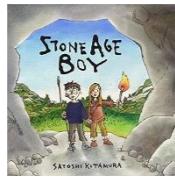
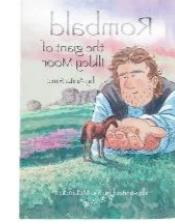
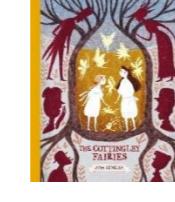
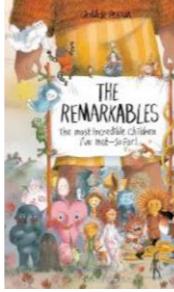
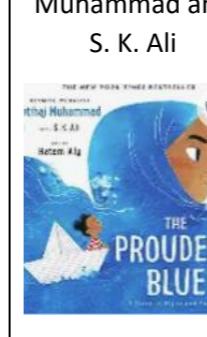
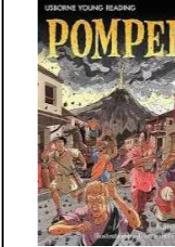
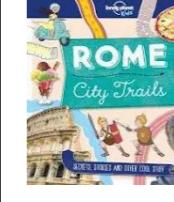
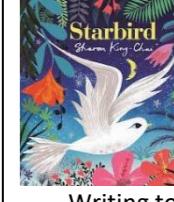
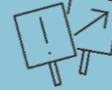


Y3 English

Units Overview

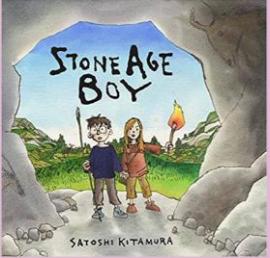
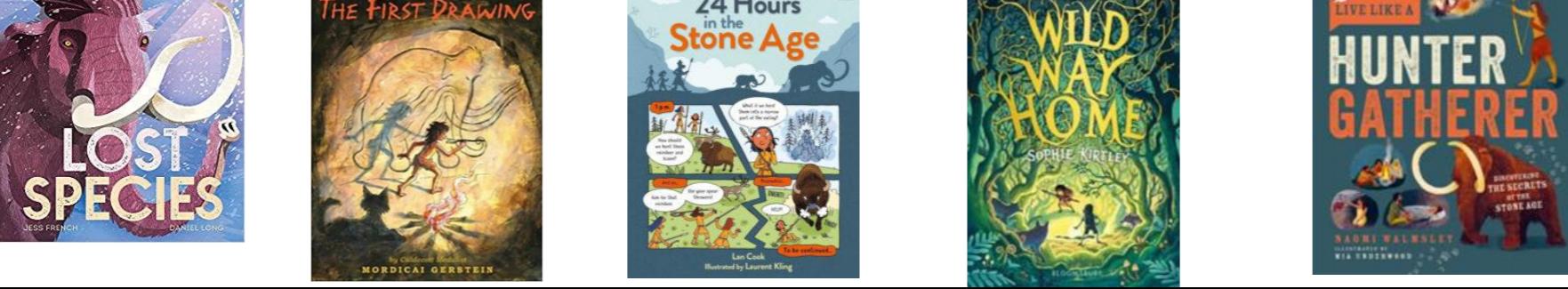
Medium Term Plans

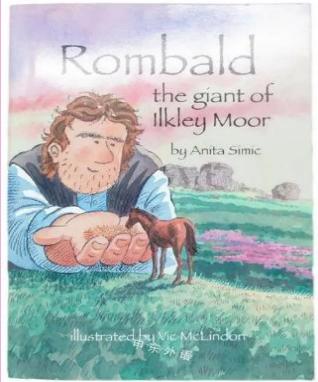
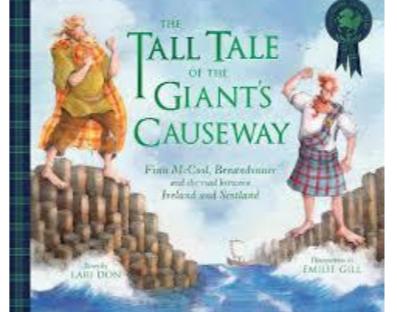
	Autumn			Spring				Summer		
Core Text	Stone Age Boy by Satoshi Kitamura 	Rombald the Giant of Ilkley Moor by Anita Simic 	The Cottingley Fairies by Ana Sender 	The Remarkables by Clotilde Perrin 	Stella and the Seagull by Georgina Stevens and Izzy Burton 	Alice's Adventures in Wonderland by Jeanne Willis & Ross Collins 	The Proudest Blue by Ibtihaj Muhammad and S. K. Ali 	Pompeii by Karen Ball 	City Trails Rome by Lonely Planet Kids 	Starbird by Sharon King-Chai 

