

Calcot Schools  
Long Term English Overview - Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key texts</b>	A Monster Surprise Stone Age Boy	Flat Stanley A range of NonFiction texts (linked to History)	Come into this Poem Handa's Surprise The Egg	Come into this Poem The Dragonsitter	Fantastic Mr Fox	Until I Met Dudley Cracking Contraptions
<b>Writing opportunities</b>	Character description Retelling a narrative	Retelling a narrative Non Chronological reports (linked to History and Geography)	Innovating character descriptions Retelling a narrative	Instructional writing in the form of an email Diary entries	Retelling and innovating chapters from a narrative Non Chronological reports	Writing letters Explanation texts (How does ..... work?)
<b>Writing outcomes (Composition)</b>	Read my own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear Show some awareness of settings, characters and plot in my writing Plan my writing (through discussion or written work)					
	Begin to use paragraphs as a way to group related material in my <b>fictional</b> writing	Begin to use paragraphs as a way to group related material in my <b>factual</b> writing	Develop my use of paragraphs to group related material together in my <b>fictional</b> writing	Develop my use paragraphs as a way to group related material in my <b>factual</b> writing	Develop my descriptions of settings and characters in my writing	Develop the plot within my writing by using dialogue.
<b>Writing outcomes (Vocabulary, punctuation and grammar)</b>	Proofread my own work to check for errors in spelling, punctuation, vocabulary and grammar					
	Use a or an according to whether the next word begins with a consonant or a vowel Use prepositions and prepositional phrases in my writing  <b>Revision from Year 2:</b> Write and punctuate sentences of different types (statements, commands, questions and exclamations)  Include expanded noun phrases Use subordinating and coordinating conjunctions	Express time, place and cause using conjunctions (e.g when, before, after, while, so, and because) and adverbs (e.g. then, next, soon, meanwhile, quietly)  Use headings and subheadings to aid presentation  <b>Revision from Year 2:</b> Write and punctuate sentences of different types (statements, commands, questions and exclamations)	Express time, place and cause using prepositions (e.g. before, after, during, in front of, in the distance)	Express time and cause using adverbial phrases linked to instructions (e.g. first, next, carefully)  Use headings and subheadings to organise my writing	Begin to use inverted commas to punctuate speech Use the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down) I can start to use the present perfect form is but not always successfully (e.g. He has gone out to play vs. He went out to play).  Use more adventurous conjunctions to express time and cause	Develop my use of inverted commas to punctuate direct speech Use more adventurous conjunctions to express time and cause

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		Use an apostrophe for contractions (couldn't, I'll)				
<b>Reading - word reading</b>	<p>Apply my growing knowledge of root words, prefixes and suffixes            Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word            Develop my understanding of new words that I read</p>					
<b>Reading - comprehension</b>	<p>Check that the text makes sense to me by discussing my understanding and explaining the meaning of words in context            Increase my familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally            Identify themes and conventions in a wide range of books</p>					
	<p>Discuss words and phrases that capture my interest and imagination            Asking questions to improve their understanding of a text            Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence            Predict what might happen from details stated and implied            Increase my familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally            Identify themes and conventions in a wide range of books</p>	<p>Read books that are structured in different ways and read for a range of purposes            Use dictionaries to check the meaning of words that I have read             Identify main ideas drawn from more than one paragraph and summarise these            retrieve and record information from non-fiction</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action            Recognise some different forms of poetry (e.g. free verse, narrative poetry)</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action            Recognise some different forms of poetry (e.g. free verse, narrative poetry)</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence            Predict what might happen from details stated and implied</p>	<p>Identify main ideas drawn from more than one paragraph and summarise these            Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence            Predict what might happen from details stated and implied            Read books that are structured in different ways and read for a range of purposes            Use dictionaries to check the meaning of words that I have read</p>