinating conjunctions (if, since, as, when, although, while, after, because, until, before)</p>	<p>Y2+ Rhetorical questions e.g. Have you ever wondered why people live near volcanoes? Adverb starters e.g. Interestingly, Surprisingly, Amazingly Adverbial phrases for time, place and manner (when, where, how), including fronted adverbials e.g. Near volcanoes, the land is often fertile. Prepositional phrases e.g. Near volcanoes, By volcanoes etc Widen range of compound sentences using full range of coordinating conjunctions (and/or/but/so/for/yet/nor) Develop complex sentences using wider range of subordinating conjunctions (if, since, as, when, although, while, after, because, until, before) Drop in relative clause (which/that) e.g. The land, which is rich in nutrients, is often used to grow crops. Sentence of 3 for information e.g. Volcanoes can erupt with massive force, as a small explosion or a steady dribble. Topic sentence to introduce paragraphs e.g. Volcanoes are found in just a few areas of the world. The land around a volcano is usually very fertile.</p>

Language	Powerful verbs (including speech verbs) Expanded noun phrases (2 adjectives to modify noun) Adverbs/adverbials to show 'how' Similes for character (also use as starters)	use of more specific vocabulary to add detail e.g Drops of rain pounded on the corrugated, tin roof. Synonyms Alliteration for effect (initial sound)	Sentence sign-posts (see connectives/sentence sign-post document) Time-First, After that, Yesterday, Finally Generalisers-The majority.., Many.., Some.. Addition-Also, Furthermore, In addition Emphasis-Most of all, Most importantly	Technical vocabulary related to subject Sentence sign-posts (see connectives/sentence sign-post document) Generalisers-Many, The majority, Some, Usually, Most Addition-Furthermore, In addition, Also Cause and effect-because, this causes, so, so that, which means that, therefore, consequently Examples-For example, For instance
Punctuation	Secure use of full stops, capital letters, question and exclamation marks Inverted commas Commas used to separate reporting clause from stage directions e.g. "Hi," she said, tucking her hair behind her ear. Commas after fronted adverbials Apostrophe for singular possession e.g. Tom's eyes twinkled with mischief.	Secure use of question and exclamation marks Commas after fronted adverbials	Secure use of full stops, capital letters, question and exclamation marks Inverted commas Commas after fronted adverbials Apostrophe for singular possession e.g. Krak's bravery has ensured the safety of the city.	Secure use of full stops, capital letters Exclamation marks e.g. About 75% of the world's volcanoes are underwater! Question marks after rhetorical questions Commas after sentence starters Commas in a list Apostrophe for singular possession e.g. Tectonic plates are great slabs of rock which fit together like a jigsaw to make up the Earth's crust.
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 Presentation of writing on open afternoon	Collaborative writing Presentation/performance of poems to another class	Drama-role play/interviews, News broadcaster Oral rehearsal activities Collaborative research	Presentation of writing to another class Oral rehearsal games-quick fire explanations e.g. Why are bananas yellow? Why don't rainbows wobble in the wind? Why are unicorns so rare? Why did the Romans invade Britain?

Transcription

<p>Handwriting</p>	<p>3 x 15 minute sessions per week</p> <p>All children should be writing in pen in a continuous cursive style. Letters should be correctly formed, joined and sized. Ascenders and descenders should be clear. Children who are not yet joining will need additional support throughout the Autumn term to achieve this.</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 sessions per week</p> <p>All children should be writing in pen in a continuous cursive style. Letters should be correctly formed, joined and sized. Ascenders and descenders should be clear. Children who are not yet joining will need additional support throughout the Autumn term to achieve this.</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>Spelling</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>Revision of Year 2 spelling patterns and rules</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>7. Appendix 1 words 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>Revision of Year 2 selling patterns and rules</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>Teaching of Year 3 spelling patterns and rules</p> <ol style="list-style-type: none"> New prefixes: 'pre-', 'dis-', 'mis-', 're-'. The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' <p>7. Appendix 1 words Library, medicine, minute, naughty, occasionally, opposite, particular, perhaps</p>
<p>Spelling ongoing</p>	<p>Learning Spellings Children:</p> <ul style="list-style-type: none"> 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 <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	