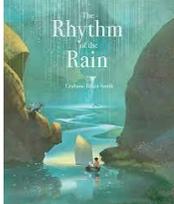
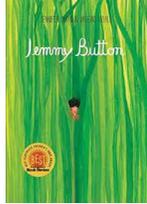
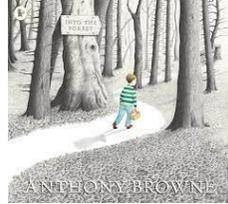
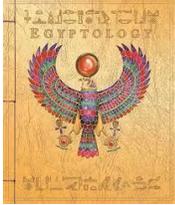




Rice Lane Primary School English Overview: Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vehicle Text					
<p>1 Week Whole School Grammar Focus Float by Daniel Miyares</p> 	 <p>Fox Margaret Wild</p>	 <p>Rhythm of the Rain Grahame Baker-Smith</p>	 <p>Jemmy Button Alix Barzelay</p>	 <p>Into the Forest Anthony Browne</p>	 <p>Egyptology Dugald Steer</p>
 <p>The Iron Man Ted Hughes</p>					
Writing Outcome & Writing Purpose					
<p>Narrative: Approach Threat Narrative Purpose: To narrate</p>	<p>Narrative: Fable Narrative Purpose: To narrate</p>	<p>Narrative: Setting Narrative Purpose: To narrate</p>	<p>Narrative: Return Narrative Purpose: To narrate</p>	<p>Narrative: Lost Narrative Purpose: To narrate</p>	<p>Narrative: Egyptian mystery Purpose: To narrate</p>
<p>Explanation: How to capture the Iron Man Purpose: To explain</p>	<p>Information: Foxes Purpose: To inform</p>	<p>Recount: River Information Leaflet Purpose: To inform</p>	<p>Information: Letters Purpose: To recount</p>	<p>Recount: Newspaper Report Purpose: To recount</p>	<p>Recount: A diary entry Purpose: To recount</p>
Grammar: Word					
Build on previous learning & focus on:					
<p>Formation of nouns using a range of prefixes e.g. auto- super- anti-</p>	<p>Formation of nouns using a range of prefixes e.g. auto- super- anti- (un- and re-)</p>	<p>Use of the forms a or an when next word starts with a consonant or a vowel</p>	<p>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</p>	<p>Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-) 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</p>	

Grammar: Sentence

Build on previous learning & 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 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)	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)	Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)	
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Grammar: Text

Build on previous learning & focus on:

Present perfect form of verbs	Present perfect form of verbs Introduction to paragraphs as a way to group related material	Introduction to paragraphs as a way to group related material	Introduction to paragraphs as a way to group related material	Present perfect form of verbs Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	
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Grammar: Punctuation

Build on previous learning & focus on:

Reinforce from Year 2: 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	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	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	Inverted commas to punctuate direct speech	Inverted commas to punctuate direct speech	
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Terminology for pupils: Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas

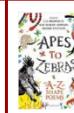
Poetry



Dance With Me, Autumn
The Literacy Company



The Magnificent Bull
The Dinka Tribe



Apes to Zebras
Liz Brownlee

Unit Outcome: To write and perform a 5-couplet poem

Unit Outcome: To write and perform a poem in the style of the Dinka tribe.

Unit Outcome: To write a concrete poem.

Vocab: arctic, bitter, blanketed, bracing, carpeted, cough, dusted, flurry, nip, blizzard, gust, icicles, mittens, sledge, sleet, snowdrift, stove, thaw
NC Word List: answer, appear, arrive, believe, breath, breathe, caught, disappear, early, earth, February, heart, imagine, natural, ordinary, promise, surprise, through

Vocab: protected, creature, surface, bristles, gulp, sapphire, tranquil, feast, shallows, billowing, mammal, blowhole, baleen, krill, shrimp, shoal, sieve, blubber, equator, colossal
NC Word List: actually, consider, earth, enough, guide, heart, increase, important, knowledge, question, sentence, separate, special, therefore, various, weight

