

## English Year 3 – Updated November 2021

Guided reading		
Genre	Text extracts (Term)	Skills
Classic Fiction	2. Stig Of The Dump by Clive King 5. Stuart Little by EB White 6. Charlotte’s Web by EB White	<p>Read more exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet</p> <p style="text-align: center;">Test out different pronunciations of longer words</p> <p style="text-align: center;">Identify themes and conventions in a wide range of books Identify how language, structure and presentation contribute to meaning.</p> <p style="text-align: center;">Recognise some different forms of poetry.</p> <p>Identify main themes from more than one paragraph and summarise</p> <p style="text-align: center;">Discuss words and phrases that capture the reader’s interest and imagination.</p> <p>To discuss their understanding and explain the meaning of words in context.</p> <p>Draw inferences such as inferring character’s feelings, thoughts and motives from their actions, and justifying inferences from evidence.</p> <p style="text-align: center;">Predict what might happen from details stated and implied.</p>
Poetry	1. What did the Tree See? – Charlotte Guillain 3. Chocolate Lover’s Week – Joanna Miller 3. A perfect Cup of Cocoa – Barbara Vance 3. Chocolate Cake – Michael Rosen 5. The Sound Collector by Roger McGough 5. The Owl and the Pussycat by Edward Lear	
Modern Fiction	1. Grandpa Bert and the Ghost Snatchers by Malorie Blackman 2. The Wilderness War by Julia Green. 2. The Tunnel by Anthony Browne 4. The Star Spun Web – Sinaed O’Heart 4. The Magic Place by Chris Wormell 4. The Girl Who Speaks Bear by Sophie Anderson	
Graphic Novel		
Non-Fiction	1. Stonehenge by Elizabeth Raum 6. Rise Up – Tales of Extraordinary young people by Amanda Li 6. Little People, Big Dreams by David Attenborough	

**Term 1 & 2**

Term 1 & 2				
Genre	Unit / Title	Outcome/s	Texts used to support <b>Red poetry</b>	Skills ( <b>Blue reading, Green writing</b> )
Explanation information texts	How to Wash a Woolly Mammoth	Instruction Writing	<p><b>How to Wash a Woolly Mammoth</b> by Michelle Robinson</p> <p><b>Life in the Stone Age</b> (NF)</p> <p><b>Stone, Bronze and Iron Ages</b> (NF)</p>	<ul style="list-style-type: none"> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Discuss understanding and explain the meaning of words in context.</li> <li>• Talk about a genre of writing similar to that planned to write, in order to identifying its structure, vocabulary and grammar</li> <li>• Use simple organizational devices and features of non-narrative material</li> <li>• Express time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or propositions (before, after, during). Use imperative, regular and irregular verbs accurately when required in a range of genre.</li> </ul>
Recounts	Camps and Caves week	<p>Factual, paragraphs (Camps and Caves day)</p> <p><u>Cinquain poem reflection on the day</u> – (syllables 2,4,6, 8,2)</p>	<p>Cinquain Poetry examples based on animals</p> <p><b>UG Boy Genius</b> by Raymond Briggs</p> <p><b>Stonehenge</b> by Mick Manning</p> <p><b>Life in the Stone Age</b> (NF) by Deborah Lock</p> <p><b>The Stone Age</b> (NF) by Jerome Martin</p> <p><b>The First Drawing</b> by Mordicai Gernstein</p> <p><b>The Boy with the Bronze Axe</b> by Kathleen Fidler</p>	<ul style="list-style-type: none"> <li>• Recognising some different forms of poetry</li> <li>• Discuss and record ideas.</li> <li>• Use paragraphs as a way to group related material.</li> <li>• Express time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or propositions (before, after, during).</li> <li>• Continue to use a variety of punctuation for effect.</li> </ul>

Poetry and Non Fiction	Woolly Mammoth	<p><b>Writing and performing rhyming poem</b></p> <p>Creating non-fiction paragraphs to presentation standard</p>	<p><b>Woolly Mammoth</b> Natural History Museum Book</p> <p><b>DK Stone Age (NF)</b> by Klint Janulis</p> <p><b>Littlenose</b> by John Grant</p>	<ul style="list-style-type: none"> <li>• Retrieve and record information from fiction and non-fiction.</li> <li>• Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>• Recognising some different forms of poetry.</li> <li>• Talk about a genre of writing similar to that planned to write, in order to identifying its structure, vocabulary and grammar</li> <li>• Discuss and record ideas.</li> <li>• Organise my writing in paragraphs around a theme.</li> <li>• Use simple organizational devices and features of non-narrative material</li> </ul>
Narrative	Stone Age Boy	<p>Descriptive writing, diary entry (1<sup>st</sup> person, past tense)</p> <p>Verb Focus</p>	<p><b>Stone Age Boy</b> by Satoshi Kitamura</p> <p><b>Life in the Stone Age (NF)</b> by Deborah Lock</p> <p><b>Stig of the Dump</b> by Clive King</p> <p><b>The Stone Age (NF)</b> by Jerome Martin</p> <p><b>Stone Age Bone Age!</b> by Mick Manning</p>	<ul style="list-style-type: none"> <li>• Retrieve and record information from non-fiction.</li> <li>• Discuss words and phrases that capture the reader's interest and imagination.</li> <li>• Use imperative, regular and irregular verbs accurately when required in a range of genre.</li> <li>• Confidently use a range of sentence openers to create variety and effect.</li> <li>• Confidently use a range of adjectives and adverbs to create variety and effect.</li> </ul>
Play scripts, Narrative	Y3 Christmas show	<p>Performance</p> <p>Play script to narrative, Including direct speech</p>	<p><b>Lights Camel Action 2 (Y3 Christmas show)</b></p>	<ul style="list-style-type: none"> <li>• Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>• Use inverted commas to punctuate direct speech.</li> <li>• Propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns.</li> </ul>

