



Becontree Primary School

English Curriculum Overview

Year 3

By the end of the year, children will know and be able to in writing	in reading
<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined, increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proof-read for spelling and punctuation errors - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - using the present perfect form of verbs in contrast to the past tense - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - learning the grammar for years 3 and 4 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns - using and punctuating direct speech- <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - using dictionaries to check the meaning of words that they have read - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - identifying themes and conventions in a wide range of books - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination - recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - asking questions to improve their understanding of a text - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - identifying main ideas drawn from more than one paragraph and summarising these - identifying how language, structure, and presentation contribute to meaning - retrieving and record information from non-fiction - participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

		Autumn term		Spring term		Summer term	
		A	B	A	B	A	B
Writing		 <p>Non-Fiction A World for Me and You by Uju Asika</p>	 <p>Science Fiction The Iron Man by Ted Hughes</p> <p>Play Scripts 'A Tune of Lies'</p>	 <p>Narrative and Non-Fiction The Pebble in my Pocket by Meredith Hooper</p>	 <p>Narrative Ottoline and the Yellow Cat by Chris Riddell</p>	<p>Narrative- Folk tales 'The Enchantress of the Sands' A Story from Botswana</p> <p>Discussion texts</p>	<p>Narrative, including diaries Sand Wizards</p> <p>Instruction writing Cross- curricular link: DT unit focusing on pizza making</p>
		 <p>Narrative Emmanuel's Dream by Laurie Ann Thompson</p>					
Reading		<p>Read Aloud</p>   <p>Piggy Handsome by Pip Jones (A) Piggy Hero by Pip Jones (B)</p> <p>Book Study</p>  <p>Legend of Kevin by Phillip Reeve and Sarah McIntyre</p>		<p>Read Aloud</p>    <p>Poetry focus Please Mrs Butler, Heard it in the Playground and The Mighty Slide by Allan Ahlberg (A and B)</p> <p>Book Study</p>  <p>Stitch Head by Guy Bass</p>		<p>Read Aloud</p>   <p>Planet Omar: Accidental Trouble Magnet by Zanib Mian(A) Planet Omar: Unexpected Super Spy by Zanib Mian (B)</p> <p>Book Study</p>  <p>Professor Astro Cat's Human Body Odyssey by Dr Dominic Walliman (Non-fiction)</p>	

Areas of Teaching	Term 1A, Week 1	Term 1A, Week 2	Term 1A, Week 3	Term 1A, Week 4	Term 1A, Week 5	Term 1A, Week 6	Term 1A, Week 7
Core text	Getting to know children	A World for Me and You by Uju Asika Autobiography, poetry and leaflet			Narrative Emmanuel's Dream by Laurie Ann Thompson		
Objectives	All about me task. What do you want your new teacher to know about you. Aspirations for the year. Homework task for A World for Me and You by Uju Asika: Research family history and culture for autobiography.	To introduce an autobiography and explore features To plan autobiography through games	To begin writing autobiography To complete and edit writing autobiography	To look at ebb and flow poems and discuss features of these To plan, write and edit ebb and flow poem about themselves (use ideas from autobiography)	To read and discuss story Explore themes of disability and injustice To create a timeline of Emmanuel's life To write a retell of Emmanuel's life including major events in his life	To plan, write and edit a character description of Emmanuel	To plan, write and edit a letter to Emmanuel explaining how he has inspired the children
Reading based on Complete Comprehension and Literacy Shed Plus book studies	Hansel and Gretel by Laura Lodge (Retrieval)	Hansel and Gretel by Bethan Woollvin (Inference)	George's Marvellous Medicine by Roald Dahl (Retrieval)	The Life of Roald Dahl by Emma Fischel (Y2 Progress check 2)	Horrid Henry and the Football Fiend by Francesca Simon (Prediction)	The Hundred-Mile-an-Hour Dog by Jeremy Strong (Word meaning)	
	Three lessons a week focusing on a book study to aid discussion of texts in whole class reading sessions. The focus text: The Legend of Kevin by Philip Reeve and Sarah McIntyre Genre: Humour						
Read aloud programme	4 x 10-minute sessions a week Author focus: Pip Jones Text: Piggy Handsome						
Grammar based on Skills Builders planning	ToolKit Milestone 2 PACE (Sentence Ninja)	Revision Compound Sentence (and, but, so) Unit 9	Revision Complex Sentence Subordination (when, if, because) (Sentence Ninja)	Revision Complex Sentence Subordination (when, if, because) (Sentence Ninja)	Unit 1 Sentence punctuation	Unit 4 Nouns, verbs and adjectives	Unit 6 Expanded noun phrases
Spelling based on Spelling Shed	Words where 'ou' makes an /ow/ sound	Words where 'ou' makes a /u/ sound	Words where 'y' makes an /i/ sound	Words ending in '-sure'	Words ending in '-ture'	Words with the prefix 're-	AFL – Revision of unit that the children found difficult
Handwriting based on the Nelson Handwriting scheme	Nelsons (Book 1 Unit 1) Practise writing descenders- adding <i>ing</i>		Nelsons (Book 1 Unit 2) Practise joining the letter <i>o</i>		Nelsons (Book 1 Unit 3) Practise joining to the letter <i>e</i>		

