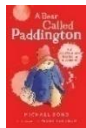
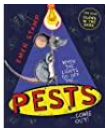
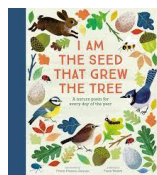


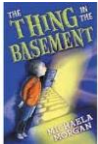
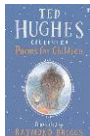


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Year Three: English Overview 2026/27		
Whole School English Events		Thursday 1 st October 2026: National Poetry Day (Theme: Wonder) – Poetry Slam Thursday 4th March 2026 : World Book Day – Whole School Text
	Unit One	Unit Two
Autumn One: 3 days + 7 weeks	 Lead Text: A Bear called Paddington – Michael Bond Genre: Classic Children’s Fiction Supporting Texts: Further Paddington stories, Usborne Spotters Cards: London Outcome(s): Narrative with innovated plot structure / Non- Chronological Report (Information Leaflet - London or local area) Purpose (narrative): To entertain Audience(narrative): To send to the Royal Family Purpose (non-fiction): To guide visitors Audience(non-fiction): Pupil picking up leaflet from tourist information display	
Autumn Two 4 days + 6 weeks	 Lead Text: PESTS – Emer Stamp Genre: Humorous Modern Fiction / Instructions Supporting Texts: Outcome: Innovated adventure featuring characters from the story / Instructional writing: How to Stay out of Trouble Purpose (narrative): To entertain Audience (narrative): Emer Stamp (author) has asked the children to write some new adventures Purpose (non-fiction): To provide guidance Audience (non-fiction): Instructions written for a new pet	
Spring One 4 days + 5 weeks	 Lead Text: Aesop’s Fables Genre: Traditional Tales - Fables Supporting Texts: - Outcome: Innovated Fable with a moral Purpose: To entertain / To teach a moral lesson Audience: Younger children (oral recording)	 Lead Text: I am the Seed – F. Waters Genre: Poems on a Theme - Plants Supporting Texts: The Lost Words – Robert Macfarlane Outcome: Poems in the style of Christina Rossetti ‘What is Yellow?’
Spring Two 4 weeks + 4 days	 Lead Text: The Magic Faraway Tree – Enid Blyton Genre: Fantasy stories / Significant Children’s author Supporting Texts: Further magic texts by Enid Blyton (Wishing Chair) Outcome: Innovated fantasy land story / Explanation Text: How does the Faraway Tree work? Purpose (narrative): To entertain (Netflix have asked for some new ideas for stories to create an animated series) Audience (narrative): Netflix viewers aged 6+ Purpose (non-fiction): To explain how the Faraway Tree works – to be a page in ‘A visitor’s guide to the Enchanted Woods.’	



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	Audience (non-fiction): People thinking of visiting the Enchanted Woods	
Summer One 6 weeks (including 1x bank holiday)	 Lead Text: The Thing in the Basement – Michaela Morgan Genre: Mystery / Discussion Supporting Texts: - The Wolves in the Wall: Neil Gaiman, Monster Hunting for Beginners: Ian Mark Outcome: Descriptive suspense setting / Discussion text: Should schools have basements? Purpose (narrative): To entertain Audience (narrative): Year four children who like suspense stories Purpose (non-fiction): Mrs Smith wants to decide whether to dig out a basement for extra storage Audience (non-fiction): Mrs Smith – Head teacher	
Summer Two 4 days + 6 weeks	 Lead Text: Iron Man – Ted Hughes Genre: Classic Children's Fiction Supporting Texts: The Iron Woman Outcome: Innovated story Purpose: To entertain Audience: New year four teacher	 Lead Text: Ted Hughes: Collected Poems for children Genre: Poetry Supporting Texts: - Outcome: Performance / poems in the style of

	Additional Texts to be shared with children during class read time:	Texts to support non-core learning
Year Three	How To Be Extraordinary Paperback - Rashmi Sirdeshpand (Short non-fiction)* Tuesday – David Weisner (picture book with no text) The Boy who Grew Dragons – Andy Shepherd The Tin Forest – Helen Ward (Picture Book) The Firework Maker's Daughter Phillip Pullman Ellie & the Cat – Malorie Blackman* One Extra Sparkle - Tricia Seabolt* 	The Secrets of Stonehenge - Mick Manning & Brita Granström The History Detective Investigates: Stone Age to Iron Age - Clare Hibbert The First Drawing – Mordicai Gerstein Stone Age Boy - - Satoshi Kitamura The Pebble in my Pocket: A History of Our Earth - Meredith Hooper & Chris Coady Stone Girl Bone Girl - Laurence Anholt and Sheila Moxley This Little Pebble - Anna Claybourne & Sally Garland
Class Reads should also include texts linked to topical issues and provide opportunity for teacher to share books that they are passionate about e.g. books they loved as a child or books they love sharing with their own children. It may also be appropriate to continue reading a book from an English unit.		



