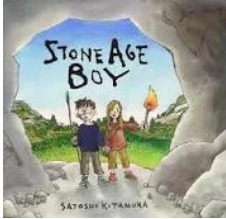




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# Year 3 English 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	8 weeks	7 weeks	7 weeks	5 weeks	5 weeks	7 weeks
Writing Core Text/s	Stone Age Boy by Satoshi Kitamura 4 weeks 	The Rhythm of the Rain by Grahame Baker-Smith  A River by Marc Martin 	The Iron Man by Ted Hughes  Film/animation 2 week unit	Marcy and the Riddle of the Sphinx by Joe Todd Stanton 	Greek Myths and Legends   	The Great Kapok Tree by Lynne Cherry 
	How to Wash a Woolly Mammoth by Michelle Robinson and Kate Hindley 2 weeks 	One Christmas Wish by Katherine Rundell 	Poetry - 1 week Talk through Poetry	Poetry - 1 week Talk through Poetry	Poetry - 1 week Talk through Poetry	Poetry - 1 week Talk through Poetry
	Reading Core Text/s -Stone age Boy -How to Wash a Woolly Mammoth	-The Rhythm of the Rain -A River -One Christmas Wish	-The Iron Man -Could introduce another text (We did Alien in the Jam Factory which they loved)	-Marcy and the Riddle of the Sphinx	-You could read Greek myths or focus on another text	-The Great Kapok Tree
Enrichment	Week 1 - writing from personal experience to create a baseline of writing. 2 <sup>nd</sup> October - National Poetry Day 6 <sup>th</sup> -12 <sup>th</sup> October - Libraries Week	Black History month - October (1 week writing unit) Non-Fiction November 10 <sup>th</sup> -14 <sup>th</sup> November - Anti-bullying week 11 <sup>th</sup> November - Remembrance Day	2 <sup>nd</sup> -6 <sup>th</sup> February - National Storytelling Week 10 <sup>th</sup> February - Safer Internet Day 17 <sup>th</sup> February - Lunar/Chinese New Year	5 <sup>th</sup> March - World Book Day 6 <sup>th</sup> -15 <sup>th</sup> March - British Science Week 8 <sup>th</sup> March - International Women's Day	22 <sup>nd</sup> April - Earth Day 11 <sup>th</sup> -17 <sup>th</sup> May - Mental Health Awareness Week	5 <sup>th</sup> June - World Environment Day 15 <sup>th</sup> -21 <sup>st</sup> June - Refugee Week



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		10 <sup>th</sup> -14 <sup>th</sup> November - Nursery Rhyme Week	21 <sup>st</sup> February - Mother Language Day	21 <sup>st</sup> -27 <sup>th</sup> March - Shakespeare Week			
Subject links	History - Stone Age to Iron Age		Geography - Rivers		History - Comparing Ancient Civilisations		Geography - Biomes, Rainforests
Writing Outcomes	<p><b>Writing to Entertain:</b> Adventure story</p> <p><b>Writing to Inform:</b> Recount (Diary)</p> <p><b>Writing to Inform:</b> Instructions</p> <p><b>Writing to Entertain:</b> Poetry - rhyming poem (I've never seen...)</p>	<p><b>Writing to Entertain:</b> Narrative - Setting descriptions and story</p> <p><b>Writing to Inform:</b> Explanation (Water cycle)</p> <p><b>Writing to Persuade:</b> Discussion/speech</p>	<p><b>Writing to Entertain:</b> Narrative - Characters</p> <p><b>Writing to Persuade:</b> Discussion/speech</p> <p><b>Writing to Inform:</b> Recount (Diary)</p> <p><b>Writing to Entertain:</b> Poetry - Kennings poem</p>	<p><b>Writing to Inform:</b> Explanation</p> <p><b>Writing to Entertain:</b> Story</p>	<p><b>Writing to Entertain:</b> Graphic novel story</p> <p><b>Writing to Inform:</b> Newspaper article</p>	<p><b>Writing to Entertain:</b> Characterising speech</p> <p><b>Writing to Persuade:</b> Letter</p> <p><b>Writing to Inform:</b> Non-chronological report</p> <p><b>Writing to Entertain:</b> Poetry</p>	
Writing composition	<ul style="list-style-type: none"> <li>-To begin to use ideas from their own reading and modelled examples to plan their writing.</li> <li>-Use story mountains, maps and 'boxing up' of texts.</li> <li>-To begin to create settings, characters and plot in narratives.</li> <li>-To compose sentences orally</li> <li>-To make deliberate ambitious word choices to add detail</li> </ul>		<ul style="list-style-type: none"> <li>-To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements</li> <li>-To begin to organise their writing into paragraphs around a theme</li> <li>-To compose and rehearse sentences orally (including dialogue)</li> <li>-To begin to use the structure of a wider range of text types (including the simple layout devices in non-fiction)</li> </ul>		<ul style="list-style-type: none"> <li>-To demonstrate an increasing understanding of purpose and audience by discussing writing similar to which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul> <p><b>Ensure all writing composition objectives are secured</b></p>		
Grammar and Punctuation	<p><u>Review Yr2 Grammar</u></p> <ul style="list-style-type: none"> <li>-To use expanded noun phrases to describe and specify (the blue butterfly)</li> <li>-To understand the four sentence types (statement, question, exclamation and command) and use them in writing</li> <li>-To use the present tense and the past tense</li> </ul>	<p><u>Review Yr2 Grammar</u></p> <ul style="list-style-type: none"> <li>-To use co-ordination (or/and/but)</li> <li>-To use some subordination (when/if/that/because)</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>-To try to maintain the correct tense throughout a piece of writing with</li> </ul>	<p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>-To try to maintain the correct tense throughout a piece of writing with accurate subject/verb agreement</li> <li>-To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</li> </ul>	<p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>-To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including; when, if, because, and although</li> </ul>	<p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>-To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement</li> </ul>	<p><u>Grammar</u></p> <p><b>All grammar objectives to be secured.</b></p>	