Areas of Teaching	Term 1B, Week 1	Term 1B, Week 2	Term 1B, Week 3	Term 1B, Week 4	Term 1B, Week 5	Term 1B, Week 6	Term 1B, Week 7
Core texts	Narrative- Science fiction- The Iron Man (Power of Reading unit)				Play Script- A Tune of Lies (Unit 2 RWI)		
Objectives	To use visualisation to explore the opening lines To make notes about a character and use similes to describe the Iron Man To make notes about what Hogarth can see, hear and feel	To explore and look at the features of persuasive writing To debate how the farmer's feel about the Iron Man To plan a persuasive letter To write and edit a persuasive letter as Hogarth's father to the townspeople	To plan an alternative ending to the story imagining what happens between the Iron Man and the Space Creature	To write and edit story	To know the features of a playscript To discuss the themes and characters in a playscript Act out the playscript in role	To discuss how a character 's feelings change throughout a play To understand the reasons behind a character's actions (conscience alley) To plan and act out a new scene for the play	To write and edit a new scene for a playscript
Reading based on Complete Comprehension and Literacy Shed Plus book studies	Dogs in Space by Vix Southgate (Retrieval)	The Iron Man by Ted Hughes (Word Choice)	A Bottle of Happiness by Pippa Goodhart (Inference)		Ossiri and the Bala Mengro by Richard O'Neill and Katharine Quarmby (Y2 Progress check 3)	The Darkest Hour by Chris Hadfield (Word Meaning)	The Ice Palace by Robert Swindells (Inference)
	Three lessons a week focusing on a book study to aid discussion of texts in whole class reading sessions. The focus text: Pugs of the Frozen North by Philip Reeve and Sarah McIntyre Genre: Adventure						
Read aloud programme	4 x 10-minute sessions a week Author focus: Pip Jones Text: Piggy Hero						
Grammar based on Skills Builders planning	Revision Complex Sentence Subordination (when, if, because) Unit 10	Unit 2 Commas in a list	Unit 7 Simple sentences	Unit 8 Sentence Types	Unit 11 Past and present tense	Unit 3 Apostrophes	Unit 5 Singular and plural
Spelling based on Spelling Shed	Words with the prefix 'dis-'	Words with the prefix 'mis-'	Words where '-ing' and '-ed' are added to multisyllabic words	Words where '-ing', '-en' and '-ed' are added to multisyllabic words	Words with the 'ai' digraph	Week 4- Spelling challenge (Autumn B)	AFL – Revision of unit that the children found difficult.
Handwriting based on the Nelson Handwriting scheme	Nelsons (Book 1 Unit 4) Practise joining to the letter l		Nelsons (Book 1 Unit 5) Practise joining from the letter w			Nelsons (Book 1 Unit 6) Practise joining from the letter i	

