

OVERVIEW YR 3	Term 1		Term 2		Term 3	
STIMULUS THEMES/ PROJECTS	ANCIENT BRITAIN	ANCIENT BRITAIN / ANGELS	ROMAN BRITAIN 6 weeks	BACK TO THE FUTURE 5 weeks	WOODLANDS 6 weeks	RAINFORESTS 6 weeks +3
READING RANGE, KEY TEXTS AND WHOLE-CLASS FOCUS	<ul style="list-style-type: none"> <li>Stone Age Boy - Satoshi Kitamura</li> <li>The White Stone Stories – John R Barnett - Bronze Age short stories</li> <li>Stone Age Bone Age - Mick Manning - extra book</li> </ul>	<ul style="list-style-type: none"> <li>The White Stone Stories – John R Barnett - Iron Age short stories</li> </ul>	<ul style="list-style-type: none"> <li>Roman Invasion - Life of a Roman Boy – Jim Elridge</li> </ul>	<ul style="list-style-type: none"> <li>Fortunately, the Milk – Neil Gaiman</li> <li>The Tunnel – Anthony Browne</li> <li>Gorilla – Anthony Browne</li> <li>Voices in the Park – Anthony Browne</li> </ul>	<ul style="list-style-type: none"> <li>The Iron Man - Ted Hughes</li> <li>The Story of the Lone Robot - short film</li> </ul>	<ul style="list-style-type: none"> <li>Rainforests – Paul Gerhaty</li> </ul>
TEXT TYPES AND RANGE including PURPOSE AND AUDIENCE	<ul style="list-style-type: none"> <li>Narrative - adventure stories <i>To entertain</i> - YR3 chn</li> <li>Instructions - make a fossil <i>To inform and instruct</i> - YR3 chn &amp; celebration attendees</li> <li>Visual poetry - shape poetry - national poetry day based on the year's theme</li> </ul>	<ul style="list-style-type: none"> <li>Free verse Poetry - similes - angels YR3 chn / <i>celebration attendees</i></li> <li>Recounts - Newspaper reports and diaries <i>To retell events</i> - YR3 chn / <i>celebration attendees</i></li> </ul>	<ul style="list-style-type: none"> <li>Narrative - historical fiction <i>To entertain, and to inform</i> - YR3 chn &amp; parents during celebration</li> <li>Non-fiction - explanatory text - magnets <i>To explain how or why</i> - scientist / public</li> <li>Structured Poetry - diamante - change YR3 chn / <i>celebration attendees</i></li> </ul>	<ul style="list-style-type: none"> <li>Narrative - dilemmas <i>To entertain and to explore issues or dilemmas</i> - YR3 chn / <i>celebration attendees</i></li> <li>Narrative - science fiction <i>To entertain</i> - YR3 chn / <i>celebration attendees</i></li> </ul>	<ul style="list-style-type: none"> <li>Narrative - Dialogue, playscripts and film dialogue <i>To tell a story and to have a deliberate effect on the viewer/listener/reader</i> - <i>celebration attendees</i></li> <li>Structured Poetry - kenning - woodland animals YR3 chn / <i>celebration attendees</i></li> </ul>	<ul style="list-style-type: none"> <li>Narrative - Dialogue, playscripts and film dialogue (playscript writing - filmed as news report) <i>To tell a story and to have a deliberate effect on the viewer/listener/reader</i> - YR1-3 chn sharing assembly / <i>celebration attendees</i> / <i>rainforest expert to judge the best</i></li> <li>Non-fiction - Non-chronological reports - rainforest animal reports <i>To provide detailed information about the way things are or were. To help readers/listeners understand what is being described by organising or categorising information</i> - YR3 chn / <i>celebration attendees</i> / <i>rainforest expert to judge the best?</i></li> </ul>
EXTENDED WRITING/WRIT E-ON including SITE OF APPLICATION OPPORTUNITY SUGGESTIONS	<ul style="list-style-type: none"> <li>Instructions for something made at Butser</li> <li>Adventure story</li> <li>Shape poem</li> </ul>	<ul style="list-style-type: none"> <li>Adventure story</li> <li>Recounts - newspaper report</li> <li>Recount - Christmas themed letter</li> <li>Poetry – Christmas themed caligram</li> </ul>	<ul style="list-style-type: none"> <li>Recount – diary (Christmas theme) SOA</li> <li>Historical character description</li> <li>Newspaper SOA</li> <li>Letter to magnetism museum</li> <li>Historical fiction SOA</li> </ul>	<ul style="list-style-type: none"> <li>Non-fiction – explanatory text SOA</li> <li>Poetry diamante SOA</li> <li>Sci fi character description</li> <li>Creative writing – time travel</li> <li>Narrative dilemma SOA</li> </ul>	<ul style="list-style-type: none"> <li>Narrative sci fi SOA</li> <li>Wonderful woodland – description / personification</li> <li>Narrative – newspaper report - sportsday</li> <li>Narrative playscripts SOA</li> </ul>	<ul style="list-style-type: none"> <li>Poetry kennings</li> <li>Narrative – news report (Marwell)</li> </ul>
