
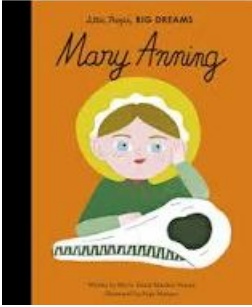
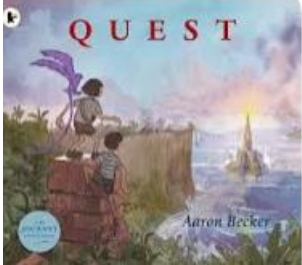
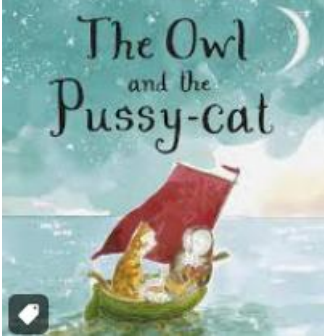


Christ Church C of E English Long term overview Year 3

	Autumn	Spring	Summer	
Purpose	<p>To entertain To inform</p> <p>Autumn 1</p> <p>Poetry – Haiku Poems</p> <p>Character description - Stone Age Boy – Oracy link – talk in character</p>  <p>Biography – Mary Anning (Science link)</p> 	<p>To entertain To inform</p> <p>Spring 1</p> <p>Narrative – Quest – Aaron Becker</p>  <p>Diary entry based on “Pigeon Impossible” (Literacy Shed)</p> <p>Spring 2</p> <p>The Secrets of Skara Brae - Non Chronological report</p>	<p>To entertain To inform</p> <p>Summer 1</p> <p>Literacy shed – The present</p> <ul style="list-style-type: none"> • 3rd person narrative • Introduction to dialogue – oral rehearsal <p>Performance Poetry – The Owl and the Pussycat – Edward Lear</p>  <p>Summer 2</p> <p>Persuasive brochure– geography topic Sunshine State</p> <p>Poetry – CLPE Being Me – links with diversity and transition</p>	<p>Year 3 texts/videos</p> <p>Stone Age Boy</p> <p>The Clocktower</p> <p>For the Birds</p> <p>Quest – Aaron Becker</p> <p>Pigeon Impossible</p> <p>The Present - Literacy Shed</p> <p>The Owl and the Pussycat</p> <p>Being Me poetry</p>

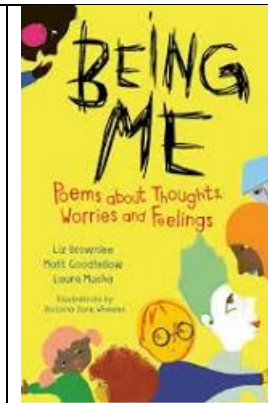
Autumn 2

Biography – Mary Anning
(Science link) - contd.

Descriptive story starter
based on “The Clocktower”
(Literacy Shed)

To Persuade

Persuasive letter asking for
forgiveness based on “For the
birds” (Literacy shed) – link
with anti-bullying week




Guided reading texts

Planet Omar: Accidental Trouble



Storm Hound

				 <p>Magnet</p>
<p><u>Grammar and punctuation focus</u></p>	<p>Poetry Spell some words from the Y3-4 list</p> <p>Handwriting is joined and letters are all the same height and the correct distance apart</p> <p>Character description Spell common homophones Use 'a' or 'an' depending on what the next word begins with</p>	<p>Narrative Plan writing using model texts. Proofread own work for spelling and punctuation errors Use extended noun phrases</p> <p>Diary Plan writing using model texts. Edit written work to improve the use of vocabulary</p> <p>Use fronted adverbials Use the present perfect form of verbs</p> <p>Non-Chronological report</p>	<p>Proofread own work for spelling and punctuation errors Read own writing aloud using appropriate intonation, tone and volume</p> <p>Poetry Edit written work to improve the use of vocabulary Read own writing aloud using appropriate intonation, tone and volume</p>	

	<p>Use the possessive apostrophe accurately with regular plurals</p> <p>Develop detail of characters, settings and plot in narratives</p> <p>Choose nouns and pronouns for clarity and cohesion</p> <p>Biography</p> <p>Plan writing using model texts.</p> <p>Organise paragraphs around a theme</p> <p>Use simple organisational devices in non-fiction e.g. headings</p> <p>Use fronted adverbials</p> <p>Story starter</p> <p>Add prefixes to form new words, such as 'super', 'anti'</p> <p>Develop detail of characters, settings and plot in narratives</p> <p>Choose nouns and pronouns for clarity and cohesion</p> <p>Use inverted commas to open and close speech</p> <p>Persuasive argument</p> <p>Plan writing using model texts.</p>	<p>Understand how to use prefixes and suffixes in my writing</p> <p>Build sentences with varied vocabulary and structures</p> <p>Use simple organisational devices in non-fiction e.g. headings</p> <p>Narrative</p> <p>Plan writing using model texts.</p> <p>Develop detail of characters, settings and plot in narratives</p> <p>Use conjunctions, adverbs and prepositions to express time, cause & place</p> <p>Use inverted commas to open and close speech</p>		
--	---	--	--	--

	<p>Organise paragraphs around a theme Use simple organisational devices in non-fiction e.g. headings Recognise and use standard English verb inflections</p>			
--	--	--	--	--