



Curriculum Overview for English

What we teach, when we teach it

Year 3	Autumn					Spring				Summer			
	Autumn 1	Autumn 1	Autumn 2	Autumn 2	Autumn 2	Spring 1	Spring 1	Spring 2	Spring 2	Summer 1	Summer 1	Summer 2	Summer 2
Genres	Narrative Fables and Folktales	Poetry Poems to perform	Non-fiction Reports	Narrative Adventure and Mystery	Poetry Structure and calligrams	Narrative Feature an Author	Non-fiction Persuasion in letters	Narrative Myths and Legends		Non-Fiction Information Texts	Poetry Poetry appreciation/language play	Narrative Dialogues and plays	Narrative Traditional Stories from other cultures
Books/resources to use: See Pie Corbett's Reading and Poetry spine.	The Hare and the Tortoise The Fox and Crow The Lion and the Mouse	The puffin book of utterly brilliant poetry		Iron Man How to Train your Dragon.	Paint a poem	The Sheep-Pig		The Abominables			Quick let's get out of here		Hansel and Gretel
Reading	Discuss morals in fables Identify and discuss conventions of fables, eg animals behave like humans, a lesson learnt, two characters only	Prepare poems to read aloud by text marking, colour coding, and annotating to support rehearsal and performance Use a knowledge of root words to understand meanings eg forget, forgetting	Discuss the purpose of paragraphs in non-fiction texts Use the first two letters in a dictionary to locate words Create a word bank/ glossary identifying unfamiliar words in a text	Identify the main events in a story in sequence Choose favourite words and phrases from a text Use prefixes to understand meaning - un dis mis (meaning not)	Identify and discuss layout of calligrams Prepare poems to read aloud Use expression to read aloud	Raise own questions during the reading process to deepen understanding eg what did he do.....what did he think when....?	Work out meaning of unfamiliar words by using the context	Orally retell stories and identify and record the main events of a story in sequence (story map/board) Use suffixes to understand meanings		Prepare for research by identifying what is already known and generate questions around a subject Describe how information is organised Use the title and contents page to appraise with a book will provide right info for research	Discuss their understanding of the text using tentative language eg at first I thought..... But now.....	Prepare playscripts to read aloud, showing understanding through intonation, tone, volume and action.	Identify and discuss conventions of folk tales eg good over evil, weak and strong, wise and foolish. Draw inferences around characters thoughts, feelings and actions and justify with evidence from the text.
Spellings	<ul style="list-style-type: none"> Words with the long /e/ sound spelt with ei Words with the long /e/ sound spelt with ey Words with the long /e/ sound spelt with ai Words with / / sound spelt with ear Homophones & near homophones Creating adverbs using the suffix -ly (no change to root word) Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable) Creating adverbs using the suffix -ly (root word ends in 'le') Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al') Creating adverbs using the suffix -ly (exceptions to the rules) Statutory Spelling Challenge Words 					<ul style="list-style-type: none"> Words with short /i/ sound spelt with 'y' Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant) Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant) Creating negative meanings using prefix mis Creating negative meanings using prefix dis Words with a /k/ sound spelt with 'ch' s Homophones & Near Homophones Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or 'back') Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' 				<ul style="list-style-type: none"> Words ending in -ary Words with a short /u/ sound spelt with 'o' Words with a short /u/ sound spelt with 'ou' Word families based on common words, showing how words are related in form and meaning. Words ending in the suffix -al Words ending with an /zuh/ sound spelt with 'sure' Words ending with a /chuh/ sound spelt with 'ture' Words ending with a /chuh/ sound spelt as 'ture' Silent Letters Revision 			