Areas of Teaching	Term 2A, Week 1	Term 2A, Week 2	Term 2A, Week 3	Term 2A, Week 4	Term 2A, Week 5	Term 2A, Week 6
Core texts	The Pebble in my Pocket (Power of Reading unit)					
Objectives	Cross- curricular link: Science unit focusing on rocks and history – Stone Age					
	To explore a range of poems and their features – riddles and poems with alliteration and onomatopoeia and kenning poem To plan a riddle and poem with alliteration and onomatopoeia and a kenning poem To create own riddle about a pebble	To write their own poem using alliteration To write their own poem using onomatopoeia To write a kenning poem	To use drama and story mapping to plot the journey of a pebble To use personification to write a short story	To complete and edit personification story. To know the features of a non-chronological report	To write a non-chronological report on a prehistoric creature To plan a diary in role as someone from the Stone Age	To write a diary in role as someone from the Stone Age To act out a scene of being in the Stone Age
Reading based on Complete Comprehension and Literacy Shed Plus book studies	A House of Snow and Ice by Stephen Witt (Retrieval)	The Heavenly River (Chinese Myths and Legends) by Shelley Fu (Inference)	New Year Celebrations by Jane Sowerby (Comparison)	Tom's Midnight Garden by Philippa Pearce (Inference)	The Story of Tutankhamun by Patricia Cleveland-Peck (Word Meaning)	The Secrets of the Sun King by Emma Carroll (Y3 Progress Check 2)
	Three lessons a week focusing on a book study to aid discussion of texts in whole class reading sessions. The focus text: Stitch Head by Guy Bass Genre: Horror					
Read aloud programme	4 x 10-minute sessions a week Author focus: Zanib Mian Text: Planet Omar: Accidental Trouble Magnet					
Grammar based on Skills Builders planning	Compound Sentence (not, yet, or, for) (Sentence Ninja)	Compound Sentence (not, yet, or, for) (Sentence Ninja) Unit 23 Headings and sub-headings	Unit 22 Apostrophes for contraction Spelling and Vocabulary	Unit 12 Progressive form of verbs	Unit 23 Headings and sub-headings	Unit 20 Adverbs
Spelling based on Spelling Shed	Words with the 'ei' digraph	Words where 'ey' makes an /ai/ sound	Adding the suffix '-ly'	Words that are homophones	Words ending in 'al'	Words ending in 'le'
Handwriting based on the Nelson Handwriting scheme	Nelsons (Book 1 Unit 7) Practise diagonal joins to the letter y		Nelsons (Book 1 Unit 8) Practise joining from the letter a		Nelsons (Book 1 Unit 9) Practise joining to the letter k	

Areas of Teaching	Term 2B, Week 1	Term 2B, Week 2	Term 2B, Week 3	Term 2B, Week 4	Term 2B, Week 5	Term 2B, Week 6
Core texts	Narrative- Ottoline and the Yellow Cat (POR approach but own planning)					
Objectives	To create a character profile and make predictions about the text. To explore features of a mystery text. To ask questions (and make predictions) about the crimes To write a postcard to Ottoline's parents in role.	To write a news broadcast To make inferences about Mr Munroe To explore characters' thoughts and feelings. To write a letter as Mr Munroe	To explore how setting creates pictures and evokes mood. To express personal responses. To summarise a text. To explore story structure.	To explore features of a mystery text. To express preferences. To explore language and sentence structures used to build up suspense.	To develop ideas for a mystery story involving Ottoline and Mr. Munroe. To draft and write, creating settings, characters and plot. To plan the sequence of events for a mystery story. To assess own and others' writing.	To write the opening chapter of a mystery story. To write the build-up section of a mystery story. To write the resolution and ending of a mystery story. To use different sentence types to make writing more interesting. To review and improve own and others' writing.
Reading based on Complete Comprehension	Pebble in my Pocket by Meredith Hooper (Summarising)	The Magic Finger by Roald Dahl (Inference)	Stone Circles by Dawn Finch (Retrieval)	Sugar Facts by the NHS (Summarising)	Alice's Adventures in Wonderland by Lewis Carroll (Word meaning)	Madhatters by Aoife Mannix (Inference)
and Literacy Shed Plus book studies	Three lessons a week focusing on a book study to aid discussion of texts in whole class reading sessions. The focus text: The Queen's Nose by Dick King-Smith Genre: Family					
Read aloud programme	4 x 10-minute sessions a week Author focus: Zanib Mian Text: Planet Omar: Unexpected Super Spy					
Grammar based on Skills Builders planning	Compound Sentence (not, yet, or, for) (Sentence Ninja)	Unit 13 Present form of verbs	Unit 14 Vowels and consonants	Unit 15 Word families	Unit 26 Dialogue	Unit 16 Prefixes
Spelling based on Spelling Shed	Adding '-ly' when the root word ends in '-le'	Adding '-ally' when the root word ends in '-ic'	Adding '-ly' when the words do not follow the spelling patterns	Words ending in '-er' when the root word ends in 'ch'	Week 4- Spelling challenge (Spring B)	Words where 'ch' makes a /k/ sound
Handwriting based on the Nelson Handwriting scheme	Nelsons (Book 1 Unit 10) Practise writing with a slope		Nelsons (Book 1 Unit 11) Practise joining to the letter e		Nelsons (Book 1 Unit 12) Practise joining from the letter f	

