

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

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>The Roman Beanfeast By Gillian Cross</p> <p>Romans on the Rampage By Jeremy Strong</p>	 <p>I Was There... Boudica's Army By Hilary McKay</p>	<p>Anthony Browne Author Study</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 2

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

Spoken Language	Reading	Writing
Speaking, Listening and Discussion Annotate poems and stories and perform them Evaluate the effectiveness of others' performances Use discussion to organise roles within a group Drama Create characters in an improvised drama	Word Reading 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	Planning, Composing and Evaluating 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 Plan and order texts logically Use paragraphs to group related material Create characters using well-chosen words and phrases Experiment with layout when writing non-fiction texts 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
Transcription		
Spelling Use a dictionary to check words Investigate spelling patterns and conventions Spell words with the ou spelling of the u sound e.g. young, touch, double Spell words with the prefixes in-, il-, im- and ir- Spell words with the prefix dis- Spell words with the prefix mis- Spell words with the prefix re- Spell words with the prefix de- Spell words with the prefix over- Spell the words address, appear, arrive, breath, breathe, disappear, guard, guide, history, imagine, increase, important, interest, question, recent, reign, remember 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?')	Being a Reader 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 Know and recognise some forms of poetry Prepare poems and plays to read aloud and perform Reading Comprehension 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) Identify basic language features inherent in different text types (fiction and non-fiction) 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 Being a Researcher Use library classification to find reference materials Take notes by summarising, deleting and substituting Retrieve, record and present information	Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their writing Explore word families based on common words Identify adverbs Use adverbs to express time, place and cause e.g. then, next, soon, therefore Use inverted commas Explore and understand verb prefixes (link with dis-, de-, mis-, over- and re- in spelling)
Handwriting and Presentation Make the move from pencil to pen in their handwriting Build keyboard skills to type, edit and redraft		