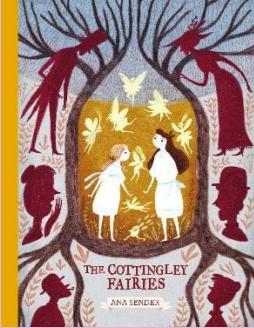
Purpose									
ENTERTAIN: Narrative	ENTERTAIN: Narrative	ENTERTAIN: Narrative	ENTERTAIN: Narrative (fairy story)	INFORM: Non chronological report	PERSUADE: writing a speech	ENTERTAIN: Narrative	INFORM: Newspaper report	PERSUADE: Travel blogs	ENTERTAIN: Narrative

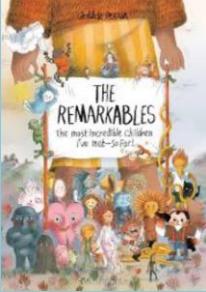
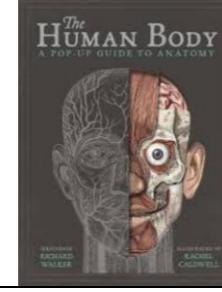
Purpose	Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Text	Genre: Specific features and structure of genre to be revised or taught within the unit.	Revision of objectives from previous year (with year group this was first introduced) [NB: These objectives are designed to accumulate and should not need explicit teaching time, but instead reminders for pupils to connect to prior knowledge of writing purpose and related language choices]	<ul style="list-style-type: none"> Statutory objectives (within the National Curriculum) are listed in this way – bold, purple and underlined New objectives (introduced within current year group) are listed in black 	Statutory terminology from Appendix 2 of the National Curriculum are listed in this way – bold, purple and underlined	

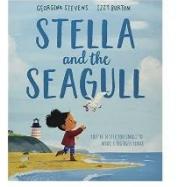
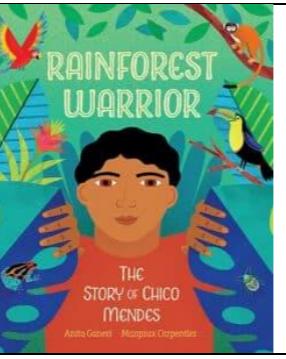
All objectives covered within each Year 3 unit are listed within this document. Please see the key below to understand how the objectives are presented:

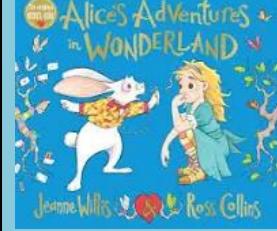
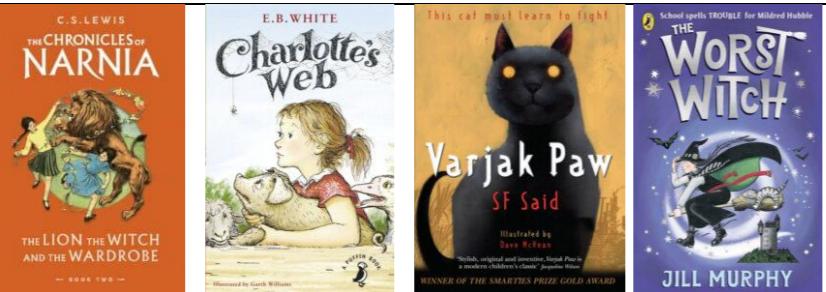
 <p>Purpose: Entertain</p> <p>Adventure story</p> <p>Stone Age Boy <i>by Satoshi Kitamura</i></p> <p>hfl-mini rabbit not lost</p>	Genre Features <p>Narrative: Consolidate use of story shapes (fall-rise; slow rise and slow fall) to help guide the plot structure</p> <p>Story openings: usually open with either: action, dialogue or description of setting or character</p> <p>Story endings: can end with a moral message, happy ending, surprise or cliff-hanger</p> <p>As well as plot and character, stories take place somewhere and this is called a setting.</p>	Compositional choices according to writing purpose <p>Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense</p> <p>The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time</p> <p>Use of sound and other senses to develop clear picture for reader to develop mood (show not tell)</p>	Sentence level <p>Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind</p> <p>Writers join sentences together with other coordinating conjunctions including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected</p> <p>Writers can also join sentences together with subordinating conjunctions including when, if, that, because – these conjunctions are different to others because when we put them at the start of an idea it does not make sense on its own</p>	Word level including punctuation <p>Ensure correct use of full stop (Y2) (avoid comma splice)</p>	Grammatical terminology <p>sentence punctuation, full stop (Y1)</p> <p>clause, subordinate clause, conjunction</p>
 <p>Final written outcome</p>	<p>A narrative adventure story about going back in time to the Stone Age.</p>	<p>Other writing opportunities</p> 			
<p>Intended effect on my reader and audience</p>	<p>My reader will...</p> <ul style="list-style-type: none"> Visualise being in the Stone Age with accurate description, using senses to add extra detail to what the reader can hear, see, feel. Learn about life in the Stone Age 	<p>Toolkit</p> 	<p>I will use...</p> <ul style="list-style-type: none"> adjectives to describe noun phrases to add greater detail for the reader subordinate clauses Conjunctions to extend the ideas within sentences and vary the flow of the writing. Including adverbs to describe a verb also helps the reader to create a picture in their mind about how the action is happening 		
<p>Companion texts</p>					
<p>Hook / linked enrichment activities</p>		<p>Wider curriculum links</p>	<p>History: Stone Age Britain</p>		