Areas of Teaching	Term 3A, Week 1	Term 3A, Week 2	Term 3A, Week 3	Term 3A, Week 4	Term 3A, Week 5	Term 3A, Week 6
Core text	Narrative – Folk tales ‘The Enchantress of the Sands’ (Unit 6 RWI) A Story from Botswana			Discussion texts (Unit 3 RWI)		
Objectives	To identify the features of folktales To use language to link events in a story	To plan an alternative setting for a new story To write a new story using folktale features To explore ideas for an exciting climax for a folktale using dialogue and describing actions	To edit a folk tale To use expression to become a story teller	To be aware of differences in point of view and balance in arguments To explore 2 sides of an argument To look at the features of a discussion text	To plan a discussion text To write a discussion text	To write and edit a discussion text
Reading based on Complete Comprehension and Literacy Shed Plus book studies	Night Comes Too Soon by James Berry (Word Meaning)	Prawn Pizza by Jane Sowerby (Retrieval)	My Brother is a Superhero by David Solomons (Relationship)	Norse Mythology by Neil Gaiman (Retrieval)	Discover the Vikings: Warriors, Exploration and Trade by John C, Miles (Progress Check 3)	Butterfly Lion by Michael Morpurgo (Word Choice)
Read aloud programme	4 x 10-minute sessions a week Author focus: Allan Ahlberg Text: Please Mrs Butler and Heard it in the Playground					
Grammar based on Skills Builders planning	Complex Sentences Subordination (although, while, unless, however) (Sentence Ninja)	Complex Sentences Subordination (although, while, unless, however) (Sentence Ninja)	Unit 17 Determiners	Unit 18 Conjunctions to express time and cause	Unit 19 Subordinate clauses	Unit 24 Organising writing
Spelling based on Spelling Shed	Words where ‘que’ makes a /k/ sound	Words where ‘sc’ makes a /s/ sound	Words that are homophones	Words that end in ‘sion’	Revision of spelling patterns learned in Stage 3	Revision of spelling patterns learned in Stage 3
Handwriting based on the Nelson Handwriting scheme	Nelsons (Book 1 Unit 12) Practise joining from the letter <i>f</i>	Nelsons (Book 1 Unit 13) Practise writing silent letters		Nelsons (Book 1 Unit 14) Practise forming double letters correctly		Nelsons (Book 1 Unit 15) Practise spacing letters consistently

Areas of Teaching	Term 3B, Week 1	Term 3B, Week 2	Term 3B, Week 3	Term 3B, Week 4	Term 3B, Week 5	Term 3B, Week 6
Core text						
Objectives	Narrative- Sand Wizards (Unit 1 RWI) Hook: Trip to Chalkwell Beach			Instruction writing (Unit 2 RWI) Cross- curricular link: DT unit focusing on pizza making		
	To plan and write a description of a setting To look at features of diaries and explore these	To plan and write a diary entry with a happy mood To plan and write a diary entry with a sad mood To plan a story set at a beach	To write and edit a story set at a beach	To know the features used in instruction texts	To understand that clear commands are useful in instructions To evaluate a set of instructions To give and follow clear instructions	To plan ideas for a set of instructions To write a clear set of instructions To use the features of instructions to edit and improve work
Reading based on Complete Comprehension and Literacy Shed Plus book studies	Stig of the Dump by Clive King (Inference)	Stig of the Dump by Clive King (Prediction)	'Wild Animals to be Banned from Circuses in England by 2020, says Government' by The Independent (Retrieval)	Rising Stars reading assessment	The Bare Necessities by Bruce Reitherman and Phil Harris (Inference)	Digiduck's Big Decision by Lindsay Buck, Childnet International (Word choice)
	Three lessons a week focusing on a book study to aid discussion of texts in whole class reading sessions. The focus text: The Great Chocoplot by Chris Callaghan Genre: Mystery					
Read aloud programme	4 x 10-minute sessions a week Author focus: Allan Ahlberg Text: Heard it in the Playground and The Mighty Slide					
Grammar based on Skills Builders planning	Complex Sentences Subordination (although, while, unless, however) (Sentence Ninja)	Unit 25 Paragraphs	Unit 21 Adverbs to express time, place and cause	Unit 22 Prepositions	Unit 27 Inverted commas	Unit 23 Apostrophes for possession Spelling and Vocabulary
Spelling based on Spelling Shed	Revision of spelling patterns learned in Stage 3	Revision of spelling patterns learned in Stage 3	Revision of spelling patterns learned in Stage 3	Revision of spelling patterns learned in Stage 3	Revision of spelling patterns learned in Stage 3	Challenge Words (10 words) Week 4- Spelling challenge (Summer B)
Handwriting based on the Nelson Handwriting scheme	Nelsons (Book 1 Unit 15) Practise spacing letters consistently proportion	Nelsons (Book 1 Unit 16) Practise writing letters with ascenders in		Nelsons (Book 1 Unit 17) Practise joining from the letter a		Nelsons (Book 1 Unit 18) Practice forming capital letters