Terms 3 & 4

Terms 3 & 4				
Genre	Unit / Title	Outcome/s	Texts used to support <b>Red poetry</b>	Skills ( <b>Blue reading, Green writing</b> )
Narrative	The Tunnel	Story Writing: Developing language to write an alternative ending.	<b>Stone Age Boy</b> by Satoshi Kitamura  <b>The Tunnel</b> by Anthony Browne	<ul style="list-style-type: none"> <li>• Discuss words and phrases that capture the reader's interest and imagination.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Confidently use a range of sentence openers to create variety and effect.</li> <li>• Confidently use a range of adjectives and adverbs to create variety and effect.</li> <li>• Continue to use a variety of punctuation for effect.</li> </ul>
Narrative	Paddington	<b>Paddington start</b> – Word class focus, setting, developing vocabulary, language comparison.	<b>Paddington</b> by Michael Bond  <b>BFG</b> by Roald Dahl  <b>Charlie and the Chocolate Factory</b> by Roald Dahl	<ul style="list-style-type: none"> <li>• Talk about a genre of writing similar to that planned to write, in order to identifying its structure, vocabulary and grammar</li> <li>• <b>Use dictionaries to check the meaning of words that they have read.</b></li> <li>• Discuss and record ideas.</li> <li>• Compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures.</li> <li>• Create settings, characters and plot in narrative writing.</li> <li>• Proof-read work to check for spelling, grammar and punctuation errors.</li> <li>• Confidently use a range of sentence openers to create variety and effect.</li> <li>• Confidently use a range of adjectives and adverbs to create variety and effect.</li> </ul>
Narrative	Pixar Shorts	Diary Entry Story Writing Descriptive Writing:	<b>Day and Night For the Birds</b> <b>Red's Dream</b> Visual text - Pixar shorts	<ul style="list-style-type: none"> <li>• Confidently use a range of sentence openers to create variety and effect.</li> <li>• Confidently use a range of adjectives and adverbs to create variety and effect.</li> <li>• Compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures.</li> </ul>

Narrative	Flying High	Developing sentence structures	<b>Flying High</b> – Pobble stimulus	<ul style="list-style-type: none"> <li>• Confidently use a range of sentence openers to create variety and effect.</li> <li>• Confidently use a range of adjectives and adverbs to create variety and effect.</li> <li>• Compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures.</li> <li>• Continue to use a variety of punctuation for effect.</li> <li>• Use apostrophes accurately when spelling contractions (possessive apostrophe in words with regular and irregular plurals.</li> <li>• Identify the main and subordinate clause in a sentence.</li> <li>• Use a comma to mark a pause in a complex sentence.</li> </ul>
Narrative	Chocolate	Story ending	<b>Grendel</b> by David Lucas  <b>The Chocolate Monster</b> by Jan Page  <b>The Chocolate Tree</b> by Linda Lowery  <b>The Chocolate Touch</b> Patrick Skene Catling	<ul style="list-style-type: none"> <li>• Draw inferences such as inferring character’s feelings, thoughts and motives from their actions, and justifying inferences from evidence.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Create settings, characters and plot in narrative writing.</li> <li>• Proof read work to check for spelling, grammar and punctuation errors.</li> <li>• Propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns.</li> <li>• Use inverted commas to punctuate direct speech</li> </ul>
Explanation/information text	Mike’s New Car	Design a car, write report on features and gadgets	<b>Mike’s New Car</b> Visual text - Pixar Short  <b>Big Trucks, Big Boats</b> (NF)  <b>Military Aeroplanes</b> (NF)  (206 Vehicle texts on Myon)	<ul style="list-style-type: none"> <li>• Retrieve and record information from non-fiction.</li> <li>• Discuss their understanding and explain the meaning of words in context.</li> <li>• Talk about a genre of writing similar to that planned to write, in order to identifying its structure, vocabulary and grammar</li> <li>• Discuss and record my ideas.</li> <li>• Organise my writing in paragraphs around a theme.</li> <li>• Use simple organizational devices and features of non-narrative material</li> </ul>

