




Year 3 English Overview		
Autumn	Spring	Summer
<p><u>Focus texts for writing</u></p> 	<p><u>Focus texts for writing</u></p> 	<p><u>Focus texts for writing</u></p> 
<p><u>Active English Focus 1</u> Capital letters/full stops, Nouns, verbs, adjectives, adverbs, expanded noun phrases, coordinating conjunctions</p> <p><u>Active English Focus 2</u> Main, subordinate clauses, openers, commas</p> <p><u>Active English Focus 3</u> Recap coordination and subordination, verb choices and adverbs, fronted adverbials</p> <p><u>Active English Focus 4</u> Imperative verbs, time openers, commands, prepositions, determiners</p>	<p><u>Active English Focus unit 1</u> Pronouns, possessive pronouns, speech, recap of Autumn terms objectives</p> <p><u>Active English unit 2</u> Paragraphs, openers, subordination, coordination</p> <p><u>Active English Focus unit 3</u> sentence type and selection, punctuation types (commas etc)</p> <p><u>Active English Focus unit 4</u> Vocabulary choices that meet the purpose of poetry type, other word classes yet to be covered</p>	<p><u>Active English Focus unit 1</u> Formal language, chronology, sentence types (statements, questions, exclamations and commands)</p> <p><u>Active English Focus unit 2</u> Descriptive language techniques (similes, metaphors etc)</p> <p><u>Active English Focus unit 3</u> Paragraphs, main, subordination and coordination, openers</p> <p><u>Active English Focus unit 4</u> Recap of areas of need from year</p>
<p><u>Possible genre to be used as a vehicle to apply the above learning:</u></p> <p>Instructions - (to be written as part of a unit in English books, not as an independent write but rather as a vehicle for the grammar content and to engage the writer. Can be written in parts rather than in its entirety).</p>	<p><u>Possible genre to be used as a vehicle to apply the above learning:</u></p> <p>Poetry - (to be written as part of a unit in English books, not as an independent write but rather as a vehicle for the grammar content and to engage the writer. Can be written in parts rather than in its entirety).</p>	<p><u>Possible genre to be used as a vehicle to apply the above learning:</u></p> <p>Formal letter - (to be written as part of a unit in English books, not as an independent write but rather as a vehicle for the grammar content and to engage the writer. Can be written in parts rather than in its entirety).</p>

<p style="text-align: center;"><u>Final written outcomes</u> <u>Genre</u></p> <p><u>Information text</u> – to be written in Independent Writing books.</p> <p><u>Narrative</u> – direct speech between father and daughter – to be written in Independent Writing books.</p>	<p style="text-align: center;"><u>Final written outcomes</u> <u>Genre</u></p> <p><u>Recount of events in the book</u> – to be written in Independent Writing books.</p> <p><u>Narrative descriptive</u> – to be written in Independent Writing books.</p>	<p style="text-align: center;"><u>Final written outcomes</u> <u>Genre</u></p> <p><u>Non-chronological report</u> – to be written in Independent Writing books.</p> <p><u>Narrative- problem resolution</u> – to be written in Independent Writing books.</p>
<p style="text-align: center;"><u>Spelling Autumn Term</u></p> <p>HFW – targeted to each child (5 at a time)</p> <p>le, el, al and il (as in 'meddle', 'tunnel', 'animal', 'pencil')</p> <p>Verbs ending y which then changes to ies and ied (as in 'copy', 'copies' and 'copied')</p> <p>Unusual uses of vowels, such as 'o' being used for the 'u' sound ('other') and 'a' being used for the 'o' sound ('warm')</p> <p>Words containing suffixes (groups of letters added to the end of a word) including -ly, -ment, -ful, -ness and -less)</p> <p>Words where apostrophes are used to show contractions, such as: 'do not' changing to 'don't'</p> <p>Words ending -tion such as ('fiction')</p>	<p style="text-align: center;"><u>Spelling Spring Term</u></p> <p>HFW – targeted to each child (5 at a time)</p> <p>'ed' words (1 weeks)</p> <p>'ing' words (1weeks)</p> <p>'er' words (1 weeks)</p> <p>Year 3 and 4 spelling list (1 week)</p> <p>'y' instead of 'l' words e.g. gym (1 weeks)</p> <p>Able and ible words (1 week)</p> <p>Homophones (2 weeks)</p> <p>REVISION OF TERMS WORDS (2 weeks)</p> <p>3 WORDS FROM BOTH YEAR 3 AND 4 SPELLING LISTS COMPLETED EACH WEEK</p>	<p style="text-align: center;"><u>Spelling Summer Term</u></p> <p>HFW – targeted to each child (5 at a time)</p> <p>Pre fixes mis-, dis-, im- (2 weeks)</p> <p>Pre fixes il-, ir-, re-, auto, sub-, inter-, super-, anti- (3 weeks)</p> <p>Able and ible words (2 weeks)</p> <p>Homophones (2 weeks)</p> <p>Year 3 and 4 spelling lists (1 week)</p> <p>REVISION OF TERMS WORDS (2 weeks)</p> <p>3 WORDS FROM BOTH YEAR 3 AND 4 SPELLING LISTS COMPLETED EACH WEEK</p>

Homophones, which are pairs of words that sound the same, but are spelt differently (such as: 'hear' and 'here')

RECAP OF TERMS SPELLING WORDS