

## English Long term Overview

Year 3						
Term	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing						
English	Fiction: Narrative based on the True Story of the Three Little Pigs by Jon Scieszka  <i>Final Write:</i> Plan, draft and write a letter that includes the narrative told in 1st person	Fiction: Narrative based on Wolves in the Wall by Neil Gaiman  <i>Final Write:</i> : Plan, draft and write a narrative that has a different MC, setting and creature	Fiction: Narrative based on the Secret of Black Rock by Joe Stanton  <i>Final Write:</i> Plan, draft and write a narrative that has a different creature	Fiction: Narrative based on Stone Age Boy by Satoshi Kitamura  <i>Final Write:</i> Plan, draft and write a narrative that continues the story	Fiction: Narrative based on Theseus and the Minotaur  <i>Final Write:</i> Plan, draft and write a narrative that is a defeating the monster tale	Fiction: Narrative based on The incredible book eating boy by Oliver Jeffers  <i>Final Write:</i> Plan, draft and write a narrative as a playscript
	Non-fiction: Autumn is Here poem  <i>Final Write:</i> To plan, draft and write a poem	Non-fiction: Instructions.  <i>Final Write:</i> To plan, draft and write a set of instructions on How to make Apple Tarts.	Non-fiction: Street Beneath my Feet by Charlotte Guillain  <i>Final Write:</i> to plan, draft and write an explanation text	Non-fiction: Skara Brae.  <i>Final Write:</i> To plan, draft and write a non-chronological report	Non-fiction: Instructions writing How a Robot dogs works  <i>Final Write:</i> to plan, draft and write a set of instructions to escape the minotaur's labyrinth	Non-fiction: Skeletons and muscles  <i>Final Write:</i> Plan, draft and write a non-chronological report
Grammar Special Focus	Demarcate all sentences with capital letters and full stops	After modeling, use inverted commas to show direct speech	Use noun phrases expanded by the addition of modifying adjectives,	Use cohesive devices such as pronouns, adverbs and conjunctions	Use past and present tense correctly. Begin to	Use subordinating and coordinating

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<p>Grammar starters</p> <p>Learning environment/walls</p> <p>D.I.R.T</p> <p>Embedded into lessons including cross-curricular</p> <p>Targeted reading at home questions.</p> <p>Early Morning Work</p> <p>Homework</p>	<p>and use capital letters for proper nouns. Use question marks, exclamation marks and commas in lists mostly correctly. Begin to use commas after fronted adverbials mostly correctly.</p>		<p>nouns and prepositional phrases</p>		<p>use the progressive form.</p>	<p>conjunctions to create compound and complex sentence.</p>
<p><b>Spelling</b></p> <p>15 minutes spelling lessons 3x a week</p>	<p><b>Adding the prefixes</b> dis- and in-</p> <p><b>Adding the prefixes</b> dis- and in-</p> <p>Adding the suffix <b>-ous</b></p>	<p>Adding the suffix <b>-ly</b></p> <p><b>Adding the suffix -ly</b></p> <p><b>Adding -ation to verbs to form nouns</b></p>	<p>Words with the <b>c</b> sound spelt <b>ch</b></p> <p><b>Words with the sh sound spelt ch</b></p>	<p>Adding the suffix <b>-ion</b></p> <p><b>Adding the suffix -ion</b></p>	<p>Adding the prefix <b>re-</b></p> <p><b>Adding the prefix re-</b></p>	<p>Adding the prefix <b>super-</b></p> <p><b>Adding the prefix sub-</b></p>

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Reading						
<b>Reading Comprehension Text</b>  Daily Reading comprehension lessons.	Fantastic Mr. Fox by Roald Dahl	The Dragon in the Library by Louie Stowell	The Iron Man by Ted Hughes	The Secret of Platform 13 by Iva Ibbotson	A Bear Called Paddington by Michael Bond	The Beast Keeper by Lucy Coats
<b>Class Reader</b>  15-20 minutes timetabled teacher reading aloud.	George's Marvelous Medicine by Roald Dahl  Esio Trot by Roald Dahl  The Twits by Roald Dahl	The Land of Roar by Jenny Mclachlan	Code name bananas by David Walliams  or  Boy in a Dress by David Walliams	The Monster in the Lake by Louie Stowell  or  The Wizard in the Woods by Louie Stowell	Winnie the Pooh by A. A. Milne	The Griffin Gate by Vashti Hardy
<b>Reading Special Focus</b>  one focus lesson a week	<b>VIPERS</b>  <b>Retrieval</b>  Use contents page and subheadings to locate information	<b>VIPERS</b>  <b>Vocabulary</b>  Use dictionaries to check the meaning of words that they have read	<b>VIPERS</b>  <b>Prediction</b>  justify predictions using evidence from the text.  Use relevant prior knowledge to make	<b>VIPERS</b>  <b>Explain</b>  Discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books	<b>VIPERS</b>  <b>Summary</b>  Identify main ideas drawn from a key paragraph or page and summarising these	<b>VIPERS</b>  <b>Inference</b>  Infer characters' feelings, thoughts and motives from their stated actions.

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