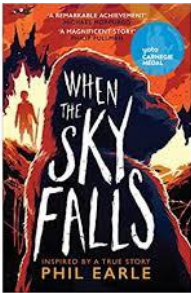
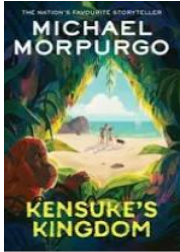


Year 3 English Overview – Cotmanhay Junior School

Autumn 1 – Class Reading <u>Text</u>	Autumn 2 – Class Reading <u>Text</u>	Spring 1 – Class Reading <u>Text</u>	Spring 2 - Class Reading <u>Text</u>	Summer 1 – Class Reading <u>Text</u>	Summer 2 - Class Reading <u>Text</u>
Class Novel – 15 minutes per day					
					
<u>Personal Development</u> <u>Class Novel Links</u> • Friendships • Family • Resilience • Grief • Hope	<u>Personal Development</u> <u>Class Novel Links</u> • Love • Empathy • Life • death	<u>Personal Development</u> Class <u>Novel Links</u> • Ambition • Impact of war • Gender roles • Loyalty and guilt • Reality vs appearances	<u>Personal Development</u> Class <u>Novel Links</u> • Betrayal • Guilt • Right vs wrong	<u>Personal Development</u> <u>Class Novel Links</u> • Poverty • Social justice • Redemption • Survival • Man vs nature	<u>Personal Development</u> <u>Class Novel Links</u> • Homelessness • Friendship • Overcoming adversity
Texts covered within writing					
<u>Short burst writing:</u> • Rock Paper Scissors - dialogue • Instructions • PE SATS balanced					<u>Short burst writing:</u> • To entertain-Litter pick paragraph • To persuade-Estate Agents brochure · To persuade/For personal • communication-letter of complaint
<u>Themes within Writing</u> <u>text/stimuli:</u> • Good vs evil • Problem solving	<u>Themes within Writing</u> <u>text/stimuli:</u> • Love • Empathy • Life	<u>Themes within Writing</u> <u>text/stimuli:</u> • Ambition • Impact of war • Gender roles	<u>Themes within Writing</u> <u>text/stimuli:</u> • Betrayal • Guilt • Right vs wrong	<u>Themes within Writing</u> <u>text/stimuli:</u> • Poverty • Social justice • Redemption	<u>Themes within Writing</u> <u>text/stimuli:</u> • Real life issues • Selling techniques

Dealing with emotions	death	- Loyalty and guilt - Reality vs appearances		Survival Man vs nature	How to demand justice
<u>Genre of unit 1</u> Recount- journey of a red blood cell (Letters form the lighthouse) <u>Genre of unit 2</u> Persuasion- Macbeth letter writing <u>Genre of unit 3</u> Wishing Tale- get what you wish for but it goes wrong (Macbeth)	<u>Genre of unit 1</u> Adventure story (Kensuke’s Kingdom) <u>Genre of unit 2</u> Adventure story (Kensuke’s Kingdom) <u>Genre of unit 3</u> Discussion text- should year 6 children do SATs?		<u>Genre of unit 1</u> Newspaper report- A Monster calls <u>Genre of unit 2</u> Poetry (When the Sky Falls) <u>Genre of unit 3</u>		
<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> Adverbials, active and passive voice, semi-colons <u>Active English Focus unit 2</u> Subordinate conjunctions, imperative verbs, parenthesis <u>Active English Focus unit 3</u> Personification, direct speech, adjectives	<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> Expanded noun phrases, similes, pathetic fallacy <u>Active English unit 2</u> Reporting clauses, direct speech, formal tone <u>Active English Focus unit 3</u> Modal verbs, relative clauses, parenthesis		<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> SATs revision – word classes, punctuation, verb tense, sentence types, formal/informal <u>Active English Focus unit 2</u> Complex sentences, semi-colons, metaphors <u>Active English Focus unit 3</u> Onomatopoeia, apostrophes, synonyms and antonyms		
<u>Alan Peat Sentences Applied</u> 2 adjective pair sentence 3 ed sentence Emotion word, comma sentence Personification of weather/this is that sentence Last work first work sentence Then and now sentence NOUN, who/ which/ where sentences Some; others sentences Irony sentences	<u>Alan Peat Sentences Applied</u> Outside (inside) sentences The more, the more sentences Short sentences ___ing, ___ed sentences 3 bad – dash question sentences De: De sentences Adjective, same Adjective sentences One word, one phrase definition Imagine; 3 examples sentences		<u>Alan Peat Sentences Applied</u> 2 adjective pair sentence 3 ed sentence Emotion word, comma sentence Personification of weather/this is that sentence Last work first work sentence Then and now sentence NOUN, who/ which/ where sentences Some; others sentences Irony sentences Outside (inside) sentences The more, the more sentences Short sentences ___ing, ___ed sentences 3 bad – dash question sentences De: De sentences Adjective, same Adjective sentences One word, one phrase definition Imagine; 3 examples sentences		
The year 6 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 Y6 include:

