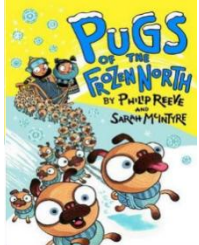
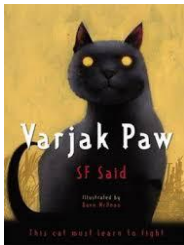
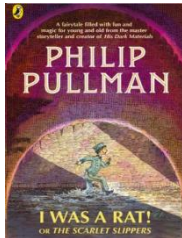
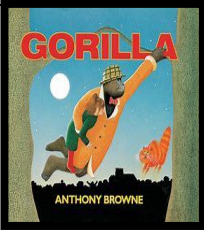
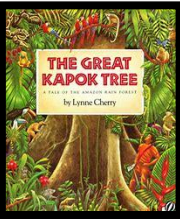
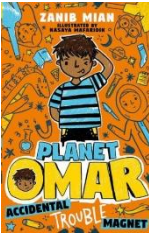


Year 3 English Overview – Cotmanhay Junior School					
<u>Autumn 1 – Class Reading Text and Writing focus</u>	<u>Autumn 2 – Class Reading Text and Writing focus</u>	<u>Spring 1 – Class Reading Text and Writing focus</u>	<u>Spring 2 - Class Reading Text and Writing focus</u>	<u>Summer 1 – Class Reading Text and Writing focus</u>	<u>Summer 2 - Class Reading Text and Writing focus</u>
Class Novel – 15 minutes per day					
					
<u>Personal Development Class Novel Links</u> • Humour • Compassion • Suffering • Actions VS consequence	<u>Personal Development Class Novel Links</u> • Innovation • Perseverance • Creative problem solving	<u>Personal Development Class Novel Links</u> • Adventure • Adversity • Self-esteem • Confidence Building	<u>Personal Development Class Novel Links</u> • Prejudice • Moving school • Assumptions • Friendship • Religion	<u>Personal Development Class Novel Links</u> • Leadership • Power of using your voice for good	<u>Personal Development Class Novel Links</u> • Identity • Humaity • Prejedice
Texts covered within Writing Units					
					
<u>Themes within writing texts</u> • Courage • Over coming fear • Family and Love	<u>Themes within writing texts</u> • Lonliness • Inovation	<u>Themes within writing texts</u> • Humour • Rhyme of language	<u>Themes within writing texts</u> • Deforestation • Preservation • Conservation	<u>Themes within writing texts</u> • Prejudice	<u>Personal Development Class Novel Links</u> • Leadership

	- Family dynamics - Imagination	Creativity		- Moving school - Assumptions - Friendship - Religion	Power of using your voice for good
<u>Genre of unit 1</u> Informative leaflet <u>Genre of unit 2</u> Description <u>Genre of unit 3</u> Narrative <u>Genre of unit 4</u> Poetry	<u>Genre of unit 1</u> Figurative writing <u>Genre of unit 2</u> Fairy tale (giants) <u>Genre of unit 3</u> Formal letter <u>Genre of unit 4</u> Writing in role (first person narrative – emotions of before and after)	<u>Genre of unit 1</u> RECOUNT/Diary <u>Genre of unit 2</u> Podcast/interview <u>Genre of unit 3</u> Narrative direct speech <u>Genre of unit 4</u> Poetry			
<i>**Once an aspect of grammar has been taught, it is consolidated daily within the Active English sequence**</i> <u>Active English Focus unit 1</u> Nouns, adjectives, verbs, adverbs, main clause <u>Active English Focus unit 2</u> Nouns, adjectives, verbs, adverbs, main clause possessive apostrophe of singular nouns, past tenses, coordinating conjunctions and subordinate conjunctions <u>Active English Focus unit 3</u> Nouns, adjectives, verbs, adverbs possessive apostrophe of singular nouns, past tenses, coordinating conjunctions and subordinate conjunctions	<i>**Once an aspect of grammar has been taught, it is consolidated daily within the Active English sequence**</i> <u>Active English Focus unit 1</u> Pronouns, adverbial openers, subordinate clause, main clause, complex sentences <u>Active English unit 2</u> Pronouns, adverbial openers, subordinate clause, main clause, complex sentences Word classes, simple, compound and complex sentences <u>Active English Focus unit 3</u> Pronouns, adverbial openers, subordinate clause, main clause, complex sentences	<i>**Once an aspect of grammar has been taught, it is consolidated daily within the Active English sequence**</i> <u>Active English Focus unit 1</u> Appropriate tense, adverbial phrases, first person, word classes <u>Active English Focus unit 2</u> Appropriate tense, adverbial phrases, first person, word classes Colons, brackets for stage directions, conversational tony, Pronouns, Main, compound and complex sentences <u>Active English Focus unit 3</u> Appropriate tense, adverbial phrases, first person, word classes			

