



English Overview – Summer – Year 3

Composition

NC Areas	Summer 1		Summer 2		
Class Reader	Charlotte's Web		The White Horse of Zennor		
Genre and writing focus	Model Text: The Manor House Story Plot Journey Focus: Suspense	Love that book! Whole school response to a chosen text	Model Text: Holiday at the Manor! Persuasion (letter) Curriculum linked invention - Holiday in St Agnes!		Poetry My Secret
Toolkits	Suspense Toolkit Y1/2+ Let the threat get closer and closer Show the character's feelings through reactions Include short sentences for drama Use rhetorical questions to worry the reader Use empty words to hide the threat (somebody, something, it, a silhouette) Select powerful verbs Use dramatic connectives/fronted adverbials to link text (In an instant, without warning, out of the blue)	Toolkit Specific toolkit will be dependent on the chosen written response to the text and co-constructed with class Golden Toolkit will be applied (non-negotiables of Y3-see below)	Structure To be adapted for year group Logical order Series of points building one viewpoint Paragraphs with topic sentence to introduce Introduction to orientate the reader (who, when, what, where) Concluding paragraph- summing up the main points Final emotive sentence	Language To be adapted for year group Personal, direct and often informal Emotive sentence sign-posts (Visit today, Opinions presented as facts Use of the imperative (Come, Drink, Swim, Relax, Visit etc) Use of language that sounds good i.e. use of alliteration/slogans Use of 'weasel' words- designed to give best impression (amazing, tranquil beaches, fascinating museum, delicious food etc) Generalisers (Most, Many, All, The majority, A few, Usually, Typically etc) Adding-on connectives (In addition, Also, Additionally etc) Present Tense 2nd person Modal verbs- must, might, should, could, can etc	Poetry Toolkit Alliteration Simile Repetition Fresh new combinations (avoid cliché) Powerful verbs and adverbs Precise nouns Adjectives to describe Ambitious vocabulary

Planning and Text structure	<p>Boxing-up grid for planning or story map if still substituting</p> <p>Plan opening around character, setting, time of day, weather (vary openings)</p> <p>Use paragraphs to organise into each story part (5 part)</p> <p>Opening-introduction and description of characters and setting</p> <p>Build-up-build in some suspense to build towards the problem/dilemma</p> <p>Problem/Dilemma-include detail of actions and dialogue</p> <p>Resolution-should link with the problem</p> <p>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>Use the present perfect form of verbs in contrast to the past tense</p>	<p>Planning structure dependent on chosen response to text</p> <p>Co-construct box-up from model text for writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress</p> <p>Use the present perfect form of verbs in contrast to the past tense</p>	<p>Use persuasion skeleton to plan ideas</p> <p>Box-up grid to plan text structure and placing of images</p> <p>Secure use of lay out suitable for text (link to reading)</p> <p>Logical sequence of paragraphs linked by 'adding-on' words</p> <p>Opening paragraph and conclusion</p> <p>Use of heading and sub-headings to organise</p>	<p>Analyse structure of model text and use to create box-up planning grid</p> <p>Experiment with techniques and ideas, creating fresh combinations</p> <p>Use images, real settings or experiences to support ideas and planning</p>
Sentence construction	<p>Y2+</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (subordinating conjunctions)</p> <p>Widen range of compound sentences using full range of coordinating conjunctions (and/or/but/so/for/yet/nor)</p> <p>Use a range of sentence openers: Adverbs (Nervously,...), fronted adverbials (In the distance,...), Prepositional phrases (Behind the tree,...Through the window,...)</p> <p>Vary long and short sentences-long for adding description, short for emphasis</p> <p>-ing clause as sentence starts e.g. Sighing, she opened the book.</p> <p>Sentence of 3 for description</p>	<p>Statutory Requirements for Y3</p> <p>Expressing time, place and cause using:</p> <p>Conjunctions [for example, when, before, after, while, so, because]</p> <p>Adverbs [for example, then, next, soon, therefore]</p> <p>Prepositions [for example, before, after, during, in, because of]</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Use fronted adverbials</p> <p>Choose nouns or pronouns appropriately for clarity and</p>	<p>Y2+</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (subordinating conjunctions)</p> <p>Widen range of compound sentences using full range of coordinating conjunctions (and/or/but/so/for/yet/nor)</p> <p>Vary long and short sentences for impact</p> <p>Use a range of sentence openers: Adverbs (Amazingly,...), fronted adverbials (In the morning,...), Prepositional phrases (On the beach,...)</p> <p>Drop-in relative clause e.g. St Agnes Museum, which opened in 1985, has a range of exhibits including a leatherback turtle!</p> <p>Sentence of 3 for information</p> <p>pattern of 3 for persuasion e.g. Sunbathe, Swim, Relax!</p> <p>Use of rhetorical questions to address the reader e.g. Looking for somewhere to relax and recharge?</p> <p>Topic sentence to introduce non-fiction paragraphs e.g. Trevaunance Cove is a beautiful beach.</p>	<p>Y2+</p> <p>Use fronted adverbials</p> <p>Choose nouns or pronouns appropriately for clarity</p> <p>Expressing time, place and cause using:</p> <p>Conjunctions [for example, when, before, after, while, so, because]</p> <p>Adverbs [for example, then, next, soon, therefore]</p> <p>Prepositions [for example, before, after, during, in, because of]</p> <p>Sentence/list of 3 for description</p>