								<ul style="list-style-type: none"> Words with a /sh/ sound spelt with 'ch' Statutory Spellings Challenge Words 							
GPS focus	<ul style="list-style-type: none"> Identify clauses in sentences. Explore and identify main and subordinate clauses in complex sentences. Explore, identify and create complex sentences using a range of conjunctions e.g. <i>when, while, before, after</i>. Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Before he started making films, Walt Disney worked as an artist. After the bird had sprinkled the crumbs, a magnificent forest sprang up.</i> Identify, understand and select prepositions to complete sentences e.g. <i>above, below, beneath, within, outside, beyond</i>. Identify, understand and select adverbs to complete sentences e.g. <i>suddenly, silently, eventually, cautiously, timidly</i>. Identify speech within a passage of text, e.g. <i>highlight the words spoken by a character and the inverted commas (speech marks)</i>. Identify, understand and select the perfect form of verbs to complete sentences e.g. <i>We have researched healthy foods</i> (present perfect) instead of <i>We researched healthy foods</i> (simple past). Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box</i>. 					<ul style="list-style-type: none"> Identify clauses in sentences. Explore and identify main and subordinate clauses in complex sentences. Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, although, so</i>. Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>If people live near volcanoes, they are in danger of their homes being destroyed. Although the Iron Man fell off the cliff, he wasn't harmed.</i> Generate and select prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i>. Select, generate and extend the use of adverbs e.g. <i>first, soon, next, later, yesterday, now, instantly, precisely, securely</i>. Identify and use inverted commas (speech marks), to punctuate direct speech e.g. <i>improvise a short exchange of dialogue through role play: write and punctuate the speech using inverted commas.</i> Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. Barney said, <i>"I don't know where Stig has gone."</i> (present perfect) instead of Barney said, <i>"I don't know where Stig went."</i> (simple past). 					<ul style="list-style-type: none"> Explore and identify main and subordinate clauses in complex sentences. Explore, identify and create complex sentences using a range of conjunctions e.g. <i>while, since</i>. Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>While you were sleeping, I visited the Enchanted Wood. Since they had invaded Britain, the Romans had built many roads.</i> Generate, select and effectively use prepositions in own writing e.g. <i>above, below, beneath, within, outside, beyond</i>. Independently, edit and improve own writing by strengthening the use of adverbs e.g. <i>swiftly, rudely, wearily, gingerly</i>. Use inverted commas to punctuate direct speech (speech marks) in independent writing. Independently, edit and improve own writing by using the perfect form of verbs where appropriate such as when writing dialogue in narrative and play scripts e.g. <i>Roman Soldier: He has disappeared, Sire!</i> (present perfect) instead of <i>Roman Soldier: He disappeared, Sire!</i> (simple past). 				
Planning	Discuss and record ideas for planning - story map, chunking a plot Explore sentences using when, while, before and after	Identify the purpose, structure and vocabulary choice of a known poem	Explore how the information is organised in sections/paragraphs, past tense Plan using different format - mind map.	Discuss the vocabulary and different sentence types - how does the author create suspense?	Discuss ideas for planning, eg generating and refining vocabulary, experimenting with word combinations, rhyme, rhythm, alliteration	Discuss ideas for planning - timeline showing events in authors life (flowchart) Group researched material around sub-headings/ mind map	Identify purpose and audience for writing Discuss vocabulary and structure needed Plan using sticky notes under different points with teacher support	Discuss and record ideas for planning. Story mountain, inc opening, build up, problem, resolution, ending Begin to create dialogue using inverted commas. Generate own word bank with alternative synonyms for 'said'	Identify purpose and audience - eg information about space as Year 5 area learning about planets Discuss the structural organisation of an information text Plan using boxing up	Explore vocabulary	Focus on structure of plays. CV to dialogue in narrative. Focus on tense - introduce the perfect form and compare it to past and present tense.	Discuss and record ideas for planning			
Drafting and writing	Create and develop a setting for a fable. Explore writing sentences using when, while, before and after	Collate a vocabulary bank (noun phrases) Use these in own writing	Using facts provided by the teacher, group related material into paragraphs, eg sort facts on cards under headings provided Add own sentences using conjunctions learnt	Generate and select from vocabulary banks - powerful verbs, noun phrases Continue to write extended sentences	Explore and compose sentences using alliteration Write a poem based on one that the children have studied	Explore paragraphs showing change in time. Write a short biography based on their favourite author, grouping material into paragraphs Eg. write facts about your favourite author on sticky notes and group these under headings provided by the teacher	During composition use different sentence structures. Orally compose alternatives and select from these according to effect created.	Generate adverbs to use in writing Write a setting for their stories building on work done in Autumn term, eg precise nouns, adjectives, noun phrases, details relating to the five senses. Continue to write build up and dilemma for their own stories, based on ones they have read Include speech, adverbs, synonyms for 'said'	Group suitable material into paragraphs, identifying suitable headings. Use a range of conjunctions eg while since in own writing Explore the main and subordinate clauses in sentences. With teacher support add to own writing.	Using a poem written by the teacher, explore and improve by, generating and refining vocabulary, experimenting with word combinations, alliteration, rhyme and rhythm.	Using template write part of a well known story in play script. Adding stage directions as appropriate.	Improvise, create and write dialogue based on knowledge of particular character During and after composition independently edit and improve own writing by using different sentence structures			

Editing and Evaluation	Proof read own work using a check list - focus on punctuation	Improve a passage prepared by a teacher (add vocab/change the tense...)	Improve own work checking for spelling, grammar and punctuation	Improve a passage by the teacher - eg one written using simple sentences only	Discuss and suggest changes with partner	Using a check list provided by the teacher chn to edit their own work and work of peers.	Discuss and propose changes with a partner.	Improve a passage by the teacher - adding inverted commas, adverbs and synonyms for 'said'	With a focus on audience and purpose, discuss and propose changes with partners. Make improvements in the light of evaluation.	Focus on vocabulary choices -which vocabulary worked best and why?		With a focus on audience and purpose discuss and propose changes with partners and improve writing in light of this
Performing		Use appropriate intonation tone and volume					If possible - send letters to recipient and elicit a response.	Read out to group of peers during a reading session and give opinions.		Read poems out loud to the group and elicit opinions.	Perform to the rest of the class.	