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Key Learning in Reading: Year 3

Word Reading	Comprehension
As above and: ▪ Read books at an age appropriate interest level. ▪ Use knowledge of root words to understand meanings of words. ▪ Use prefixes to understand meanings e.g. <i>un-</i>, <i>dis-</i>, <i>mis-</i>, <i>re-</i>, <i>pre-</i>, <i>im-</i>, <i>in-</i>. ▪ Use suffixes to understand meanings e.g. <i>-ly</i>, <i>-ous</i>. ▪ Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below.	As above and: Developing pleasure in reading and motivation to read ▪ Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. <i>fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations</i>. ▪ Regularly listen to whole novels read aloud by the teacher. ▪ Read a range of non-fiction texts, e.g. <i>information, discussion, explanation, biography and persuasion</i>. ▪ Read books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference</i>. ▪ Recognise some different forms of poetry e.g. <i>narrative, calligrams, shape poems</i>. ▪ Sequence and discuss the main events in stories. ▪ Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales</i>. ▪ Identify and discuss themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor</i>. ▪ Identify and discuss conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times</i>. ▪ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. Understanding the text ▪ Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. ▪ Explain the meaning of unfamiliar words by using the context. ▪ Use dictionaries to check meanings of words they have read. ▪ Use intonation, tone and volume when reading aloud. ▪ Take note of punctuation when reading aloud. ▪ Discuss their understanding of the text. ▪ Raise questions during the reading process to deepen understanding e.g. <i>I wonder why the character</i>. ▪ Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. ▪ Make predictions based on details stated. ▪ Justify responses to the text using the PE prompt (Point + Evidence). ▪ Discuss the purpose of paragraphs. ▪ Identify a key idea in a paragraph. ▪ Analyse and evaluate texts looking at language, structure and presentation e.g. <i>persuasive letter, diary and calligram etc</i>. Retrieving and recording information from non-fiction ▪ Prepare for research by identifying what is already known about the subject and key questions to structure the task. ▪ Evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, contents, bullet points, glossary, diagrams</i>. ▪ Quickly appraise a text to evaluate usefulness. ▪ Navigate texts in print and on screen. ▪ Record information from a range of non-fiction texts. Participating in discussion ▪ Participate in discussion about what is read to them and books they have read independently. ▪ Develop and agree on rules for effective discussion. ▪ Take turns and listen to what others say. ▪ Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles</i>.



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Key Learning in Writing: Year 3

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
As above and: - Identify clauses in sentences. - Explore and identify main and subordinate clauses in complex sentences. - Explore, identify and create complex sentences using a range of conjunctions e.g. <i>when, if because, although, while, since, until, before, after, so</i>. - Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats</i>. - Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i>. - Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, next, eventually</i>. - Use inverted commas to punctuate direct speech (speech marks). - Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. <i>He has gone out to play</i> (present perfect) instead of <i>he went out to play</i> (simple past). - Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box</i>. - Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary. - Explore and collect nouns with prefixes <i>super, anti, auto</i>.	As above and: Planning - Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. - Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. - Discuss and record ideas for planning using a range of formats, e.g. <i>chunking a plot, story maps, flow charts, boxing up</i>. Drafting and writing - Create and develop settings for narrative. - Create and develop characters for narrative. - Improvise, create and write dialogue. - Create and develop plots based on a model. - Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type. - Use different sentence structures (see VGP). - Group related material into paragraphs. - Use headings and sub headings to organise information. Evaluating and Editing - Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. - Discuss and propose changes with partners and in small groups. - Improve writing in the light of evaluation. Performing - Use appropriate intonation, tone and volume to present their writing to a group or class.	As above and: - Use further prefixes <i>dis_, mis_, re_</i>, and suffixes <i>_ly, _ous</i>, and understand how to add them. - Add suffixes beginning with vowel letters to words of more than one syllable. - Spell homophones and near homophones. - Spell words containing the /ʌ/ sound spelt <i>ou</i>, e.g. <i>young, touch, double</i> - Spell words with endings sounding like /ʒə/ e.g. <i>treasure, enclosure, pleasure</i>. - Spell words with endings sounding like or /tʃə/, e.g. <i>creature, furniture, adventure</i>. - Spell words with the /ei/ sound spelt <i>ei, eigh, or ey</i>, e.g. <i>vein, weigh, eight, neighbour, they, obey</i> - Identify and spell irregular past tense verbs, e.g. <i>send /sent, hear / heard, think/ thought</i> - Identify and spell irregular plurals, e.g. <i>goose/ geese, woman/women, potato /es</i> - Use the first two letters of a word to check its spelling in a dictionary. - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. - Spell words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below.	As above and: - Form and use the four basic handwriting joins. - Write legibly.