compound sentences, coordinating conjunctions, Openers, prepositions, determiners <u>Active English Focus unit 4</u> Nouns, adjectives, verbs, adverbs possessive apostrophe of singular nouns, past tenses, coordinating conjunctions and subordinate conjunctions Openers, prepositions, determiners Expanded noun phrases, similes, metaphors	Word classes, simple, compound and complex sentences Tenses, formality, subordinating openers, Linking adverbs, paragraphs <u>Active English Focus unit 4</u> Pronouns, adverbial openers, subordinate clause, main clause, complex sentences Word classes, simple, compound and complex sentences Tenses, formality, subordinating openers, Linking adverbs, paragraphs Appropriate tense, similes, past tense, prepositions, expanded noun phrases, adverbials, openers	Colons, brackets for stage directions, conversational tone, Pronouns, Main, compound and complex sentences Inverted commas, speech verbs, adverbs, expanded noun phrases – revision of areas for development from throughout the year <u>Active English Focus unit 4</u> Yearly recap to consolidate
<u>Alan Peat Sentences Applied</u> 2A sentences BOYS sentences What + ! sentences Subordination sentences	<u>Alan Peat Sentences Applied</u> Verb, person sentences If, if , if, then sentences Double ly sentences Paired Conjunctions sentences Simile sentences	<u>Alan Peat Sentences Applied</u> RECAP PREVIOUS 2 TERMS AND START TO INTRODUCE Y4 SENTENCES 2 adjective pairs sentences 3_ed sentences Emotion word, comma sentences Personification of weather sentences/ This is that sentences Last word, first word sentences Then & Now sentences
The year 3 Reading National curriculum objectives are taught both discreetly through the school ‘Whole Class Reading’ approach, and through writing lessons that are underpinned by high quality texts. As per the reading framework, although we make reference to individual reading domains (retrieval, inference, vocabulary etc), these are taught in a collaborative manner due to all reading skills being used in tandem. These will be discussed throughout lessons so children have a solid knowledge of the reading skills they are using throughout the reading process. Individual reading objectives from the NC are taught in an ongoing manner throughout the school year so they can be recapped and consolidated regularly. The objectives covered in Y3 include: Reading (or ReReading) the Text: listening to and discussing with support a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks		

- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- reading books that are structured in different ways and reading for a range of purposes
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- participate in discussion about both books that are read to them, taking turns and listening to what others say

Poetry and Performance

- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- recognising some different forms of poetry.

Decoding and Vocab:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see [English appendix 1](#) , both to read aloud and to understand the meaning of new words they meet
- read further exception words, noticing the unusual correspondences between spelling and sound, and where these occur in the word.
- using dictionaries to check the meaning of words that they have read

Inference:

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions.

Predict:

- predicting what might happen from details stated.

Retrieve:

- retrieve information from non-fiction (*and fiction*)

Explain:

- identifying themes and conventions in a wide range of books
- discussing words that capture the reader's interest and imagination

Summarise:

- identifying main ideas drawn from more than 1 paragraph

Sequence:

- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

Question:

asking questions with support to improve their understanding of a text					
Autumn: Fluency focus		Spring: Fluency & Comprehension focus		Summer: Fluency & Performance focus	
- develop positive attitudes to reading, and an understanding of what they read - To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). - To begin to read Y3/Y4 exception words, sometimes with support - To apply their growing knowledge of root words and prefixes, including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. - listening to and discussing a wide range of non-fiction and reference books or textbooks - Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word understand what they read, in books they can read independently, by rereading sentences to check they make sense to them, sometimes with support		- develop positive attitudes to reading, and an understanding of what they read - To begin to read Y3/Y4 exception words, mostly independently - To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud. - To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. - To make predictions based on what they have read - understand what they read, in books they can read independently, by discussing authors' choice of words and phrases for effect. - understand what they read, in books they can read independently, by rereading sentences to check they make sense to them		- develop positive attitudes to reading, and an understanding of what they read, by reading books that are structured in different ways - To begin to read Y3/Y4 exception words and to be able to notice unusual spelling correspondences - recognising some different forms of poetry - preparing poems and play scripts to read aloud and to perform - To begin to use appropriate intonation and volume when reading aloud. - To understand what they read, in books they can read independently, by rereading paragraphs to check they make sense to them, sometimes with support.	
WCR Texts Autumn 1	WCR Texts Autumn 2	WCR Texts Spring 1	WCR Texts Spring 2	WCR Texts Summer 1	WCR Texts Summer 2

