



Halesowen C of E Primary School

English medium term overview

Year 3

	TERM 1 (14 weeks)				TERM 2 (11 weeks)			TERM 3 (13 weeks)				
NARRATIVE	Basics (2 Weeks) Look back at previous year's grammar and teach from this.	500 words (3 weeks) Write own stories using 500 words on	Adventure Stories- Based on the Great Chocoplot. (3 weeks)	Playscript – use part of the Great Chocoplot. (2 weeks)	Editing (1 Week) Teach techniques for correcting errors made in writing. Eg missing full stops, sentences that do not make sense, spelling mistakes, missing capital letters. Simple Inverted commas could be used to challenge HA.	Historical Narrative (Based on Escape from Pompeii) (2 weeks) Do later in term after they have learnt about Pompeii and volcanos.		“Take One Book” (2 weeks) Choose a relevant book to a topic/ theme and use it to explore topic aspects or English objectives.	Slow Write / free writing (1 week) 2 days spent on slow writing – building up different types of sentences. 2 says spent on free writing, 1 to write anything they want, 1 to make corrections to it.	Narrative – Mystery (3 weeks) Use picture for prompt or Literacy Shed video. Teach Mate can also give you ideas.		Author study – possibly Roald Dahl. (3 weeks) Choose an author relevant to the age group and explore a few books by them. Choose one book as a start point. Do some incidental writing from the book.
Suggested final written outcome			Write own story - something goes wrong using some paragraphs Prepositions, question marks, exclamation marks.	Write a playscript for part of the story. Model how to write using inverted commas.		Children write their own story based on the disaster in Pompeii. Using adverbs [for example, then, next, soon, therefore], inverted commas for some speech, paragraphs, Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play],				Children write their own simple mystery story. Using consistent tense, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Begin to use paragraphs more Use inverted commas more accurately		
NON FICTION			Instructions (2 weeks)			Recount – Diary (2 weeks)	Explanation (2 weeks)			Non-Chron report (2 weeks)	Persuasive Booklet (2 weeks)	
Suggested final written outcome			Write a set of instructions for something they have done or made. Eg how to make a wire face. Children to add specific detail and use paragraphs or sections, use prepositions and adverbs.			Write a diary entry including detail expressed in ways that will engage the reader/viewer. Using adverbs, paragraphs, conjunctions	Use a flowchart to write explanations of a process ensuring relevant details are included. Use heading and subheadings, conjunctions and paragraphs or sections.			Write their own non chronological reports on the Romans. Including headings and sub headings, paragraphs, consistent tense,	Create a short persuasive booklet showing why we should look after trees. (The Kapok Tree can be used as a start point)	
POETRY			Acrostic Poems (2 weeks)			Easter (1 Week)	World Book Day (1 Week)			Take one poet (2 weeks) Appreciation – Benjamin Zephaniah		
Suggested final written outcome	Create own poems using adjectives, and expanded noun phrases (build on last year's objectives)		tbc	tbc	Learn about the Poet, type of poems- explore the style. Write their own short poem in his style.							



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Objectives covered in Autumn term	Objectives covered in Spring term	Objectives covered in Summer term
<ul style="list-style-type: none"><input type="checkbox"/> Use prepositions<input type="checkbox"/> Use adverbs [for example, then, next, soon, therefore]<input type="checkbox"/> Begin to use paragraphs to group related material<input type="checkbox"/> Use Capital letters, full stops, question marks and exclamation marks.<input type="checkbox"/> Begin to understand inverted commas to punctuate direct speech.	<ul style="list-style-type: none"><input type="checkbox"/> Use adverbs [for example, then, next, soon, therefore]<input type="checkbox"/> Use conjunctions [for example, when, before, after, while, so, because]<input type="checkbox"/> Start to use inverted commas to punctuate direct speech.<input type="checkbox"/> Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]<input type="checkbox"/> Headings and sub-headings to aid presentation	<ul style="list-style-type: none"><input type="checkbox"/> Use consistent tense<input type="checkbox"/> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.<input type="checkbox"/> Begin to use paragraphs more<input type="checkbox"/> Use inverted commas more accurately.<input type="checkbox"/> Headings and sub-headings to aid presentation