READING	Black text: National Curriculum statements; <b><i>Bold/italics</i></b> : National Curriculum statements (NAHT KPI); <b>Red text</b> : Hampshire additional guidance					
Word Reading	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li><b><i>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</i></b></li> </ul>					
Themes and Conventions	<ul style="list-style-type: none"> <li><b><i>Develop positive attitudes to reading and understanding of what they read</i></b></li> <li>Read books that are structured in different ways and show some awareness of the various purposes for reading, e.g. <b><i>reference books for information and novels or poetry for entertainment</i></b></li> <li><b><i>Identify themes and conventions in a wide range of books by making simple links to other known texts or personal experience</i></b></li> <li>Recognise themes in age-appropriate texts, such as the triumph of good over evil</li> <li>Recognise conventions in age-appropriate texts e.g. the use of magical devices in fairy stories and folk tales, or the use of first person in diaries</li> <li><b><i>Identify presentational devices in non-fiction</i></b></li> </ul>		<ul style="list-style-type: none"> <li><b><i>Can explore and discuss underlying themes and ideas</i></b></li> <li><b><i>Identify books set in different culture or historical setting</i></b></li> <li><b><i>Begin to relate texts to human themes present in the wider world</i></b></li> </ul>	<ul style="list-style-type: none"> <li><b><i>Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books, drawing on a growing knowledge of authors</i></b></li> </ul>		
Comprehension-Clarify	<ul style="list-style-type: none"> <li><b><i>Understand what they read, in books they can read independently</i></b></li> <li>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li><b><i>Use known strategies appropriately to establish meaning, in books that can be read independently</i></b></li> <li>Ask questions to improve their understanding of a text</li> <li><b><i>Self-correct misread words when reading age-appropriate texts and discuss the meaning of new words in context</i></b></li> <li><b><i>Use dictionaries to check the meaning of words that they have read</i></b></li> </ul>					
Comprehension-Monitor and Summarise	<ul style="list-style-type: none"> <li><b><i>Show understanding of the main points drawn from more than one paragraph</i></b></li> </ul>		<ul style="list-style-type: none"> <li>Identify main ideas drawn from more than one paragraph and summarise these</li> </ul>	<ul style="list-style-type: none"> <li><b><i>Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text</i></b></li> </ul>		
Comprehension-Select and Retrieve	<ul style="list-style-type: none"> <li><b><i>Retrieve and record information from non-fiction</i></b></li> <li><b><i>Uses text features to locate information e.g. contents, indices, subheadings</i></b></li> <li><b><i>Begin to recognise fact and opinion</i></b></li> <li><b><i>Locate information using skimming, scanning and text marking</i></b></li> </ul>		<ul style="list-style-type: none"> <li><b><i>Extract information from the text and make notes using reference to the text</i></b></li> </ul>			
Comprehension-Respond and Explain	<ul style="list-style-type: none"> <li><b><i>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, asking questions, listening and responding to others</i></b></li> <li>Able to discuss words and phrases that capture the reader's interest and imagination</li> <li>Recognise some different forms of poetry [for example, free verse, narrative poetry]</li> </ul>		<ul style="list-style-type: none"> <li><b><i>Begin to use vocabulary from the text to support responses and explanations</i></b></li> <li><b><i>Use specific vocabulary and ideas expressed in the text to support own views</i></b></li> </ul>			

Inference	<ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied</li> <li>• Make plausible predictions based on knowledge of the text</li> <li>• Understand what they read (in books they can read independently) by inferring feelings, thoughts and motives of main characters from their actions, and justify inferences with evidence</li> <li>• Discuss the actions of characters</li> </ul>	<ul style="list-style-type: none"> <li>• Draw generally accurate inferences and predictions, sometimes, but not always, fully supported through reference to the text</li> </ul>				