Y6 Expected Outcomes	Y6 Greater Depth Outcomes
Word	
I use the words and word parts that I can read and understand already to think about what new words mean and sound like.	I confidently use the words and word parts that I can read and understand already to think about what new words mean and sound like.
Fluency	
I can read increasingly challenging material quickly and accurately.	I can read increasingly challenging material independently, quickly and accurately.
I am able to prepare, read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding.	I am able to confidently prepare, read aloud and perform a range of poems and plays, and use appropriate intonation, tone and volume to help different audiences with their own understanding.
Comprehension	
I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books.	I continue to read, compare and evaluate an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books.
I understand what I read, even though books are set out in different ways and are written for different purposes.	I understand what I read, even though books are set out in different ways and are written for different purposes, comparing their styles.
I am becoming familiar with a wide range of books from our own literary heritage and also books from other cultures and traditions.	I can compare and understand the key features of myths, legends and traditional stories and modern fiction.
I have learnt a wider range of poems by heart.	I have learnt a wider range of poems by heart, comparing it with other poems I have learnt.
I can make comparisons within and across books I have read.	I can make detailed comparisons within and across books I have read.
I check my understanding of books I have read through discussion and exploring the meaning of words.	I check my understanding of books I have read through discussion, comparing it with other books I have read and exploring the meaning of words.
I show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence.	I show my understanding of what I have read by drawing inferences from within the text and justifying them with a range of quality evidence.
From my reading, I can predict what may happen in a story from details given and suggested in the text.	From my reading, I can accurately predict what may happen in a story from details given and suggested in the text.
I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read.	I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read independently.
I can show how language, structure and presentation all contribute to meaning in texts I read.	I can evaluate how language, structure and presentation all contribute to meaning in texts I read.

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**.

WCR Texts Autumn 1	WCR Texts Autumn 2	WCR Texts Spring 1	WCR Texts Spring 2	WCR Texts Summer 1	WCR Texts Summer 2
Week 1 Text/video/image focus Circulatory system Genre of text Recount Link to other subject Science	Week 1 Text/video/image focus A Christmas Carol Genre of text Letter Link to other subject English	Week 1 Text/video/image focus Kensuke's Kingdom Genre of text Narrative Link to other subject Writing unit	Past Paper Revision and Practice	Past Paper Revision and Practice	Week 1 Text/video/image focus History of electrical discoveries Genre of text Information Link to other subject Science
Week 2 Text/video/image focus Maya gods Genre of text Information text Link to other subject History	Week 2 Text/video/image focus Viking settlements and Danelaw Genre of text Non-Chron Report Link to other subject History	Week 2 Text/video/image focus The Titanic Genre of text Recount Link to other subject Science	Past Paper Revision and Practice	Past Paper Revision and Practice	Week 2 Text/video/image focus A monster Calls Genre of text Narrative Link to other subject Whole class reading book
Week 3 Text/video/image focus Letters from the lighthouse Genre of text Narrative Link to other subject History	Week 3 Text/video/image focus Charles Darwin Genre of text Biography Link to other subject Science	Week 3 Text/video/image focus Diary of Anne Frank Genre of text Diary Link to other subject History	Past Paper Revision and Practice	Past Paper Revision and Practice	Week 3 Text/video/image focus What is climate change? Genre of text Email Link to other subject French
Week 4 Text/video/image focus The rights of a child Genre of text Newspaper report Link to other subject Jigsaw	Assessment Week	Week 4 Text/video/image focus International day of charity Genre of text information Link to other subject Jigsaw	Assessment Week	SATs week	Assessment Week
Week 5 Text/video/image focus Thriller, Michael Jackson Genre of text	Week 5 Text/video/image focus Big Yellow Taxi- Joni Mitchell	Week 5 Text/video/image focus Goldilocks and the 3 bears Genre of text	Past Paper Revision and Practice	Week 5 Text/video/image focus South America Genre of text	Week 5 Text/video/image focus What is truth? Johnny Cash Genre of text

Poetry Link to other subject English	Genre of text Poetry Link to other subject Science	Crime report Link to other subject Writing		Information text Link to other subject Humanities	Poetry Link to other subject Jigsaw
Week 6 Text/video/image focus The effects of smoking Genre of text Information text Link to other subject Science	Week 6 Text/video/image focus Life after death Genre of text Narrative Link to other subject RE	Week 6 Text/video/image focus Pompeii- Bastille Genre of text Poetry Link to other subject History	Past Paper Revision and Practice	Week 6 Text/video/image focus The Trooper- Iron Maiden Genre of text Poetry Link to other subject	Week 6 Text/video/image focus Future education Genre of text Narrative Link to other subject Jigsaw-transition