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Key Learning in Spoken Language: Year 3/4

Listening and Attention	Speaking	Standard English	Vocabulary	Participating, Presenting and Performing
As above and: - Listen and retain key points from a range of situations, e.g. <i>information relayed via a visit or visitor, key events in a narrative plot, key details of a film clip through close listening or viewing.</i> - Listen to peers and retain key points in a range of situations, e.g. <i>following reading and discussing with a talk partner or small group, when collaborating in science investigations, following instructions in cross-curricular contexts etc.</i> - Listen and identify how intonation and expression affects meaning, e.g. <i>when listening to others perform a playscript, persuasive advert or poem.</i> - Listen and consider viewpoints from adults and peers, e.g. <i>different opinions linked to issues related to reading narrative and non-fiction, when discussing environmental issues in science, or using historical evidence to identify a point of view.</i>	As above and: - Respond appropriately to adults in relation to key points, justifying arguments and opinions after listening with sustained concentration. - Respond appropriately to peers in relation to key points, justifying arguments and opinions after listening with sustained concentration. - Respond to questions posed by an adult or peer, orally, related to <i>who, what, where, when, why</i> and <i>how</i>, and ask further relevant questions to extend understanding and knowledge. - Ask a range of appropriate questions to clarify thinking to extend understanding and knowledge. - Take turns when making contributions and responding to others, in a variety of group situations, e.g. <i>discussions and debates.</i>	As above and: - Use Standard English verb inflections when speaking, e.g. <i>I was</i> <i>we were</i> <i>they are</i> - Use conjunctions <i>and, but, because, when, before, after, if, so, as, while, since, although</i> during talk to extend ideas in narrative and non-fiction, using speaking frames to support, e.g. <i>When the Romans arrived in Britain, they...</i> <i>Since 43AD, ...</i> <i>If the character...</i> - Use a range of sentence starter prompts in narrative and non-fiction, including prepositional phrases and fronted adverbials for when and where, during talk to extend ideas. Use speaking frames to support, e.g. <i>Before long, ...</i> <i>Soon after, ...</i> <i>As the sun was setting over the hills, ...</i> <i>Across the rooftops, ...</i>	As above and: - Identify, discuss, collect and explain new vocabulary, orally, in stories, non-fiction, poetry, and across the curriculum. - Describe settings orally, using precise vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion. - Describe characters orally, using precise vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion. - Describe feelings orally, using precise vocabulary provided by an adult and/or generated via discussion, e.g. <i>use a thesaurus to explore appropriate synonyms from which to select</i>	As above and: - Orally retell less familiar stories, or identified sections of stories using a range of strategies, e.g. <i>props, images, actions and story maps.</i> - Orally retell non-fiction texts, or sections of non-fiction texts (reports, explanations, persuasion, discussion, information), using a range of strategies, e.g. <i>props, images, actions and text maps.</i> - Participate in a range of drama approaches in English and across the curriculum, e.g. <i>talk like an expert, mantle of the expert and documentary reporting to support non-fiction; magic mirror, thought tracking, garden fence gossip and improvisation to support inference.</i> - Take part in imaginative role play, e.g. <i>by innovating a familiar story or exploring contexts across the curriculum such as taking on the role of a key figure and applying new vocabulary appropriately.</i>



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	▪ Provide oral explanations, extending with additional details, e.g. <i>hypothesising in science, providing evidence from a text in relation to character actions, explaining a process such as the water cycle etc.</i> ▪ Speak audibly and fluently when communicating with others in pairs, groups and whole class situations.			▪ Prepare poems, narratives and playscripts to perform, using intonation, tone and volume when presenting to an audience, e.g. <i>different groups, another class, whole school.</i> ▪ Use non-verbal gestures whilst presenting and performing to gain the audience's interest.
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