	Relative clause (who/whose) for character e.g Tom, whose hands were shaking, stepped forward. Dialogue + powerful speech verbs/adverbs e.g. "I can't get out," whispered Jack anxiously.	cohesion and to avoid repetition		
Language	Y2+ Powerful verbs (including speech verbs and adverbs) Expanded noun phrases (2 adjectives to modify noun) Adverbs/adverbials Similes for character (also use as sentence openers) Prepositions Powerful verbs Determiners (a/an depending on whether next word begins with a consonant or a vowel) Ambitious vocabulary 'magpied' from reading	Statutory Requirements for Y3 Conjunctions, adverbs and prepositions to express time and cause Secure noun phrases (2 adjectives to describe)	Y2+ Adding-on connectives (In addition, Also, Furthermore etc) Generalisers (Most, many, some etc) Boastful, emotive language (superb, wonderful, enchanting) Use if imperative (Swim, Drink, Visit, Come etc) Modal verbs (Must, Should, Could, Can etc) Powerful verbs Adjectives to add description and bring text to life Prepositions to orientate reader	Y2+ Prepositions Alliteration Similes Repetition Powerful verbs Adverbs and adjectives to describe Ambitious 'new' vocabulary from reading
Punctuation	Secure use of full stops, capital letters, question and exclamation marks Inverted commas for direct speech Commas used to separate reporting clause from stage directions e.g. "Hi," she said, tucking her hair behind her ear. Commas after sentence openers- adverbs, fronted adverbials, prepositions Apostrophe for singular possession e.g. Tom's eyes twinkled with mischief. Ellipsis to keep the reader hanging on and build suspense (...) Commas in list of 3	Statutory Requirements for Y3 Secure use of full stops, capital letters, question and exclamation marks Use commas after fronted adverbials Use of possessive apostrophe with plural nouns Use and punctuate direct speech Determiners (a/an depending on whether next word begins with a consonant or a vowel)	Secure use of full stops, capital letters, question and exclamation marks Commas after fronted adverbials, adverb openers and prepositional openers Secure singular possession using an apostrophe Possessive apostrophe for plural possession Commas in sentence/list of 3 Use of colon to introduce list	Secure commas in list Commas after openers Secure use of question and exclamation marks
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	<p>Storytelling using class story map and own plan</p> <p>Discussion, role play and drama within Reading as a Reader</p> <p>Presentation of writing on open afternoon</p>	<p>Dialogic talk based on chosen text</p> <p>Collaborative writing and group work</p> <p>Drama as response to text</p> <p>Presentation of writing to school</p>	<p>Oral rehearsal of text map and own plan</p> <p>Discussion, role-play, and drama within Reading as a Reader</p> <p>Persuasive mini speeches (presentations)</p> <p>Sharing of writing with own and parallel class</p>	<p>Oral retelling using text map</p> <p>Collaborative writing and generating ideas-group work</p> <p>Drama as response</p> <p>Discussion and dialogic talk around model poem and additional examples-use of full sentences in response</p>
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Transcription		
	Summer 1	Summer 2
Handwriting	<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:</p> <p>Diagonal joins to letters without ascenders e.g. ai, ar, us</p> <p>Horizontal joins to letters without ascenders e.g. ou, vi, wi</p> <p>Diagonal joins to letters with ascenders e.g. at, il, eb, ud</p> <p>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:</p> <p>Diagonal joins to letters without ascenders e.g. ai, ar, us</p> <p>Horizontal joins to letters without ascenders e.g. ou, vi, wi</p> <p>Diagonal joins to letters with ascenders e.g. at, il, eb, ud</p> <p>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>Teaching of Year 3 spelling patterns and rules</u></p> <ol style="list-style-type: none"> The /i/ sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin) Homophones brake/break, grate/great, eight/ate, weight/wait, son/sun Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly' Rare GPCs The /j/ sound spelt 'ch' (mostly French in origin) <u>Appendix 1 words</u> <p>Position, possible, pressure, promise, quarter, recent, reign, sentence, special</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>Teaching of Year 3 spelling patterns and rules</u></p> <ol style="list-style-type: none"> The /k/ sound spelt 'ch' (Greek in origin) Homophones here/hear, knot/not, meat/meet Suffix '-ly' with root words ending in 'le' and 'ic' The /i/ sound spelt 'y' other than at the end of words (gym, myth) The /ʌ/ sound spelt 'ou' (young, touch) Homophones heel/heal/he'll, plain/plane, groan/grown, rain/ rein/reign <u>Appendix 1 words</u> <p>Strange, suppose, therefore, though, thought, various, woman</p>
Spelling ongoing	<p><u>Learning Spellings</u></p> <p>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>	