This list is adaptable and subject to change – coverage is decided upon to create links across the curriculum to help pre-teach or consolidate curriculum content. Although these links are meaningful, these texts are used to drive the teaching of reading .					
<u>Week 1</u> <u>Text/video/image focus</u> Explanation text – The Creation Story <u>Genre of text</u> Explanation text <u>Link to other subject</u> RE	<u>Week 1</u> <u>Text/video/image focus</u> Rocks, Soil and fossils <u>Genre of text</u> Information <u>Link to other subject</u> Science	<u>Week 1</u> <u>Text/video/image focus</u> Information text linked to light <u>Genre of text</u> Information <u>Link to other subject</u> Science	<u>Week 1</u> <u>Text/video/image focus</u> Plants <u>Genre of text</u> Information <u>Link to other subject</u> Science	<u>Week 1</u> <u>Text/video/image focus</u> Forces <u>Genre of text</u> Information <u>Link to other subject</u> Science	<u>Week 1</u> <u>Text/video/image focus</u> Magnets <u>Genre of text</u> Information <u>Link to other subject</u> Science
<u>Week 2</u> <u>Text/video/image focus</u> River Niles importance to Ancient Egyptians <u>Genre of text</u> Information <u>Link to other subject</u> History	<u>Week 2</u> <u>Text/video/image focus</u> Fact file on river Thames <u>Genre of text</u> Information/fact file <u>Link to other subject</u> Geography	<u>Week 2</u> <u>Text/video/image focus</u> Key features of a Roman Town <u>Genre of text</u> Information <u>Link to other subject</u> History	<u>Week 2</u> <u>Text/video/image focus</u> Understand human and physical geography within India <u>Genre of text</u> Explanation text <u>Link to other subject</u> Geography	<u>Week 2</u> <u>Text/video/image focus</u> The synagogue <u>Genre of text</u> Explanation text <u>Link to other subject</u> RE	<u>Week 2</u> <u>Text/video/image focus</u> Understand human and physical geography within Derbyshire <u>Genre of text</u> Information text <u>Link to other subject</u>
<u>Week 3</u> <u>Text/video/image focus</u> Explanation text - Mummification <u>Genre of text</u> Explanation text <u>Link to other subject</u> History	<u>Week 3</u> <u>Text/video/image focus</u> Forces and Magnets <u>Genre of text</u> Non-chron report <u>Link to other subject</u> Science	<u>Week 3</u> <u>Text/video/image focus</u> Instructions on making a puppet shadow <u>Genre of text</u> Instructions <u>Link to other subject</u> Science	<u>Week 3</u> <u>Text/video/image focus</u> Narrative including speech between characters <u>Genre of text</u> Narrative <u>Link to other subject</u> English	<u>Week 3</u> <u>Text/video/image focus</u> The nappy challenge <u>Genre of text</u> Discussion text <u>Link to other subject</u> Science	<u>Week 3</u> <u>Text/video/image focus</u> Building a new play area in school <u>Genre of text</u> Persuasive letter <u>Link to other subject</u>

<u>Week 4</u> <u>Text/video/image focus</u> Narrative based on emotions of starting a new school <u>Genre of text</u> Narrative <u>Link to other subject</u> PSHE/English	<u>Assessment Week</u>	<u>Week 4</u> <u>Text/video/image focus</u> Queen Boudicca fighting against Romans – playscript <u>Genre of text</u> Playscript <u>Link to other subject</u> History	<u>Assessment Week</u>	<u>Week 4</u> <u>Text/video/image focus</u> Working Victorian children <u>Genre of text</u> Explanation text <u>Link to other subject</u> History	<u>Assessment Week</u>
<u>Week 5</u> <u>Text/video/image focus</u> Biography on Usain Bolt <u>Genre of text</u> Biography <u>Link to other subject</u> JIGSAW – Dreams and Goals	<u>Week 5</u> <u>Text/video/image focus</u> Hare and Tortoise <u>Genre of text</u> Traditional tale- fiction <u>Link to other subject</u> English	<u>Week 5</u> <u>Text/video/image focus</u> The balloon man – poem <u>Genre of text</u> Poem <u>Link to other subject</u> English	<u>Week 5</u> <u>Text/video/image focus</u> Donating to a food bank (How Christians show their faith within their community). <u>Genre of text</u> Persuasive advert/poster <u>Link to other subject</u> RE	<u>Week 5</u> <u>Text/video/image focus</u> Geocaching <u>Genre of text</u> Information Text <u>Link to other subject</u> Computing	<u>Week 5</u> <u>Text/video/image focus</u> Grandpa’s Indian summer <u>Genre of text</u> Fiction <u>Link to other subject</u> English
<u>Week 6</u> <u>Text/video/image focus</u> Poem – AF HARROLD <u>Genre of text</u> Poetry <u>Link to other subject</u> English	<u>Week 6</u> <u>Text/video/image focus</u> Olympic gold- Max Whitlock (report/ video) <u>Genre of text</u> Newspaper report <u>Link to other subject</u> PE- gymnastics	<u>Week 6</u> <u>Text/video/image focus</u> Link to RE for HT to consolidate <u>Genre of text</u> Information <u>Link to other subject</u> RE	<u>Week 6</u> <u>Text/video/image focus</u> Information leaflet on human body <u>Genre of text</u> Information leaflet <u>Link to other subject</u> JIGSAW	<u>Week 6</u> <u>Text/video/image focus</u> Netball club poster/leaflet <u>Genre of text</u> Persuasive text <u>Link to other subject</u> PE/Netball	<u>Week 6</u> <u>Text/video/image focus</u> How far will we go? <u>Genre of text</u> Song lyrics <u>Link to other subject</u> Music