Vocab: different, difficult, famous, favourite, fruit, group, guard, height, length, often, peculiar, position, possible, probably, special, straight, strange, strength, suppose, thought
NC Word List: different, difficult, famous, favourite, fruit, group, guard, height, length, often, peculiar, position, possible, probably, special, straight, strange, strength, suppose, thought

Spellings

Unit 1: Adding the prefixes **dis-** and **in-**
Unit 2: Adding **im-** to root words beginning with **m** or **p**
Special Focus 1: Orange words – *answer, island, February, length, strength, business*
Unit 3: Adding the suffix **-ous**
Unit 4: Adding the suffix **-ly**
Unit 5: Words ending in **-ture**

Special Focus 2: Homophones – *no/know, write/right, where/wear, meet/meat, great/grate, bear/bare, break/brake, week/weak*
Unit 6: Adding **-ation** to verbs to form nouns
Unit 7: Words with the **c** sound spelt **ch**
Unit 8: Words with the **sh** sound spelt **ch**
Special Focus 3: The short **i** sound spelt **y** – *myth, Egypt, gym, pyramid, mysterious*
Unit 9: Adding the suffix **-ion** (to root words ending in **t** or **te**)

Unit 10: Adding the suffix **-ian** (to root words ending in **c** or **cs**)
Unit 11: Adding the prefix **re-**
Special Focus 4: Homophones – *not/knot, ball/bawl, plain/plane, whether/weather, scene/seen, hear/here, week/weak, male/mail, be/bee*
Unit 12: Adding the prefix **anti-**
Unit 13: Adding the prefix **super-**
Unit 14: Adding the prefix **sub-**

Handwriting

Build on previous learning & focus on:

Consolidate joins taught in Y2
s: sh, as, es
r: ri, ru, ry, er, ir, ur

a: oa, ad, as, ai (*with ascender eg h/descenders eg y*): ha, ta, fa, al, ay, ag

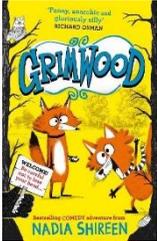
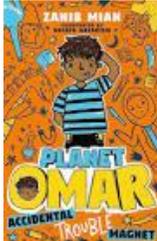
e: ee, ea, ed, (*practicing horizontal join to e*): re, oe, fe

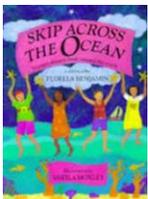
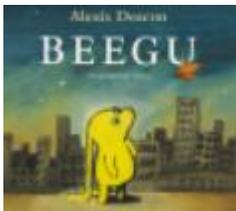
o: ow, ov, os, (*with ascenders eg l /descenders eg g*): ot, ol, ok, og, od

y: ky, hy, ly

u: fu, wu, vu (*practicing horizontal join to u*)

Reading

Storytime	 <p style="text-align: center;">Fantastic Mr Fox Roald Dahl</p>			 <p style="text-align: center;">Grimwood Nadia Shireen</p>			 <p style="text-align: center;">Planet Omar Zanib Mian</p>					
	Fiction											
Whole Class Reading	<p>Fantastic Mr. Fox Roald Dahl</p>		<p>Grimwood Nadia Shireen</p>		<p>The Hodgeheg Dick King Smith</p>		<p>Planet Omar Zanib Mian</p>		<p>Charlotte's Web E B White</p>		<p>Wisp: A Story of Hope Zana Faillon</p>	
	<p>The Nothing to See Here Hotel Steven Butler</p>		<p>The Polar Express Chris Van Allsburg</p>		<p>Stone Age Boy Satoshi Kitamura</p>		<p>The Proudest Blue Ibtihaj Muhammad</p>		<p>Contre Temps Literacy Shed Film</p>			
	<p>The Catch Literacy Shed Film</p>		<p>The Greatest Gift Literacy Shed Film</p>		<p>The Lighthouse Lit Shed</p>		<p>The Tin Forest Helen Ward</p>		<p>The Witch Wars Sibéal Pounder</p>			
	<p>The Runaway Robot Frank Cottrell-Boyce</p>											
Non-Fiction												

