

ENGLISH UNIT OVERVIEWS 2020-2021

Year 3: Unit 1 - Setting Description (portal story)				
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary
<p>WR:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Comp:</p> <ul style="list-style-type: none"> • Develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (2) - using dictionaries to check the meaning of words that they have read (1) - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally (2) • Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> - predicting what might happen from details stated and implied (5) • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> • Plan their writing by: <ul style="list-style-type: none"> - discussing and recording ideas • Draft and write by: <ul style="list-style-type: none"> - composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures - using the present perfect form of verbs in contrast to the past tense • Evaluate and edit by: <ul style="list-style-type: none"> - proof-read for spelling and punctuation errors 	<p>G:</p> <ul style="list-style-type: none"> • Powerful verbs and effective adjectives to create atmosphere/action • Using a variety of adverbial openers e.g.–ly, how and when • Create tension by using dramatic openers, alliteration, similes, use of senses to describe <p>P:</p> <ul style="list-style-type: none"> • Ensure KS1 Punctuation is nailed • Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.) • Commas for sentence of 3 - description 	<p>S:</p> <ul style="list-style-type: none"> • long a as 'ei' • long a as 'ey' • long a as 'ai' • /ur/ as 'ear' <p>H:</p> <ul style="list-style-type: none"> • Units 1 – 3 <ul style="list-style-type: none"> - sp - al - ci • assess 	<p>R:</p> <ul style="list-style-type: none"> Root words Prefixes Suffixes Exception words Predict Participate <p>W:</p> <ul style="list-style-type: none"> Compose Rehearse Present perfect form Proof-read Powerful Effective Atmosphere Adverbial openers Tension Alliteration Simile Comma
Year 3: Unit 2 – Poetry				
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary
<p>WR:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where 	<ul style="list-style-type: none"> • Plan their writing by: <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Draft and write by: 	<p>G:</p> <ul style="list-style-type: none"> • Powerful verbs e.g. stare, tremble, slither • Boastful Language e.g. magnificent, unbelievable, exciting! • Grammar relevant to your chosen 	<p>S:</p> <ul style="list-style-type: none"> • homophones and near homophones • homophones and near homophones 	<p>R:</p> <ul style="list-style-type: none"> Root words Prefixes Suffixes Exception words <p>W:</p>

ENGLISH UNIT OVERVIEWS 2020-2021

<p>these occur in the word</p> <p>Comp:</p> <ul style="list-style-type: none"> Develop attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (2) identifying themes and conventions in a wide range of books (3) Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> asking questions to improve their understanding of a text (8) 	<ul style="list-style-type: none"> composing and rehearsing sentences orally , progressively building a varied and rich vocabulary Evaluate and edit by: <ul style="list-style-type: none"> proposing changes to vocabulary to improve consistency read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>poem</p> <p>P:</p> <ul style="list-style-type: none"> punctuation relevant to your chosen poem 	<p>H:</p> <ul style="list-style-type: none"> Units 1 – 3 <ul style="list-style-type: none"> mb ale 	<p>Draft</p> <p>Compose</p> <p>Propose</p> <p>Intonation</p> <p>Varied</p> <p>Powerful</p> <p>boastful</p>
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Year 3: Unit 3 – Newspaper Article

Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary
<p>WR:</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Comp:</p> <ul style="list-style-type: none"> Develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read (1) identifying themes and conventions in a wide range of books (3) Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context (1) identifying main ideas drawn from more than 1 paragraph and summarising these (3) 	<ul style="list-style-type: none"> Plan their writing by: <ul style="list-style-type: none"> discussing and recording ideas Draft and write by: <ul style="list-style-type: none"> in non-narrative material, using simple organisational devices [for example, headings and sub-headings] Evaluate and edit by: <ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>G:</p> <ul style="list-style-type: none"> Embellished simple sentences: Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave.... Amazingly, small insects can.... Compound sentences (Coordination) using connectives: and/ or / but / so / for /nor / yet (coordinating conjunctions) Drop in a relative clause using: who/whom/which/whose/ that e.g. The girl, whom I remember, had long black hair. The boy, whose name is George, thinks he is very brave. The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction. <p>P:</p> <ul style="list-style-type: none"> Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.) Use of commas to mark the relative clause 	<p>S:</p> <ul style="list-style-type: none"> ly adverbs (no change to root) ly adverbs (root ending in ‘y’) ly adverbs (‘le’ root word) <p>H:</p> <ul style="list-style-type: none"> Units 6 – 7 <ul style="list-style-type: none"> ly es assess 	<p>R:</p> <p>Prefixes</p> <p>Suffixes</p> <p>Theme</p> <p>Convention</p> <p>Paragraph</p> <p>Summarising</p> <p>W:</p> <p>Organisational devices</p> <p>Propose</p> <p>Embellished</p> <p>Compound sentences</p> <p>Relative clause</p>

