Autumn 1 (Oct) Autumn 2 (Dec) Handwriting - Nelson Handwriting Scheme The Iron Man by Ted Fox by Margaret Cursive, lower ability to focus on pencil control and formation Hughes Wild To use diagonal and horizontal strokes that are needed to join letters Understand which letters when adjacent to one another are best left unjoined Narrative: Fable **Explanation: How to** Increase the legibility consistency and quality of their handwriting capture the Iron narrative Man **Purpose: To Narrate Spelling** Refer to NNG & NC Purpose: To explain Review Yr2 prefix/suffixes(See NNS) Spell words which are often misspelt (English Appendix 1) Year 3 Word List Use the 1st two or 3 letters of a word to check its spelling in a dictionary. Proofread for spelling errors. Homophones Contraction Possessive apostrophe Suffix- s, es, er, ed, ing Apply prefix un Words with the 'e' sound spelt ei, eigh, or ey Prefixes- 'mis' 're' 'dis' /I/sound spelt 'v' **Apostrophes for contractions** Words ending in /g/ sound spelt- 'gue' & the /k/sound spelt 'que' Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Punctuation & Grammar- Refer to NC and NNG Grammar Hammer Expressing time, place and cause using conjunction e.g. when, before, after, while, so, because Adverbs, e.g. then, next, soon, therefore or prepositions e.g. before, after, during, in, because of Introduction to paragraphs as a way to group related material. Headings and subheadings to aid presentation Use of the present perfect form of verbs instead of the simple past e.g. he has gone out to play contrasted with he went out to play Using conjunctions, adverbs and prepositions to express time and caus **Using fronted adverbials Commas after fronted adverbials** Commas in a list Using a or an Possessive apostrophe Using punctuated direct speech Extend the range of sentences with more than one clause by using when, if, because, although Using the present perfect form of verbs in contrast to past tense Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Sentence demarcation- Using capital letters, full stops, question marks and exclamation marks. (each term) Spring 1 (Feb) Spring 2 (Easter) **Handwriting – Nelson Handwriting Scheme** The Rhythm of the Jemmy Button by Cursive, lower ability to focus on pencil control and formation Valerio Vidali Rain by Grahame To use diagonal and horizontal strokes that are needed to join letters **Baker-Smith** Understand which letters when adjacent to one another are best left unjoined **Information: Letters** Increase the legibility consistency and quality of their handwriting **Narrative: Setting Purpose: To recount Narrative Spelling** Refer to NNG & NC **Purpose: To narrate** Year 3 Word List Spell words which are often misspelt(English Appendix 1) Suffix- ness, ful, less, ly /k/ sound spelt 'ch' /s/ /k/ as in science Prefixes- sub and tele

## YEAR 3 ENGLISH OVERVIEW

Prefixes – 'super' and 'auto' Homophones – see NNS Contractions Proofread for spelling errors. Using dictionaries to spell words Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Words ending in 'sure'- treasure Words ending in 'ture' - picture Words with the /i/sound spelt 'ch' as well as 's', 'ss' (ion/ure) Punctuation & Grammar - Refer to NNG & NC Grammar Hammer Using conjunctions, adverbs and prepositions to express time and cause Use of the forms a or an according to whether the next word begins with a consonant or a vowel Expressing time, place and cause using conjunctions, adverbs or prepositions Introduction to paragraphs as a way to group related material. Headings and subheadings to aid presentation Introduction to inverted commas to punctuate direct speech Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using and punctuating direct speech Word families based on common words, showing how words are related in form and meaning Sentence demarcation- Using capital letters, full stops, question marks and exclamation marks. Commas in a list Summer 1 (May) Handwriting - Nelson Handwriting Scheme Summer (July) **Egyptology by Emily** Into the Forest by Cursive Sands **Anthony Browne Spelling-** Refer to NNS & NC Narrative: Egyptian **Narrative: Lost** Revise -suffixes ed, ing, s, es ness, ful, less, ly **Narrative** Mystery Suffix-'ly' words ending in 'le' and 'ic' Purpose: To narrate **Purpose: To narrate** Year 3 Word List Spell words which are often misspelt(English Appendix 1) Using dictionaries to spell words Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. /I/ sound spelt 'y'- myth, gym /A sound spelt 'ou' e.g. double Contractions **Homophones** Possessive apostrophe with plurals Y1 and Yr 2 vowel diagraphs Adding suffixes beginning with vowel letters to words of more than one syllable- forgetting, beginner. Place the possessive apostrophe accurately in words with regular plurals, and in words with irregular plurals Punctuation & Grammar- Refer to NNG & NC Grammar Hammer Using the present perfect form of verbs in contrast to the past tense Using conjunctions, adverbs and prepositions to express time and cause Using fronted adverbials Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with plural nouns Using and punctuating direct speech Formation of nouns using a range of prefixes e.g. super, anti, auto Use of the forms a or an according to whether the next word begins with a consonant or a vowel Word families based on common words, showing how words are related in form and meaning Expressing time, place and cause using conjunctions, adverbs or prepositions

## YEAR 3 ENGLISH OVERVIEW

Introduction to paragraphs as a way to group related material. Headings and subheadings to aid presentation

Use of the present perfect form of verbs instead of the simple past e.g. he has gone out to play contrasted with he went out to play Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Sentence demarcation- Using capital letters, full stops, question marks and exclamation marks.

Commas in a list

Apostrophes to mark singular and plural possession