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Year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Main Text</b>	<p><b>The Iron Man</b> Ted Hughes</p> 	<p><b>Fox</b> Margaret Wild and Ron Brooks</p> 	<p><b>The Rhythm of the Rain</b> Grahame Baker-Smith</p> 	<p><b>Jemmy Button</b> Alix Barzelay</p> 	<p><b>Egyptology</b> Dugald Steer</p> 	<p><b>Into The Forest</b> Anthony Browne</p> 
	Other Texts – Home time readers R4P Reading lesson texts (1 to 2 short texts per week). <b>See separate Reading Overview</b>	Diary of a Killer Cat – Anne Fine  Storyline (online)  Class library  Reading comprehension lessons (various texts)	Harry Potter and the Chamber of Secret  Reading comprehension lessons (various texts)	Reading comprehension lessons (various texts)  Martin Luther King Junior Romeo and Juliet Keeping Fit Mother Teresa, The Saint Amun’s Ancient Egyptian Diary	<b>World Book Week wordless picture book – Rainstorm</b>  Reading comprehension lessons (various texts)	Reading comprehension lessons (various texts)	Reading comprehension lessons (various texts)
	Cross-curricular texts:	Ancient Egypt  Rivers  History and Geography <b>Opening Worlds</b> texts – read and discuss vocabulary each week in lessons	Cradles of Civilisation  Mountains	Indus Valley Civilisation  Settlements	Ancient Greece (introduction)  Agriculture and farming	Ancient Greece (art and culture)  Volcanoes	Alexander the Great  Climates and Biomes
	Film	The Iron Giant					
	<b>Fiction</b> outcome <b>(Literacy Counts)</b>	Approach Threat Narrative  Purpose: to narrate	Fable Narrative  Purpose: to narrate	Setting Narrative  Purpose: to narrate	Return Narrative  Purpose: to narrate	Egyptian Mystery Narrative  Purpose: to narrate	Lost Narrative  Purpose: to narrate
	<b>Non-Fiction</b> outcome <b>(Literacy Counts)</b>	Explanation (How to capture the Iron Man)  Purpose: to explain	Information writing (foxes)  Purpose: to inform	River information leaflet  Purpose: to inform	Recount writing (letters)  Purpose: to recount	Diary  Purpose: to recount	Recount writing (newspaper report)  Purpose: to recount
	Grammar skills: <b>Word</b> <b>(Literacy Counts)</b>	<b>Build on previous year &amp; focus on:</b> Formation of nouns using a range of prefixes e.g. auto- super- anti-	<b>Build on previous units &amp; focus on:</b> Formation of nouns using a range of prefixes e.g. auto- super- anti- (un- and re-)	<b>Build on previous units &amp; focus on:</b> Use of the forms a or an when next word starts with a consonant or a vowel	<b>Build on previous units &amp; focus on:</b> Use of the forms a or an when next word starts with a consonant or a vowel	<b>Build on previous units &amp; focus on:</b> Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	<b>Build on previous units &amp; focus on:</b> Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-) Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how



							words are related in form and meaning
Grammar skills: <b>Sentence</b> <i>(Literacy Counts)</i>	<b>Build on previous year &amp; focus on:</b> Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although).	<b>Build on previous units &amp; focus on:</b> Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although). Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of).	<b>Build on previous units &amp; focus on:</b> Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of). Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although). Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore).	<b>Build on previous units &amp; focus on:</b> Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of).	<b>Build on previous units &amp; focus on:</b> Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore). Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	<b>Build on previous units &amp; focus on:</b> Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)	
Grammar skills: <b>Text</b> <i>(Literacy Counts)</i>	<b>Build on previous year &amp; focus on:</b> Present perfect form of verbs	<b>Build on previous units &amp; focus on:</b> Present perfect form of verbs Introduction to paragraphs as a way to group related material	<b>Build on previous units &amp; focus on:</b> Introduction to paragraphs as a way to group related material	<b>Build on previous units &amp; focus on:</b> Introduction to paragraphs as a way to group related material	<b>Build on previous units &amp; focus on:</b> Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation.	<b>Build on previous units &amp; focus on:</b> Present perfect form of verbs Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation.	
Grammar skills: <b>Punctuation</b> <i>(Literacy Counts)</i>	<b>Reinforce from Year 2:</b> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.	<b>Reinforce from Year 2:</b> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.	<b>Build on previous units &amp; focus on:</b> Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.	<b>Build on previous units &amp; focus on:</b> Inverted commas to punctuate direct speech.	<b>Build on previous units &amp; focus on:</b> Inverted commas to punctuate direct speech.	<b>Build on previous units &amp; focus on:</b> Inverted commas to punctuate direct speech.	
<b>Terminology</b> for pupils <i>(Literacy Counts)</i>	Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas						
Poetry <i>(LC and SIL)</i>		National Poetry Day work and activities; Kennings (LC); Simile poems (LC) <b>'Twas The Night Before Christmas – whole school poetry recital and performance</b>	Andy Tooze – poet visit and workshop	Shape poetry and calligrams (SIL)	Andy Tooze – poet visit and workshop  Levi Tefari - poet visit and workshop	Language play (SIL)	
Oracy	Whole school oracy focus once a term	Poetry – performance <b>'Twas The Night Before Christmas – whole school poetry recital and performance</b>	Whole school oracy focus once a term	Performance poetry	Whole school oracy focus once a term  Poetry	Performance poetry	
Cross curricular English opportunities	<b>Science / DT:</b> Healthy Easting – instructions to make a healthy sandwich	<b>RE:</b> Christmas Story.	<b>Science:</b> Biography about Mary Anning (rocks)	<b>RE:</b> Recount of the events of Holy Week	<b>Science:</b> Plants (Information text)	<b>RE:</b> 'Called by God' – write a letter to God.	



			Drama: freeze frames, conscience alley (wise men / Herod). Writing: Newspaper report.				
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