

English Curriculum – Year 3 Autumn						
Unit:	Fiction: Stories by the same author	Non-Fiction: Instructions and explanations	Poetry: Creating images	Fiction: Stories from other cultures	Non-Fiction: Non-Chronological Reports	Poetry: Humorous poems
Term:	Autumn 1: 2 Weeks	Autumn 1: 2 Weeks	Autumn 1: 2 Weeks	Autumn 2: 2 Weeks	Autumn 2: 2 Weeks	Autumn 2: 2 Weeks
What We Will Learn	Pupils will listen to and read stories by the same author, they will learn how to structure a story using story pegs, Pupils will extend and identify where they have extended their sentences. They will create their own stories based around I'll Take You to Mrs Cole.	Children will learn about instructions and explanations based around the glitzy world of the game show. They will learn about features of explanations before going on to write their own game show.	Pupils will read and listen to a selection of poems to explore how to create images using words. Pupils will find and use adjectives and adjective phrases to convert a poem to prose using a planning frame. They will create their own character. They will explore silly poems and chants, from this, use their voice to add excitement to a poem performance and compose poems using the themes of animals and weather.	Pupils read and listen to Indian folk tales and myths. They will write a short synopsis of a folktale, they will review and give their opinion, predict what might happen before performing their own oral re-telling and eventually plan and write their own adaptation. They will learn about adverbial clauses to make their writing more interesting and use commas to organise their writing.	Pupils will learn the structure and language features of non-chronological reports before planning, researching and finally composing their own sports report.	Pupils will read and listen to a variety of humorous poems. They will describe a monster using a provided table/template . Pupils will use a poem that they have read as a model for writing their own verse/ poem.
What We Will Do	Pupils will Brainstorm their ideas and they will extend their sentences using a range of conjunctions. Pupils will write in paragraphs and correctly punctuate direct speech.	Pupils will identify compare and discuss instructional and explanatory texts. They will use imperative (bossy) verbs. In their writing. They will understand that writing can be first or third person. Pupils will write an explanatory text.	Pupils will brainstorm ideas based on poems they have read, they will use adjectives and noun phrases to describe characters and events in a poem.	They will share and brainstorm ideas together. They will learn about adverbial clauses to make their writing more interesting and use commas to organise their writing. They will plan their own folktale in the style of an Indian Tale using a story board to help them write their story.	Pupils will rewrite an informal report changing the tense. They will discuss features of a report and use simple, they will use sentences with more than one clause. They will explore persuasive language and different points of view, ending in a discussion.	Pupils will rehearse and write a familiar poem of their choice, they will use powerful verbs and adverbs in their writing. They will discuss a poem and learn how to summarise a poem verse by verse.
Text(s):	I'll Take You to Mrs Coles by Nigel Gray and Michael Foreman Dinosaurs and All that Rubbish by Michael Foreman Other books by Michael Foreman	Various instruction and explanation texts	Poems needed are provided.	Seasons of Splendour by Madhur Jaffrey. The Tiger Child by Joanna Troughton	DK Children's Book of Sport	The Truth about Teachers by Paul Cookson et al The Works chosen by Paul Cookson. Read Me and Laugh chosen by Gaby Morgan
Skills Learned	Pupils will be able to compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	Pupils will plan a set of instructions and write in order to understand and learn from its structure, vocabulary and grammar to produce their own game/show	Pupils will be able to discuss words and phrases that capture the reader's interest and imagination.	Pupils will be able to identify traditional language and sequence sentences to form a short narrative to produce a short story.	Pupils will be able to recognise features of a report identify persuasive language they will sequence sentences to form a short narrative to produce a report.	Pupils will learn about the use of humorous word play in poetry. They will rehearse how to perform a poem and read aloud, showing understanding through intonation, tone, volume and action.

