

**St. Elisabeth’s CE Primary School**

**English Overview – Year 3 (Cycle B)**

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|  | Autumn | Spring | Summer |
| Vehicle Text | **Return** | **Seen and not heard** | **Jemmy Button** |
| Genre Coverage | **Setting Description**  3 weeks  **Travel Report**  3 weeks  **Non chron report**  Rocks, fossils and soils  Link science.  3 weeks  **Newspaper report**  Romans and impact  Link History  3 weeks  **Performance poetry**  *I Don't Like Poetry*  Joshua Seigal | **Character Narrative**  3 weeks  **Instructions**  3 weeks  **Recount**  River study  3 weeks  **Non chron report**  Animals – link with Science.  3 weeks | **Return Narrative**  3 weeks  **Setting Description**  3 week  **Poetry: Riddles/acrostics, kennings**  I am a Jigsaw: Puzzling Poems to Baffle your Brain  Roger Stevens  1 week |
| Vocabulary, Grammar and Punctuation | **Vocabulary**  Understand and use effectively vocabulary typical of informal. Form nouns using a range of prefixes e.g. super-, anti-, auto-.  Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box.  Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble.  **Grammar**  Use statements, questions, exclamations and commands for the appropriate effect.  Confidently use the progressive forms of verbs.  Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play.  Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of.  Use expanded noun phrases to add description and detail. Learn the grammar for Years 3 and 4 within English Appendix 2.  Understand and use the following grammatical terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter vowel, vowel letter; and inverted commas (or 'speech marks').  **Punctuation**  Mostly accurate use full stops and capital letters (including for proper nouns).  Mostly accurate use exclamation marks and question marks.  Mostly accurate use commas to separate items in a list.  Some accurate use of apostrophes for contracted forms e.g. don’t.  Some use inverted commas to punctuate direct speech. | | |
| Spelling/Phonics | Spelling:  Year 2 review of suffixes (-ed,-ing,-er and –est)  Year 2 review of suffixes (-ness,-ment-ful,-less)  i sound spelt y  u sound spelt ou  ai sound spelt ei, eigh or ey  un- prefix  dis- prefix  mis- prefix  re- prefix  word families  Year 3 and 4 Word List (on-going) | Spelling:  Spelling review (1 week)  super- prefix  anti- and sub- prefixes  auto- prefix and review work on prefixes  -ly suffix (change the y to an i)  -ly suffix (-le changed to –ly)  -ally suffix  -ation suffix  double consonants  split digraphs – long vowel sounds  Year 3 and 4 Word List (on-going) | Spelling:  -ly suffix and spelling review  in- prefix  il- and im- prefixes  ir- prefix  inter- prefix  homophones and near homophones (2 weeks)  words from across the curriculum  suffixes (vowel letters)  -sion and –tion endings  Year 3 and 4 Word List (on-going) |
| Handwriting | Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure 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. | | |