ENGLISH UNIT OVERVIEWS 2020-2021

Year 3: Unit 4 – Adventure & Finding Story				
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary
<p>WR:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Comp:</p> <ul style="list-style-type: none"> • Develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally (2) • Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (4) - predicting what might happen from details stated and implied (5) • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> • Plan their writing by: <ul style="list-style-type: none"> - discussing and recording ideas • Draft and write by: <ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - organising paragraphs around a theme - in narratives, creating settings, characters and plot • Evaluate and edit by: <ul style="list-style-type: none"> - proof-read for spelling and punctuation errors - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>G:</p> <ul style="list-style-type: none"> • Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) A few days ago, we discovered a hidden box. At the back of the eye, is the retina. In a strange way, he looked at me. Prepositional phrases to place the action: on the mat; behind the tree, in the air • Powerful verbs and effective adjectives to create atmosphere/action • Techniques to move the action forward: e.g. adverbial phrases, sentence of three, dialogue • Create tension by using dramatic openers, alliteration, similes, use of senses to describe, move the threat closer • Subordination using conjunctions like until and before <p>P:</p> <ul style="list-style-type: none"> • Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.) • Variety of ending punctuation for effect 	<p>S:</p> <ul style="list-style-type: none"> • ly adverbs ('al' and 'ic' root) • ly adverbs (exceptions) • Statutory spelling list • Assess and review <p>H:</p> <ul style="list-style-type: none"> • Units 8 - 10 <ul style="list-style-type: none"> - ie - ed - ake • assess 	<p>R:</p> <p>Prefixes Suffixes Theme Convention Paragraph Summarising</p> <p>W:</p> <p>Organisational devices Propose Embellished Compound sentences Relative clause</p>
Year 3: Unit 5 – Persuasion (advertising)				
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary
<p>WR:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand 	<ul style="list-style-type: none"> • Write Plan their writing by: <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from 	<p>G:</p> <ul style="list-style-type: none"> • adjectives Pattern of 3 for persuasion e.g. Visit, Swim, Enjoy! • Repetition to persuade e.g. Find 	<p>S:</p> <ul style="list-style-type: none"> • short /i/ spelt 'y' • er/ed/ing to 	<p>R:</p> <p>Explain Summarise Retrieve</p>

ENGLISH UNIT OVERVIEWS 2020-2021

<p>the meaning of new words they meet</p> <ul style="list-style-type: none"> • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Comp:</p> <ul style="list-style-type: none"> • Develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (2) - reading books that are structured in different ways and reading for a range of purposes - identifying themes and conventions in a wide range of books (3) • Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context (1) - asking questions to improve their understanding of a text (8) - identifying main ideas drawn from more than 1 paragraph and summarising these (3) • Retrieve and record information from non-fiction 	<p>its structure, vocabulary and grammar (immerse children in a range of advertisements)</p> <ul style="list-style-type: none"> • Draft and write by: <ul style="list-style-type: none"> - composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures – focus on which sentences are best. Long and drawn out or short and snappy? When is each appropriate? • Evaluate and edit by: <ul style="list-style-type: none"> - assessing the effectiveness of their own and others’ writing and suggesting improvements - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>us to find the fun</p> <ul style="list-style-type: none"> • Conditionals - could, should, would <p>P:</p> <ul style="list-style-type: none"> • contractions revision 	<p>words with more than one syllable (unstressed last)</p> <ul style="list-style-type: none"> • er/ed/ing to words with more than one syllable • (stressed last) <p>H:</p> <ul style="list-style-type: none"> • Units 11 – 13 <ul style="list-style-type: none"> - Capital letters - ti - ew 	<p>W:</p> <p>Persuade Repetition conditionals</p>
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Year 3: Unit 6 – Persuasive letter

Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary
<p>WR:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Comp:</p> <ul style="list-style-type: none"> • Develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> - using dictionaries to check the meaning of words that they have read (1) 	<ul style="list-style-type: none"> • Plan their writing by: <ul style="list-style-type: none"> - discussing and recording ideas • Draft and write by: <ul style="list-style-type: none"> - organising paragraphs around a theme - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • Evaluate and edit by: <ul style="list-style-type: none"> - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of 	<p>G:</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • recapping the previous unit’s grammar for persuasion <p>P:</p> <ul style="list-style-type: none"> • commas to mark clauses 	<p>S:</p> <ul style="list-style-type: none"> • prefix mis- • prefix dis- • /k/ sound spelt ‘ch’ <p>H:</p> <ul style="list-style-type: none"> • Units 14 – 15 <ul style="list-style-type: none"> - Ff - he • assess 	<p>R:</p> <p>Etymology Morphology Themes Conventions Summarising</p> <p>W:</p> <p>Draft Paragraph Propose Pronoun Clause</p>

