
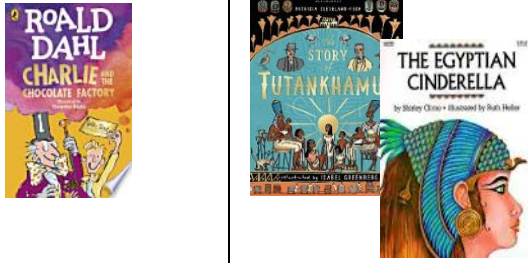
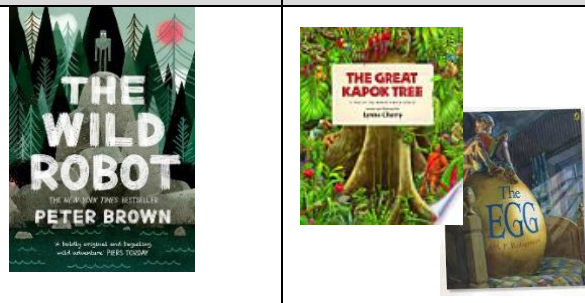
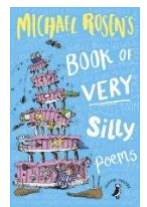


Year 3 English Yearly Overview

| | Autumn | | Spring | | Summer | | | |
|-----------|---|---|--|--|--|--|---|---|
| Key texts |  | |  | |  | |  | |
| | Reading comprehension focus | <p>Update and modify predictions.</p> <p>Ask questions to clarify the meaning of events/ideas.</p> | <p>Identify where an author use synonyms.</p> <p>Locate words in a dictionary by the first 2 letters.</p> | <p>Give opinions about stories and poems.</p> <p>Use different formats to retrieve, record and explain.</p> <p>Re-read sections of texts to find 'evidence'.</p> | <p>Identify typical story themes.</p> <p>Discuss authors choice of words and phrases.</p> | <p>Explore organisational features of non-fiction texts.</p> <p>Infer characters' feelings in fiction.</p> | <p>Notice how information is presented across a range of texts.</p> <p>Prepare and list questions as the basis for enquiry.</p> | |
| | | Spelling, punctuation & grammar focus | <p>Recap Year 2 SPAG</p> | <p>Using determiners 'a' or 'an'.</p> <p>Using a wider range of conjunctions including: when, if, because, although.</p> | <p>Using adverbs to express time and cause.</p> <p>Using prepositions to express time and cause.</p> | <p>Introduction to inverted commas to punctuate direct speech.</p> <p>Use of present perfect form of verbs instead of the simple past.</p> | <p>Introduction to paragraphs as a way to group related material.</p> <p>Headings and sub-headings to aid presentation.</p> | <p>Word families based on common words,</p> <p>Formation of nouns using a range of prefixes (for example super-, anti-, auto-).</p> |
| | | | Writing composition focus | <p>Create settings, characters and plots within a narrative.</p> <p>Discuss and record ideas to plan a biography.</p> | <p>Write a set of instructions. Assess the effectiveness of their own and others' writing.</p> <p>Organise paragraphs around a theme to write a diary entry.</p> | <p>Build a rich and varied vocabulary and increase their range of sentence structures when writing a narrative.</p> <p>Discuss writing similar to that which they are</p> | <p>Propose changes to grammar and vocabulary to improve consistency in their writing.</p> <p>Use simple organisational devices when writing non-fiction.</p> | <p>Proof read for spelling and punctuation errors with increasing independence.</p> <p>Assess the effectiveness of their own and others' writing suggesting improvements.</p> |

Year 3 English Yearly Overview

| | | | | | | |
|------------------------------|--|---|---|---|--|--|
| | | | going to write for a newspaper report. | | | |
| Speaking and Listening focus | Extend their vocabulary through listening and reading, using generally appropriate words in different situations. | Ask relevant questions to clarify meaning and show they have listened carefully. | Talk with increased fluency , varying talk to capture and hold the listeners' attention. | Listen and respond to the speaker's main points, making generally relevant comments and suggestions. | Structure talk to aid the listeners, varying use of vocabulary and level of detail. | Explain simple differences between formal and informal discourse. |