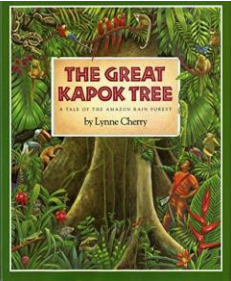
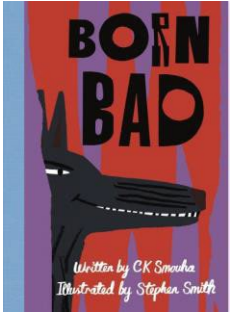
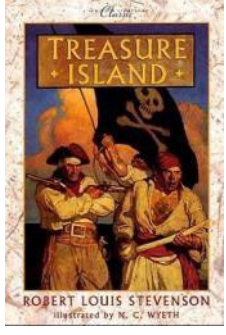
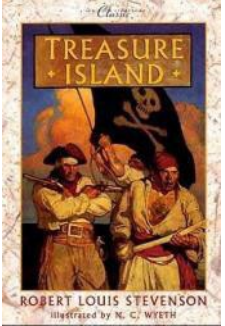

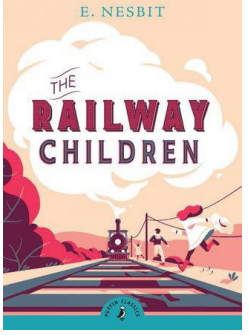
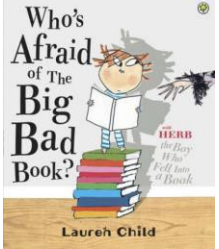
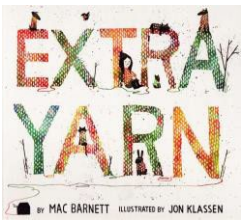
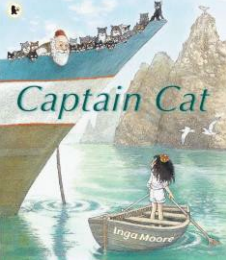
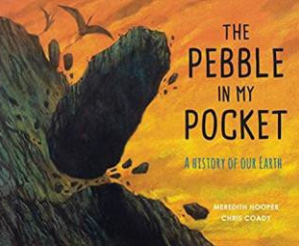
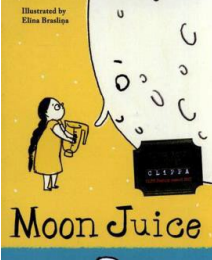



Curriculum Overview – English

Year 3

Reading	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Learning Objectives:</p>	<p>To summarise the main ideas. To use what they have read to make inferences about a character. To predict what might happen next.</p>	<p>To use what they have read to make inferences about a character. To predict what might happen next.</p>	<p>To explain the meanings of words in context. To use what they have read to make inferences about a character. To predict what might happen next. To identify how language, structure, and presentation contribute to meaning.</p>	<p>To explain how meaning is enhanced through choice of words and phrases. To summarise the main ideas. To use what they have read to make inferences about a character. To predict what might happen next.</p>	<p>To explain the meanings of words in context. To make inferences and use evidence from the text to explain or justify.</p>	<p>To summarise the main ideas. To make inferences and use evidence from the text to explain or justify. To predict what might happen next. To identify and explain how meaning is enhanced through choice of words and phrases.</p>
<p>Core texts (subject to change)</p>						
<p>Whole class guided reading</p>						

Curriculum Overview – English

Year 3

Writing	Adventure stories Information reports Monologues	Newspaper articles Play-scripts	Poetry Fantasy Fiction	Newspaper articles Fact files Recounts	Poetry Narratives Information posters	Letters Monologues Persuasive writing
GPS	Adjectives Verbs Nouns Full stops Capital letters for proper nouns Formation of nouns using prefixes Homophones and near-homophones	Conjunctions Prepositions Possessive apostrophes Paragraphs Spell using phonic knowledge and other knowledge of spelling, such as morphology and etymology	Inverted commas (or 'speech marks') Noun phrases Use of a or an Adding suffixes beginning with vowel letters to words of more than one syllable Endings like –tion -sion -ssion -cian The suffix –ous	Present tense Past tense Headings and sub-headings Year 3 / 4 spelling list The /ɪ/ sound spelt y elsewhere than at the end of words sc for the s sound	Adverbs Commas for a list Word families based on common words The /ʌ/ sound spelt ou The suffix –ation ch for the k sound ch for the sh sound	Conjunctions subordinate clause Commas The suffix –ly Words with endings -ture -sure -cher Endings which sound -tion -sion Words with the sound spelt ei, eigh, or ey
Hand writing	<p>Pupils are taught to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best not joined.</p> <p>They are taught to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>Pupils are encouraged to join handwriting throughout their independent writing. Handwriting is taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This supports their composition and spelling.</p>					