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	<p>mostly correctly and consistently</p> <p><u>Grammar</u></p> <p>-To use 'a' or 'an' correctly throughout a piece of writing</p>	<p>accurate subject/verb agreement</p>				
	<p>Grammar objectives will need to be revisited across the year to consolidate understanding and certain grammatical features will need to be covered during text types e.g. imperative verbs when writing instructions, so please be mindful of this.</p>					
	<p><u>Review Yr2 Punctuation</u></p> <p>-To use capital letters, full stops, question marks and exclamation marks mostly correctly</p>	<p><u>Review Yr2 Punctuation</u></p> <p>-To use apostrophes for possession and contractions</p> <p>-To use commas in a list</p>	<p><u>Punctuation</u></p> <p>-To punctuate direct speech accurately, including the use of inverted commas</p>	<p><u>Punctuation</u></p> <p>No new learning, please focus on improving accuracy of direct speech punctuation and secure basic punctuation - capital letters, full stops, question marks, exclamation marks and commas.</p> <p>Also secure knowledge of apostrophes for possession and contraction.</p>		
<b>Sentence type</b>	-Imperative sentences	-Conjunction sentences	-Speech sentences -Prepositional phrase sentences	-Short sharp sentences		Figurative language sentences
<b>Vocabulary</b>	noun, noun phrase, statement, question, exclamation, command, adjective, verb, present tense, past tense, comma consonant, consonant letter, vowel, vowel letter	compound, apostrophe, possession, contraction, conjunction	adverb, suffix, preposition, conjunction - coordinating, subordinating, word family, prefix, direct speech, inverted commas (or speech marks)	Clause, subordinate clause	Consolidate vocabulary	
<b>Oracy</b>	<u>Sentence stems</u>					
	-An argument for/against is...		-I understand, however...		-It appears to be...	
	-Maybe next time you could try...		-My opinion is...		-I enjoyed it because...	
	<u>Physical</u>		<u>Linguistic</u>	<u>Cognitive</u>	<u>Social &amp; Emotional</u>	
	<p>-Vary tone of voice for humorous or sad parts of a story telling</p> <p>-Notice when someone has not contributed and invite them to speak</p>	<p>-Take on the challenger role in a small discussion</p> <p>-Be able to confidently change their mind e.g. opinion continuum</p>	<p>-Use awareness of audience to support choice of formal / informal language</p> <p>-Explain the purpose of their talk e.g. to discuss, entertain, inform, instruct or persuade</p>	<p>-Take part in a consensus circle and reach a shared conclusion</p> <p>-Deliver a short presentation (with notes) to an unfamiliar audience)</p>	<p>-Explain reasoning in maths to the class in a logical way and adapt explanation to suit audience reaction</p> <p>-Be able to explain why they have changed their mind e.g. opinion continuum</p>	<p>- Begin to summarise the opinion of one contributor</p> <p>-Know which strand they are practising and explain why that is important to effective talk.</p>



