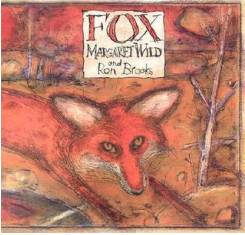
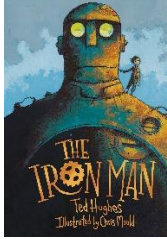
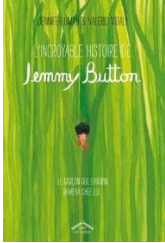
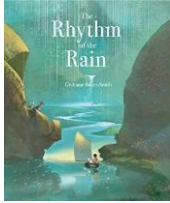
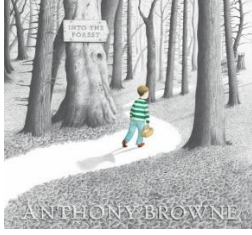
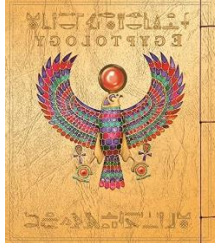


Year 3 English Writing Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fox 	Iron Man 	Jemmy Button 	The Rhythm of the Rain 	Into the Forest 	Egyptology 
Narrative: Fable Purpose: To narrate	Narrative: Approach Threat Purpose: To narrate	Narrative: Return Purpose: To narrate	Narrative: Setting Purpose: To narrate	Narrative: Lost Narrative Purpose: To narrate	Narrative: Egyptian Mystery Purpose: To narrate
Information: Foxes Purpose: To inform	Explanation: How to capture the Iron Man Purpose: To explain	Information: Letters Purpose: To recount	Recount: River Information Leaflet Purpose: To inform	Recount: Newspaper Report Purpose: To recount	Instructions: Secret Diary Purpose: To recount
Grammar: Word					
Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti-	Build on previous year & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti-	Build on previous units & focus on: Use of the forms a or an when next word starts with a consonant or a vowel	Build on previous units & focus on: Use of the forms a or an when next word starts	Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-)	Formation of nouns using a range of prefixes e.g. auto- super- anti- (un-)

(un- and re-)		Word families based on common words showing how words are related in form and meaning	with a consonant or a vowel	Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning
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No Nonsense Spelling

<p>Common exception words from Year 2</p> <p>Prefixes and suffixes</p> <p>Revise prefix 'un'.</p> <p>New prefixes: 'pre-', 'dis-', 'mis-', 're-'.</p> <p>Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'</p> <p>Rare GPCs</p> <p>The /eI/ sound spelt 'ei', 'eigh', or 'ey'</p> <p>The /I/ sound spelt 'y'</p> <p>Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin)</p> <p>Homophones</p> <p>brake/break, grate/great, eight/ate, weight/wait, son/sun</p> <p>Apostrophe</p> <p>Revise contractions from Year 2</p>	<p>Strategies at the point of writing.</p> <p>Suffixes from Year 2 ('-ness' and '-ful', with a consonant before)</p> <p>Prefixes and suffixes</p> <p>Prefixes: 'sub-', 'tele-', 'super-', 'auto-'</p> <p>Suffixes 'less' and 'ly'</p> <p>Rare GPCs</p> <p>The //j/ sound spelt 'ch' (mostly French in origin)</p> <p>The /k/ sound spelt 'ch' (Greek in origin)</p> <p>Homophones</p> <p>here/hear, knot/not, meat/meet</p> <p>Apostrophe</p> <p>Revise contractions from Year 2</p>	<p>Strategies for spelling at the point of writing</p> <p>Vowel digraphs from Years 1 and 2</p> <p>Prefixes and suffixes</p> <p>Suffix 'ly' with root words ending in 'le' and 'ic'</p> <p>Previously taught suffixes</p> <p>Rare GPCs</p> <p>The /I/ sound spelt 'y' other than at the end of words (gym, myth)</p> <p>The /ʌ/ sound spelt 'ou' (young, touch)</p> <p>Homophones</p> <p>heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign</p> <p>Apostrophe</p> <p>Revise contractions from Year 2</p>
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Grammar: Sentence

Build on previous year & focus on: Expressing time, place and cause using conjunctions e.g. (when, before, after,	Build on previous units & focus on: Expressing time, place and cause using conjunctions e.g. (when, before, after,	Build on previous units & focus on: Expressing time, place and cause using prepositions e.g.	Build on previous units & focus on: Expressing time, place and cause using prepositions e.g. (before, after, during,	Build on previous units & focus on: Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)	Build on previous units & focus on: Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)
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while, so, because, if, although) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	while, so, because, if, although)	(before, after, during, in, because of	in, because of Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)	Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of	
Grammar: Text					
Build on previous year & focus on: Present perfect form of verbs Introduction to paragraphs as a way to group related material	Build on previous units & focus on: Present perfect form of verbs	Build on previous units & focus on: Introduction to paragraphs as a way to group related material	Build on previous units & focus on: Introduction to paragraphs as a way to group related material	Build on previous units & focus on: Present perfect form of verbs Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	Build on previous units & focus on: Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation
Grammar: Punctuation					
Build on previous year & focus on: Reinforce from Year 2: Use of capital letters, full stops, question marks and exclamation	Build on previous year & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate	Build on previous year & focus on: Inverted commas to punctuate direct speech	Build on previous year & focus on: Apostrophes to mark where letters are missing in spelling and	Build on previous year & focus on: Inverted commas to punctuate direct speech	Build on previous year & focus on: Inverted commas to punctuate direct speech

marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns		to mark singular possession in nouns		
Terminology for Pupils: Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas					