**Year 3 English Writing Overview** 

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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| FoxFox by Margaret Wild | Iron ManThe Iron Man: Chris Mould Illustrated Edition: 1 : Hughes, Ted, Mould,  Chris: Amazon.co.uk: Books | Jemmy ButtonJemmy Button by Jennifer Uman | The Rhythm of the Rainhttps://pictures.abebooks.com/inventory/md/md30621993226.jpg | Into the Foresthttps://pictures.abebooks.com/isbn/9780744597974-uk.jpg | Egyptologyhttps://pictures.abebooks.com/isbn/9781840118520-uk.jpg |
| **Writing Outcome and Purpose****Fiction** |
| 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 |
| **Non-Fiction Curriculum Focus** |
| **History: Local History** Fact File – pioneers of medicine | **Geography: Climate and Weather** Non-Chronological Report - Climates | **History: The Stone Age** Fact File on the Stone Age  | **Geography: Coasts** Persuasive letter – coastal tourism | **History: School Trip** Celtic Harmony Trip –Diary entry  | **History: The Bronze Age and The Iron Age** Non-Chronological report  |
| **Oracy/ Current Affairs** |
| Drama recount  | News Report  | Rap/ Song | Spoken letter to an authority figure  | Debate | PowerPoint Presentation  |
| **No Nonsense Spelling** |
| Common exception words from Year 2Prefixes and suffixesRevise prefix ‘un’.New prefixes: ‘pre-’, ‘dis-’, ‘mis-’, ‘re-’.Revise suffixes from Year 2: ‘-s’, ‘-es’, ‘-ed’,‘-ing’, ‘-er’Rare GPCsThe /eɪ/ sound spelt ‘ei’, ‘eigh’, or ‘ey’The /ɪ/ sound spelt ‘y’Words ending with the /g/ sound spelt ‘gue’ andthe /k/ sound spelt ‘-que’ (French in origin)Homophonesbrake/break, grate/great, eight/ate, weight/wait, son/sunApostropheRevise contractions from Year 2 | Strategies at the point of writing.Suffixes from Year 2 (‘-ness’ and ‘-ful’, with aconsonant before)Prefixes and suffixesPrefixes: ‘sub-’, ‘tele-’, ‘super-’, ‘auto-’Suffixes ‘less’ and ‘ly’Rare GPCsThe /ʃ/ sound spelt ‘ch’ (mostly French in origin)The /k/ sound spelt ‘ch’ (Greek in origin)Homophoneshere/hear, knot/not, meat/meetApostropheRevise contractions from Year 2 |  Strategies for spelling at the point of writingVowel digraphs from Years 1 and 2Prefixes and suffixesSuffix ‘-ly’ with root words ending in ‘le’ and ‘ic’Previously taught suffixesRare GPCsThe /ɪ/ sound spelt ‘y’ other than at the end ofwords (gym, myth)The /ʌ/ sound spelt ‘ou’ (young, touch)Homophonesheel/heal/he’ll, plain/plane, groan/grown, rain/rein/reignApostropheRevise contractions from Year 2 |
| **Grammar: Sentence** |
| Build on previous year & focus on:  Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of) | Build on previous units & focus on: Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) | Build on previous units & focus on: Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of | Build on previous units & focus on: Expressing time, place and cause using prepositions e.g. (before, after, during, 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) | Build on previous units & focus on: 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 | Build on previous units & focus on: Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) |
| **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 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 | Build on previous year & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns  | 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 to mark singular possession in nouns | Build on previous year & focus on: Inverted commas to punctuate direct speech  | Build on previous year & focus on: Inverted commas to punctuate direct speech |
| **Terminology for Pupils**:  |  Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas |