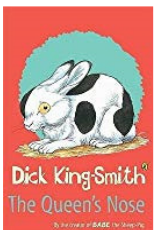
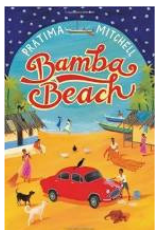


Year overview of text types	Narrative	Non-fiction	Poetry (taught in short units)
Year 3	<ul style="list-style-type: none"> <li>Stories with familiar settings</li> <li>Author study</li> <li>Adventure stories</li> <li>Plays into drama</li> <li>Fairy stories and folk tales</li> <li>Myths and Legends</li> </ul>	<ul style="list-style-type: none"> <li>Information texts</li> <li>Non-chronological reports</li> <li>Recounts</li> <li>Instructions</li> <li>Explanation</li> <li>Persuasion</li> </ul>	<ul style="list-style-type: none"> <li>Free verse</li> <li>Structured poetry</li> <li>Shape poetry</li> </ul>

## Writing Style Guide - Year 3

- Use **original** similes
- Set a mood
- Write an opening to grab the reader
- Use onomatopoeia
- Use sentences of three e.g. He opened the door, rushed down the path and jumped over the gate
- Create double adjective sentences e.g. The small, plump woman bustled through the colourful, noisy market
- Create double more/less sentences e.g. The more he waited, the more his stomach churned
- Use powerful verbs for action
- Add adjectives of condition e.g. rusty
- Add adverbs of manner (speech)
- Add adverbs of manner (action)
- Describe through specific detail
- Write in third person limited (from one person's point of view)

Nouns should be built upon every year. Children need to build up a stock of nouns to do with people, weather, animals, buildings, food, furniture, plants, landscape, materials etc.

Read Aloud to Year 3	Book Study	Author/ Genre Box
 <p><b>The Queen's Nose</b> By Dick King-Smith</p>	 <p><b>Bamba Beach</b> By Pratima Mitchell</p>	<p><b>Poetry</b> Focus on hand poems and kite poems <b>Indian Myths</b> - Sarvar and his Stepbrothers Folly's Wisdom Rama and Sita - various texts and animations.</p>

It should be noted that not all objectives will be recorded here. English is usually taught in a wide range of contexts and this is purely for planning units taught in regular English writing sessions. Additional time will be spent on reading and transcription skills. 'Outcomes' refer not only to learning outcomes but to the actual pieces that the pupils will write (or perform).

## Objectives for Year 3 Term 1

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing
<b>Speaking, Listening and Discussion</b> Speak fluently in sentences and without hesitation Hold a conversation with peers and adults Disagree politely with peers  <b>Drama</b> Create atmosphere through the use of voice and movement	<b>Word Reading</b> Read words with unfamiliar spelling patterns Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) Continue to build a knowledge of unusual grapheme phoneme correspondences  <b>Being a Reader</b> Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books Identify and remember common structural and language conventions in different text types Read for a range of purposes Retell stories, adding key details  <b>Reading Comprehension</b> Check that they understand the text they are reading and explain the meaning of words in context Develop an active attitude towards reading e.g. seeking answers, anticipating events and imagining situations that are described Answer questions by referring back to the text Predict what may happen and explain using detail from the text Identify the key points in a text Use textual details to draw conclusions about characters, settings and events Explain the basic structures inherent in different text types (fiction and non-fiction) Select and explain favourite vocabulary choices Identify the author's purpose e.g. to inform, describe, entertain, share feelings etc. Develop understanding by linking reading to other books or similar contexts  <b>Being a Researcher</b> Use library classification to find reference materials Take notes by summarising, deleting and substituting Retrieve, record and present information	<b>Planning, Composing and Evaluating</b> Generate ideas for their writing Use the structures, grammar and vocabulary of written texts to plan and write their own Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary Use headings and sub-headings Use ideas and content appropriate to the subject and text type Signal sequence, place and time to give coherence to writing Create settings using well-chosen words and phrases Collect and use suitable vocabulary for a text Use expression, intonation and tone when reading aloud their writing Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling, grammar and punctuation errors Improve their writing style by adding new techniques to their repertoire  <b>Grammar, Punctuation and Vocabulary</b> Use correct grammatical terminology when discussing their writing Use and understand the terms consonant and vowel Use a or an appropriately Recognise what a pronoun is Recognise what a personal pronoun is e.g. I, me, we, us, you, he, she, it, him, her, they, them Recognise and explain what a conjunction is Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because Recognise direct speech and inverted commas Use direct speech and inverted commas
Transcription		
<b>Spelling</b> Use a dictionary to check words Consolidate spelling patterns from Y2 Investigate spelling patterns and conventions Spell words with the prefix pre- Spell words with the prefix sub- Spell words with the prefix ex- Spell two syllable words containing double consonants e.g. dinner Add suffixes beginning with vowel letters to words of more than one syllable and know when to double the final consonant e.g. forgetting, forgotten, gardening, gardener Spell words where an i sound is spelt with a y in the middle of words e.g. gym, Egypt Spell the words answer, build, caught, circle, early, earth, fruit, group, heard, heart, height, island, learn, minute, often, woman/women Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far Choose the correct spelling by using a visual strategy ('Does it look right?')  <b>Handwriting and Presentation</b> Write with joined handwriting consistently Build keyboard skills to type, edit and redraft		