English Curriculum – Year 3 Spring						
Unit:	Fiction: Stories about imaginary worlds	Non-Fiction: Recount	Poetry: Traditional poems	Fiction: Myths and Legends	Non-Fiction: Non-chronological reports	Poetry: Performance poems
Term:	Spring 1: 2 Weeks	Spring 1:2 Weeks	Spring 1: 2 Weeks	Spring 2: 2 Weeks	Spring 2: 2 Weeks	Spring 2: 2 Weeks
What We Will Learn	Pupils will discuss and read Fantastic Mr Fox, they will compare and discuss the book and film versions of the story. They will learn about dialogue between two of the characters.	Pupils will read The Day I Swapped my Dad for Two Goldfish. They will discuss the features and uses of diaries. Act out swap stories;	Pupils will read a variety of poems by Robert Louis Stevenson and write a class poem using rhyming couplets. Pupils will revise verb tenses and learn about prepositions. They will discuss the poem Windy Nights and learn it by heart.	Pupils will learn about tales from other cultures. The will listen and read stories about Greek myths. They will identify the features of a myth.	Pupils will read an online newspaper report about an amazing model of Hogwarts open to the public. They will identify features of non-chronological reports. They will study the structure of a report.	Pupils will listen to a range of performance poems and explore the features that poets use. They will learn how to perform a rap.
What We Will Do	Pupils will familiarise themselves with features of narrative; finding examples from the book and through role play as well as hot-seating explore characters. Analyse the structure of a story. Focus on direct speech and use the features and format they have seen to plan and write their own fantastic stories!	Pupils will write a new version of The Diary of a Killer Cat using recount features and complex sentences. They will predict the end of a story, they will use complex sentences using a range of conjunctions. We will discuss about adverbials and recounts using past tense and 1st person and chronological order.	Pupils will discuss rhyming structure of the poem, it is written in couplets They will write a list of rhyming couplets for e.g. bed/head/said/fled/red. They will do a quick action game to revise the fact that verbs are doing (and feeling) words.	Pupils will draw story maps, create settings, characters and plot for own retelling of a Greek Myth off by heart and to retell another myth in written form. Pupils will write strong opening for myth using connectives to create compound and/or complex sentences to produce a paragraph. They will use powerful verbs/ beginning to recognise the concept of a verb; understanding that writing can be 3rd or 1st person; using and punctuating direct speech.	Pupils to become journalists and identify features of an article, they will transfer their skills and produce and write a leaflet/article. They will write in the style of a text they have read and use formal language in an impersonal tone.	Pupils will discuss ideas for a rap. Investigate rhyme schemes and choruses/repetition. Working in pairs or individuals they will write and perform a rap to an audience.
Text(s):	Fantastic Mr Fox by Roald Dahl (plus DVD)	The Day I Swapped my Dad for Two Goldfish by Neil Gaiman & Dave McKean Diary of a Killer Cat by Anne Fine	A Child's Garden of Verses by Robert Louis Stevenson	The Orchard Book of Greek Myths by Geraldine McCaughrean Greek Myths by Marcia Williams	Selection of Harry Potter books by J K Rowling	Various performance poems provided in weekly planning
Skills Learne	Pupils will be able analyse the structure of a story. Structure and write a narrative, identifying the main elements of a story.	Pupils will be able to identify the features of a diary entry and use this to write their own.	Pupils will be able to structure a poem using rhyming couplets. They will be able to listen and respond appropriately to adults and their peers.	Pupils will be able to identify fact from fiction. They will be able to construct a sentence/paragraph and be able to identify main elements of a story.	Pupils will analyse and structure a non- fiction report. They will be able to consider and evaluate different viewpoints.	Pupils will use relevant strategies to build their vocabulary and give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

English Curriculum – Year 3 Summer

Unit:	Fiction: Adventure Stories	Non-Fiction: Persuasive writing	Poetry: Traditional poems	Fiction: Plays and Dialogues	Non-Fiction: Non-chronological reports	Poetry: Playing with form
Term:	Summer 1: 2 Weeks	Summer 1: 2 Weeks	Summer 1: 2 Weeks	Summer 2: 2 Weeks	Summer 2: 2 Weeks	Summer 2: 2 Weeks
What We Will Learn	Pupils will listen and read the Hodgeheg and look at the structure of adventure stories. They will identify the key events in a story. They will plan a story using a story board and write an adventure story.	Pupils will discuss and look at a range of adverts. They will identify find key features of persuasive writing and identify the type of language used to capture our attention.	Pupils will read a selection of traditional poems by Charles Causley and Eleanor Farjeon. Pupils will learn how to performing one of the poems with expression and intonation.	Pupils will be looking at play scripts, they will discuss the fact that characters and setting can be enhanced in a play script through the use of costume, props, scenery, lighting, sound effects. They will compare the layout and punctuation of play scripts with dialogue.	Pupils will write a Non-chronological report, this plan is based around computer and video games where children will spot features of a report.	Pupils will read and listen to a variety of shape poems. Looking at the descriptive language used and the layout of calligrams, They will recite and discuss a variety before writing their own.
What We Will Do	Pupils will study the features of a story plan and think about their journey and quest. They will compose complex sentences from a selection of simple sentences. They will structure their writing to write an adventure story.	Through discussion they will identify language and the use of catch phrases used in advertising. The will justify their arguments and opinions. Pupils will use formal style language and a range of compound and complex sentences to produce an advert/letter	A poem will be modelled by the teacher using expression and intonation it will be repeated with no expression or intonation make it sound boring. Pupils will discuss and share their thoughts and opinions. They will create new lines for a poem in the style of the poet and write a poem inspired by one they have read.	They will look at features of a play script. They will become a theatre critic and write a review. They will identify speech and dialog in a play and identify how dialogue can emphasise a character's personality.	They will read reviews, make notes for a report about a video/computer game. They will discuss partial or biased reviews and write their own game reports.	Pupils will compare two shape poems choose their favourite and give reasons for their choice. They will study the use of onomatopoeia and similes for effect.
Text(s):	The Hodgeheg by Dick King-Smith	Advertisements in magazines and on TV	Going to the Fair by Charles Causley and The Puffin Book of Fantastic First Poems	The Witches by Roald Dahl (plus CD). Plays for pupils: The Witches, adapted by David Wood. Other plays for pupils adapted from Roald Dahl	Selection of websites about computer games	I Like this Poem by Kaye Webb. Read Me, Read Me First and The Works are desirable.
Skills Learned	Pupils will be able to discuss words and phrases that capture the reader's interest and imagination. Through discussion they will draw upon inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Pupils will be able to discuss words and phrases that capture the reader's interest and imagination. They will organise their writing based around a theme.	Pupils will read aloud and perform, showing understanding through intonation, tone, volume and action.	Pupils will compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	Pupils will discuss and record ideas and will organise paragraphs around a theme.	Pupils will be able to recognising some different forms of poetry [for example, free verse, narrative poetry] different styles.