<p>Little Leaders: Bold Women in Black History Vashti Hardy</p> <p>Prehistoric Britain Alex Frith</p>	<p>Woolly Mammoth Literacy Shed</p>	<p>Light Grammasaurus</p> <p>Pebble in my Pocket Meredith Hooper</p>	<p>Young, Gifted and Black Jamia Wilson</p>	<p>Angry Earth – Floods and Droughts Literacy Shed</p>	<p>How to Mummify a Tomato Lit Shed</p>
Poetry					
<p>The Sea is a Hungry Dog James Reeves</p>	<p>Firework Night Enid Blyton</p>	<p>Walking with My Iguana Michael Rosen</p>	<p>Wind On The Hill A.A. Milne</p>		<p>River Runs Free David Windle The River Valerie Bloom</p>
<p><i>Links to previous English text and History unit</i></p>	<p><i>Links to English text</i></p>	<p><i>Links to Previous English and History units</i></p>	<p><i>Links to Science and English text</i></p>	<p><i>Links to English and Geography units</i></p>	<p><i>Links to previous History unit.</i></p>
<p>Celebrating diversity</p> 		<p>Celebrating differences</p> 		<p>Celebrating differences</p> 	



Yellow – a book visited again in a different year group

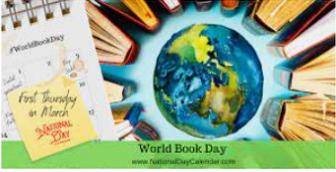
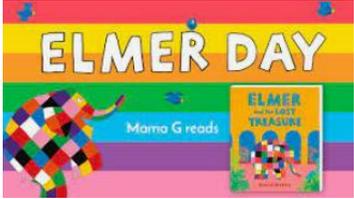
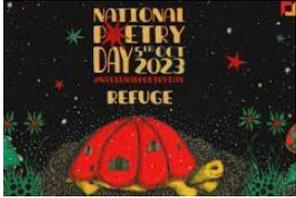
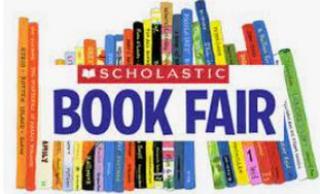
Pink – a book dealing with the protected characteristics that will also be read in a different year group

green – a book with an environmental link

blue – a book with a diverse theme or author



Lane Primary School English Enhancement

Autumn Term	Spring Term	Summer Term
<p>Roald Dahl Day 13.9.23</p> 	<p>World Book Day 7.3.24</p> 	<p>Elmer Day (F.S. & KS1) .5.24</p> 
<p>National Poetry Day 5.10.23</p> 		<p>Shakespeare Day (KS2) 23.4.24</p> 
	<p>Scholastic book Fair 6.3.24-12.3.24</p> 	
<p>Book Swap</p> <ul style="list-style-type: none"> • Permanente box by the office • Bring a book in to swap on Roald Dahl Day 	<p>Book Swap</p> <ul style="list-style-type: none"> • Permanente box by the office 	<p>Book Swap</p> <ul style="list-style-type: none"> • Permanente box by the office • Bring a book to swap 22.5.24
<p>Author visit – via zoom LLP To be confirmed</p>	<p>Storyteller visit Jake the Storyteller – to be confirmed</p>	<p>Author – via zoom or in person LLP To be confirmed</p>

<p>Sharing stories with 'buddy class' W.B. 2.10.23</p> 	<p>Sharing stories with 'buddy class' W.B. 4.3.24</p> 	<p>Sharing stories with 'buddy class' W.B. 3.6.24</p> 
<p>Yoto – timetabled</p> 	<p>Yoto – timetabled</p> 	<p>Yoto – timetabled</p> 
<p>Reading Café Stories Around the Christmas Tree for KS1 children</p> 	<p>Reading Café Stories with the Easter Bunny for LKS2 children</p> 	<p>Reading Café The Mad Hatters Tea Party for UKS2 children</p> 
<p>Competitions Recite a poem competition – in association with NPD.</p> 	<p>Competitions Design your favourite book character using a pebble – in association with WBD.</p> 	<p>Competitions Summer Reading Challenge – in association with the Library service</p> 