Language for Effect	<ul style="list-style-type: none"> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Identify specific language which contributes to the development of meaning</li> <li>• Identify specific techniques, e.g. simile, metaphor, repetition, exaggeration, and say why they interest them</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the effect specific language has on the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to discuss how language, structure and presentation help the reader to understand the text</li> </ul>			
WRITING Black text: National Curriculum statements; <b>Bold/italics</b> : National Curriculum statements (NAHT KPI); <b>Red text</b> : Hampshire additional guidance						
VOCABULARY, GRAMMAR AND PUNCTUATION	<ul style="list-style-type: none"> <li>• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Use conjunctions to express time place and cause e.g. when, before, after, while, so, because</li> <li>• Introduce inverted commas to punctuate direct speech</li> <li>• Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line.</li> <li>• Full stops, capital letters, exclamation marks and question marks are mostly accurate</li> <li>• Know when to use 'a' and 'an'</li> <li>• Proof-reads for spelling and punctuation errors</li> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• Possessive pronouns: my, your, his, hers, its, ours, theirs</li> </ul>	<ul style="list-style-type: none"> <li>• Use compound sentences with co-ordinating conjunctions</li> <li>• Co-ordinating conjunctions: and, but, or, so, for, nor, yet</li> <li>• Use prepositions in writing: next to, by the side of, in front of, during, though, throughout, because of</li> <li>• Use the present perfect form of verbs instead of the simple past eg 'He has gone out to play' in contrast to 'He went out to play'</li> <li>• 'has/have' + past participle</li> <li>• Word families for meaning, word class and spelling: solve, solution, solving, solved, solver, dissolved, soluble, insoluble</li> <li>• Appropriate verb choices</li> <li>• Use of synonyms for verbs such as 'said' or 'go' when appropriate for effect</li> <li>• Use irregular simple past-tense verbs: awake – awoke, blow – blew</li> <li>• Know the difference between the subject and object with the personal pronoun</li> <li>• Identify all the word classes of a simple sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• Use adverbs and prepositions to express time, place and cause</li> <li>• Indicate possession by using the possessive apostrophe with plural nouns</li> <li>• Use past perfect verb form</li> <li>• Pattern of three for persuasion: Fun. Exciting. Adventurous!</li> <li>• Exaggerated language: unbelievable, glorious, etc.</li> <li>• Express time, place and cause, using prepositions: before, after, during, in, because of</li> <li>• Quantifiers: enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several</li> <li>• Commas used in lists</li> <li>• Homophones and their meanings: bear – bare, pear – pair</li> </ul>	<ul style="list-style-type: none"> <li>• Complex sentences using subordinate conjunctions e.g. when, if, because, although</li> <li>• Use fronted adverbials</li> <li>• Uses commas after fronted adverbials</li> <li>• Correctly use inverted commas in writing</li> <li>• Express time, place and cause using adverbs: then, next, soon</li> <li>• Past perfect verb form: 'had' + past participle</li> <li>• Know that pronouns, nouns and proper nouns can all be the subject of a sentence</li> </ul>	<ul style="list-style-type: none"> <li>• The difference between a phrase and a clause</li> <li>• Use a comma after a fronted adverbial phrase, prepositional phrase or adverb ending in '-ly'</li> </ul>	<ul style="list-style-type: none"> <li>• Specific/technical vocabulary to add detail:</li> <li>• Siamese cats are a variety that can live to a great age. The species has many unusual features for a feline</li> </ul>