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<p><b>Handwriting and Presentation</b></p>	<p><u>Review</u></p> <ul style="list-style-type: none"> <li>-To check and secure children's accuracy of letter formation and joins</li> <li>-Sensitively support pencil grip to ensure children can write effectively and at length</li> <li>-To write full date and underline on each piece of work (short date maths/phonics/spelling)</li> <li>-To always start at the margin</li> </ul>		<ul style="list-style-type: none"> <li>-To use a neat, joined handwriting style with increasing accuracy and speed</li> <li>-To always start at the margin and leave a line between paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>-To use a neat, joined handwriting style with increasing accuracy and speed</li> <li>-To continue to use the diagonal and horizontal joining strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> </ul>		
<p><b>TAF statements</b></p>	<p><u>Year 3 Working towards (W)</u></p> <ul style="list-style-type: none"> <li>-Write for a range of real purposes and audiences</li> <li>-Use past and present tense mostly correctly</li> <li>-Write in a well-structured form that is appropriate for the genre</li> <li>-Demarcate some sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> </ul>	<p><u>Year 3 Working towards (W)</u></p> <ul style="list-style-type: none"> <li>-Develop some description (narrative) and facts (non-fiction) in expanded sections</li> <li>-Structure fiction and non-fiction texts appropriately (for the writing form/genre) with related ideas and information</li> <li>-Mostly use the correct tense throughout a piece of writing</li> <li>-Spell most common KSI common exception words</li> </ul> <p>(W+) Begin to use some of the following punctuation:</p> <ul style="list-style-type: none"> <li>-commas for lists</li> <li>-exclamation marks</li> <li>-apostrophes to mark contractions</li> </ul>	<p><u>Year 3 Working towards (W+)</u></p> <ul style="list-style-type: none"> <li>-Use a range of adverbs of time, reason, manner and place</li> <li>-Use prepositions</li> <li>-Use a range of subordinating conjunctions e.g. while, until, who, even though, although</li> </ul>	<p><u>Year 3 Working towards (W+)</u></p> <ul style="list-style-type: none"> <li>-Write narratives with linked events. Write a non-narrative using simple organisational devices such as headings and sub-headings</li> <li>-Make some simple additions, revisions and proof-reading corrections to their own writing</li> <li>-Use varied sentence openers (adverbs, adjectives, determiners)</li> </ul>	<p><u>Year 3 Working towards (W+) (E) once complete</u></p> <ul style="list-style-type: none"> <li>-Write a range of text types with a clear structure</li> <li>-Secure use of a / an before a noun</li> <li>-Begin to group related material together to form simple paragraphs</li> <li>-Use present perfect tense when appropriate (Charlotte has become friends with Sam)</li> </ul>	<p><u>Year 3 Working towards (W+) (E) once complete</u></p> <p><b>Time to secure TAF statements</b></p>
<p>(W+) - Spell some words with spelling patterns from the LKS2 programme of study and Year 3 and 4 world list.</p> <ul style="list-style-type: none"> <li>- Spell some words with prefixes - for example, un-, mis-, dis-, super-, anti-, auto-, in-, im-, il-, ir-, sub-</li> <li>- Spell the correct form of common homophonies e.g. their/there,they're, to/too/two</li> <li>- Use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> <li>- Use the diagonal and horizontal strokes to join letters and understand which letters, when adjacent to one another, are best left un-joined</li> </ul>						
<p><u>Greater Depth (G)</u></p> <ul style="list-style-type: none"> <li>-To plan and write with an understanding of purpose and audience drawing independently on what they have read, at an age appropriate level</li> </ul>						



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- To maintain characterisation throughout a fiction piece and genre in a non-fiction
- Begin to show some maturity, command of ambitious and technical vocabulary and sentence structure
- Ideas are consistently organised in sections and some detail / description / explanation to events expanded through careful choice of vocabulary
- Begin to assess the effectiveness of writing by:
  - editing to improve vocabulary and punctuation
  - redrafting to improve the overall effect of the writing