ENGLISH UNIT OVERVIEWS 2020-2021

<ul style="list-style-type: none"> - identifying themes and conventions in a wide range of books (3) • Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context (1) • identifying main ideas drawn from more than 1 paragraph and summarising these (3) • identifying how language, structure, and presentation contribute to meaning (1) 	<ul style="list-style-type: none"> - pronouns in sentences - proof-read for spelling and punctuation errors 			persuasion
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Year 3: Unit 7 – Poetry

Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary
<p>WR:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Comp:</p> <ul style="list-style-type: none"> • Develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action (7) - discussing words and phrases that capture the reader’s interest and imagination (1) - recognising some different forms of poetry [for example, free verse, narrative poetry] • Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> - asking questions to improve their understanding of a text (8) 	<ul style="list-style-type: none"> • Plan their writing by: <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Draft and write by: <ul style="list-style-type: none"> - composing and rehearsing sentences orally , progressively building a varied and rich vocabulary • Evaluate and edit by: <ul style="list-style-type: none"> - proposing changes to vocabulary to improve consistency - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>G:</p> <ul style="list-style-type: none"> • Powerful verbs e.g. stare, tremble, slither • Boastful Language e.g. magnificent, unbelievable, exciting! • Grammar relevant to your chosen poem <p>P:</p> <ul style="list-style-type: none"> • punctuation relevant to your chosen poem 	<p>S:</p> <ul style="list-style-type: none"> • homophones and near • prefixes bi- and re- <p>H:</p> <ul style="list-style-type: none"> • Units 16 – 17 - ck - ch 	<p>R:</p> <p>Etymology Morphology Themes Conventions Summarising</p> <p>W:</p> <p>Powerful Boastful Intonation</p>

Year 3: Unit 8 – Instructions

Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary
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ENGLISH UNIT OVERVIEWS 2020-2021

<p>WR:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Comp:</p> <ul style="list-style-type: none"> • Develop attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (2) - reading books that are structured in different ways and reading for a range of purposes • Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> - identifying how language, structure, and presentation contribute to meaning (1) • Retrieve and record information from non-fiction 	<ul style="list-style-type: none"> • Plan their writing by: <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Draft and write by: <ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - organising paragraphs around a theme - in narratives, creating settings, characters and plot • Evaluate and edit by: <ul style="list-style-type: none"> - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proof-read for spelling and punctuation errors 	<p>G:</p> <ul style="list-style-type: none"> • Sentence of 3 for description e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water. • Embellished simple sentences: Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave.... Amazingly, small insects can.... Adverbial phrases used as a ‘where’, ‘when’ or ‘how’ starter (fronted adverbials) A few days ago, we discovered a hidden box. At the back of the eye, is the retina. In a strange way, he looked at me. Prepositional phrases to place the action: on the mat; behind the tree, in the air <p>P:</p> <ul style="list-style-type: none"> • Secure use of inverted commas for direct speech • Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.) 	<p>S:</p> <ul style="list-style-type: none"> • ‘gue’ and ‘que’ • /sh/ spound spelt ‘ch’ • Statutory spelling list <p>H:</p> <ul style="list-style-type: none"> • Units 18 – 19 <ul style="list-style-type: none"> - ei - ous • assess 	<p>R:</p> <p>Etymology Morphology Themes Conventions Summarising</p> <p>W:</p> <p>Adverbials Embellished Narrative</p>
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Year 3: Unit 9 – Non Chronological Report

Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary
<p>WR:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> • Plan their writing by: <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Draft and write by: <ul style="list-style-type: none"> - organising paragraphs around a 	<p>G:</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense 	<p>S:</p> <ul style="list-style-type: none"> • words ending ‘ary’ • short /u/ spelt ‘o’ • ‘ou’ words that sound like ‘u’ • word families ‘struct’ and ‘uni’ 	<p>R:</p> <p>Etymology Morphology Themes Conventions Summarising</p>

ENGLISH UNIT OVERVIEWS 2020-2021

<p>Comp:</p> <ul style="list-style-type: none"> Develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (2) identifying themes and conventions in a wide range of books (3) Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context (1) asking questions to improve their understanding of a text (8) identifying main ideas drawn from more than 1 paragraph and summarising these (3) identifying how language, structure, and presentation contribute to meaning (1) Retrieve and record information from non-fiction 	<p>theme</p> <ul style="list-style-type: none"> in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>• Evaluate and edit by:</p> <ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> Topic sentences to introduce non-fiction paragraphs e.g. Dragons are found across the world. <p>P:</p> <ul style="list-style-type: none"> Commas to mark clauses 	<p>H:</p> <ul style="list-style-type: none"> Units 20 - 22 <ul style="list-style-type: none"> ap punctuation ly assess 	<p>W:</p> <p>Conjunctions Comma</p>
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Year 3: Unit 10 – Poetry

Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary
<p>WR:</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Comp:</p> <ul style="list-style-type: none"> Develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action (7) discussing words and phrases that capture the reader's interest and imagination (1) 	<ul style="list-style-type: none"> Plan their writing by: <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Draft and write by: <ul style="list-style-type: none"> composing and rehearsing sentences orally, progressively building a varied and rich vocabulary Evaluate and edit by: <ul style="list-style-type: none"> proposing changes to vocabulary to improve consistency read aloud their own writing, to a group or the whole class, using appropriate intonation and 	<p>G:</p> <ul style="list-style-type: none"> Powerful verbs e.g. stare, tremble, slither Boastful Language e.g. magnificent, unbelievable, exciting! Similes and metaphors Grammar relevant to your chosen poem <p>P:</p> <ul style="list-style-type: none"> Punctuation relevant to your chosen poem 	<p>S:</p> <ul style="list-style-type: none"> word families 'scop' and 'spect' word families 'press' and 'vent' assess and review <p>H:</p> <ul style="list-style-type: none"> Units 23 - 24 <ul style="list-style-type: none"> ure wh assess 	<p>R:</p> <p>Etymology Morphology Themes Conventions Summarising</p> <p>W:</p> <p>Powerful Boastful Consistency</p>

ENGLISH UNIT OVERVIEWS 2020-2021

<ul style="list-style-type: none"> - recognising some different forms of poetry [for example, free verse, narrative poetry] • Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> - asking questions to improve their understanding of a text (8) • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<p>controlling the tone and volume so that the meaning is clear</p>			
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Year 3: Unit 11 – Tale of Fear

Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary
<p>WR:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Comp:</p> <ul style="list-style-type: none"> • Develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> - reading books that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally (2) • Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> - drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence (4) - predicting what might happen from details stated and implied (5) • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> • Plan their writing by: <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Draft and write by: <ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - organising paragraphs around a theme - in narratives, creating settings, characters and plot • Evaluate and edit by: <ul style="list-style-type: none"> - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proof-read for spelling and punctuation errors 	<p>G:</p> <ul style="list-style-type: none"> • Sentence of 3 for description e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water. • Embellished simple sentences: Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave.... Amazingly, small insects can.... Adverbial phrases used as a ‘where’, ‘when’ or ‘how’ starter (fronted adverbials) A few days ago, we discovered a hidden box. At the back of the eye, is the retina. In a strange way, he looked at me. Prepositional phrases to place the action: on the mat; behind the tree, in the air • -‘ing’ clauses as starters e.g. Sighing, the boy finished his homework. Grunting, the pig lay 	<p>S:</p> <ul style="list-style-type: none"> • suffix -al • words ending - sure • ture <p>H:</p> <ul style="list-style-type: none"> • Units 25 - 26 - numbers - wr • assess 	<p>R:</p> <p>Etymology Morphology Themes Conventions Summarising</p> <p>W:</p> <p>Prepositional Adverb dialogue</p>

ENGLISH UNIT OVERVIEWS 2020-2021

		<p>down to sleep.</p> <p>P:</p> <ul style="list-style-type: none"> Secure use of inverted commas for direct speech Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.) 		
Year 3: Unit 12 – Explanation Text				
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary
<p>WR:</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Comp:</p> <ul style="list-style-type: none"> Develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (2) reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read (1) Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context (1) asking questions to improve their understanding of a text (8) Retrieve and record information from non-fiction Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> Plan their writing by: <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Draft and write by: <ul style="list-style-type: none"> organising paragraphs around a theme in non-narrative material, using simple organisational devices [for example, headings and sub-headings] Evaluate and edit by: <ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors 	<p>G:</p> <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense Topic sentences to introduce non-fiction paragraphs e.g. Dragons are found across the world. Drop in a relative clause using: who/whom/which/whose/ that e.g. The girl, whom I remember, had long black hair. The boy, whose name is George, thinks he is very brave. The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction. <p>P:</p> <ul style="list-style-type: none"> Commas to mark clauses 	<p>S:</p> <ul style="list-style-type: none"> silent letter revision Statutory spelling list revision assess and review <p>H:</p> <ul style="list-style-type: none"> Units 27 - 28 <ul style="list-style-type: none"> ft capital letters assess 	<p>R:</p> <p>Etymology Morphology Themes Conventions Summarising</p> <p>W:</p> <p>Present perfect form Paragraphs Pronouns Relative clause</p>