TRANSCRIPTION	<ul style="list-style-type: none"> <li>• Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• Explore and accurately use word families for meaning, word class and spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Spell further homophones and understand their meanings</li> <li>• Spell words that are often misspelt (English Appendix 1)</li> <li>• Use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and accurately use word families based on common words e.g. fear, feared, fearful, fears, fearfully</li> </ul>	<ul style="list-style-type: none"> <li>• Form nouns using prefixes</li> <li>• Use prefixes to give the antonym, e.g. 'im-', 'in-', 'ir-', 'il-'</li> </ul>		
COMPOSITION AND EFFECT	<ul style="list-style-type: none"> <li>• Writing is clear in purpose</li> <li>• Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Discuss and record ideas e.g. can work with a partner or small group to plan writing, contributing their own and listen to and building on others ideas and record them in notes or pictorial form for later use</li> <li>• Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> </ul>	<ul style="list-style-type: none"> <li>• In narratives, creates settings, characters and plot</li> <li>• Events or ideas are developed using some appropriate vocabulary</li> <li>• Generally includes features of non-narrative writing</li> <li>• Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</li> </ul>	<ul style="list-style-type: none"> <li>• Select appropriate tense for a task with verb forms adapted</li> <li>• Writing incorporates mostly relevant content to inform and interest the audience</li> </ul>	<ul style="list-style-type: none"> <li>• A viewpoint is established but may not always be consistent or maintained</li> <li>• Expansion of detail / events may be supported through vocabulary (technical, vivid language)</li> </ul>	<ul style="list-style-type: none"> <li>• Expansion of detail / events may be supported through explanation</li> </ul>	
TEXT STRUCTURE AND ORGANISATION	<ul style="list-style-type: none"> <li>• Organise paragraphs around a theme</li> <li>• Organise writing into logical chunks and writes a coherent series of linked sentences for each</li> </ul>	<ul style="list-style-type: none"> <li>• Use connectives and pronouns that link sentences, paragraphs or sections</li> <li>• Use heading and subheadings to aid presentation</li> </ul>		<ul style="list-style-type: none"> <li>• Appropriate choice of nouns and pronouns create clarity, cohesion within writing</li> <li>• Adverbials may link sentences, paragraphs or sections</li> </ul>		
SENTENCE STRUCTURE	<ul style="list-style-type: none"> <li>• Some sentence variation through sentence type (statement, question, exclamation, command), length and structure (simple, compound)</li> </ul>		<ul style="list-style-type: none"> <li>• An increasing range of sentences with more than one clause using coordinating and subordinating conjunctions taught so far</li> </ul>		<ul style="list-style-type: none"> <li>• Some variation of modal verbs to express possibility</li> <li>• Confident and consistent use of inverted commas to punctuate direct speech</li> </ul>	
SPEAKING AND LISTENING	Drama – role play characters from Stone Age Boy before writing speech bubbles  Reciting poetry – listening and feedback focus on	Hot seating - Boudicca  Prehistoric Britain Celebration event	Roman Celebration  Reciting poetry – listening and feedback focus on intonation and response to language features and	Hot seating of The Tunnel characters as they approach tunnel  Verbalising feelings/emotions and body's reactions	Drama – act out comic scripts and rehearse dialogue using correct pronunciation and intonation  Reciting poetry – listening and feedback focus on	News reports filmed / presented  Woodland and Rainforest celebration

	intonation and response to language features and punctuation Verbalising and following instructions around maze and for drawings	Reciting poetry – listening and feedback focus on intonation and response to language features and punctuation Angels Celebration event	punctuation	to the Tunnel experience Hedge End celebration	intonation and response to language features and punctuation Woodland campfire storytelling – chn only celebration	
<b>SPECIAL EVENTS</b>	•Trip to Butser		•Roman visitor	•Bus ride to Hedge End		<ul style="list-style-type: none"> <li>•Rainforest academic / researcher sharing experiences of visiting rainforests via Skype</li> <li>•Marwell Zoo</li> <li>•Outdoor Adventure Activity day</li> </ul>