Explanation/information text	Mayans	Writing a report on the Mayans.	<p><b>Maya ruins (NF)</b></p> <p><b>Mayan Mystery (NF)</b> by Nick Hunter</p> <p><b>Maya, Incas and Aztecs (NF)</b> by Brian Williams</p> <p><b>Ancient Maya (NF)</b> by Barbara. A. Somervill</p> <p><b>Mayan Civilisation (NF)</b> by Clare Hibbert</p> <p><b>Daily Life in the Maya Civilisation (Myon)</b></p> <p><b>The Mayans (Myon)</b></p>	<ul style="list-style-type: none"> <li>Retrieve and record information from non-fiction.</li> <li>Use simple organizational devices and features of non-narrative material</li> <li>Proof-read work to check for spelling, grammar and punctuation errors.</li> <li>Assess the effectiveness of own and others writing and suggest improvements.</li> </ul>
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**Term 5 & 6**

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Genre	Unit / Title	Outcome/s	Texts used to support <b>Red poetry</b>	Skills ( <b>Blue reading</b> , <b>Green writing</b> )
Poetry and Narrative	Environment	Description <b>Poetic free verse</b>	<b>The Tin Forest</b> by Helen Ward	<ul style="list-style-type: none"> <li>Recognise some different forms of poetry</li> <li>Identify themes and conventions in a wide range of books.</li> <li>Discuss words and phrases that capture the reader's interest and imagination.</li> <li>Express time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or propositions (before, after, during). Confidently use a range of adjectives and adverbs to create variety and effect.</li> </ul>
Poetry and Narrative	Environment	Setting Description	<b>The Lorax</b> by Dr Seuss	<ul style="list-style-type: none"> <li>Discuss words and phrases that capture the reader's interest and imagination.</li> <li>Discuss their understanding and explain the meaning of words in context.</li> </ul>

				<ul style="list-style-type: none"> <li>• Proof-read work to check for spelling, grammar and punctuation errors.</li> <li>• Assess the effectiveness of my own and others writing and suggest improvements.</li> <li>• Express time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or propositions (before, after, during).</li> <li>• Confidently use a range of adjectives and adverbs to create variety and effect.</li> <li>• Continue to use a variety of punctuation for effect.</li> </ul>
Explanation/information text	Environment	Explanation Writing	<p><b>Duffy's Lucky Escape</b> by Ellie Jackson</p> <p><b>What a Waste</b> by Jess French</p> <p><b>Flotsam</b> by David Wiesner</p>	<ul style="list-style-type: none"> <li>• Identify themes and conventions in a wide range of books</li> <li>• Propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns.</li> <li>• Express time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or propositions (before, after, during).</li> <li>• Confidently use a range of adjectives and adverbs to create variety and effect.</li> </ul>
Narrative	We are All Wonders	Imaginative writing	<b>The Lost Thing</b> by Shaun Tan	<ul style="list-style-type: none"> <li>• Discuss their understanding and explain the meaning of words in context.</li> <li>• Discuss words and phrases that capture the reader's interest and imagination.</li> <li>• Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences from evidence.</li> <li>• Use dictionaries to check the meaning of words that they have read.</li> <li>• Compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures.</li> <li>• Continue to use a variety of punctuation for effect. Write in a variety of genre.</li> <li>• Confidently use a range of adjectives and adverbs to create variety and effect.</li> <li>• Evaluate what has been written with the teacher or another pupil.</li> </ul>

<p>Persuasive writing</p>	<p>We are All Wonders</p>	<p>Description Persuasive writing</p>	<p><b>We Are All Wonders</b> by RJ Palacio</p> <p><b>Greta's Story</b> by Valentina Camerini</p> <p><b>Earth Heroes</b> by Lily Dyu</p> <p><b>Greta and the Giants</b> by Zoe Tucker and Zoe Persico</p> <p><b>The Promise</b> by Nicola Davies</p>	<ul style="list-style-type: none"> <li>• Use dictionaries to check the meaning of words that they have read.</li> <li>• Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• Discuss words and phrases that capture the reader's interest and imagination.</li> <li>• Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences from evidence.</li> <li>• Discuss and record my ideas.</li> <li>• Compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures.</li> <li>• Confidently use a range of sentence openers to create variety and effect.</li> <li>• Read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear.</li> <li>• Use imperative, regular and irregular verbs accurately when required in a range of genre.</li> </ul>
<p>Narrative and Persuasive writing</p>	<p>Eastbourne Tourism</p>	<p>Advertising leaflet for Eastbourne</p>	<p>Existing tourism leaflets about attractions in Eastbourne</p>	<ul style="list-style-type: none"> <li>• Retrieve and record information from fiction and non-fiction.</li> <li>• Use dictionaries to check the meaning of words that they have read.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Talk about a genre of writing similar to that planned to write, in order to identifying its structure, vocabulary and grammar</li> <li>• Use simple organizational devices and features of non-narrative material</li> <li>• Assess the effectiveness of own and others writing and suggest improvements.</li> <li>• Confidently use a range of adjectives and adverbs to create variety and effect.</li> </ul>