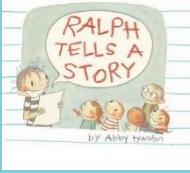
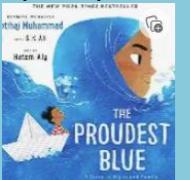
	Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
 <p>Purpose: Entertain </p> <p>Adventure story</p> <p>Rombald the Giant of Ilkley Moor by Anita Simic</p>	<p>Narrative: Consolidate use of story shapes (fall-rise; slow rise and slow fall) to help guide the plot structure</p> <p>Story openings: usually open with either: action, dialogue or description of setting or character</p> <p>Story endings: can end with a moral message, happy ending, surprise or cliff-hanger</p>	<p>Dialogue can introduce a character and tell the reader more about them (DAD)</p> <p>Build upon show not tell techniques: description of character appearance and behaviour shows the reader how they might be feeling along with their inner thoughts</p> <p>Introduce use of power of three for repetition and/or emphasis (e.g. listing adjectives in groups of three)</p> <p>Paragraphs break up the writing into manageable chunks for the reader to read and follow</p>	<p>Writers can <u>also join sentences together with subordinating conjunctions including when, if, that, because</u> – these conjunctions are different to others because when we put them at the start of an idea it does not make sense on its own</p> <p>Including adverbs to describe a verb also helps the reader to create a picture in their mind about how the action is happening</p> <p>Prepositions and prepositional phrases tell the reader where things are and where and when things happen</p>	<p>Use inverted commas for readers to clearly understand where a character is speaking – when they start and finish talking</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p>	adverb <u>conjunction, preposition</u> <u>inverted commas, direct speech, consonant vowel</u>
Final written outcome 	Adventure story		Other writing opportunities 		
Intended effect on my reader and audience	<p>My reader will...</p> <ul style="list-style-type: none"> To picture what is happening in their mind and hook them into the story To understand how the main character thought and felt at each event (sometimes through speech) To be able to follow the story clearly To be able to picture the setting(s) clearly and know where things are and when things happen 		<p>I will use...</p> <ul style="list-style-type: none"> Adverbs Power of three Show not tell Dialogue Consistent tense Punctuation Paragraphs Expanded noun phrases to describe the five senses Prepositions 		
Companion texts	    				
Hook / linked enrichment activities			Wider curriculum links	Geography: Yorkshire	

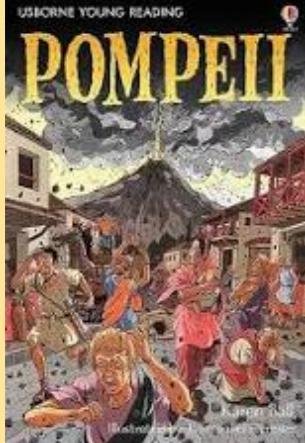
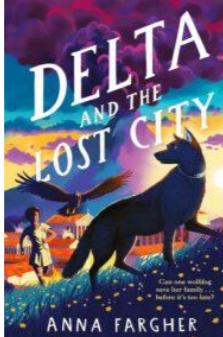
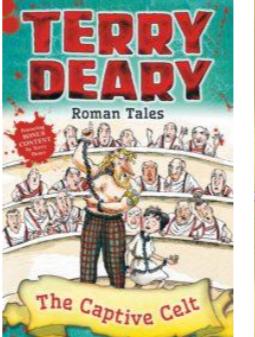
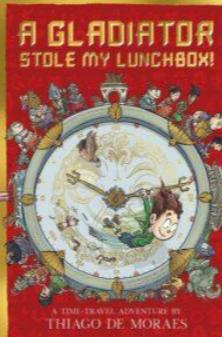
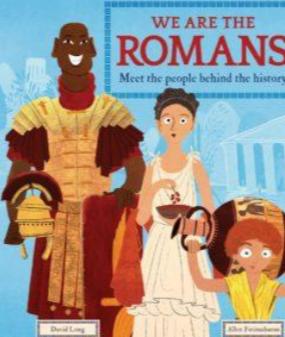
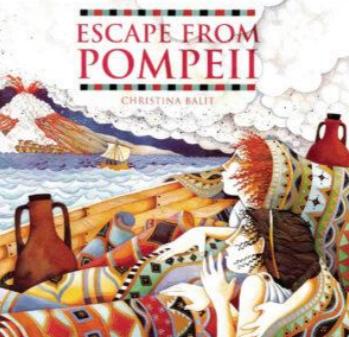
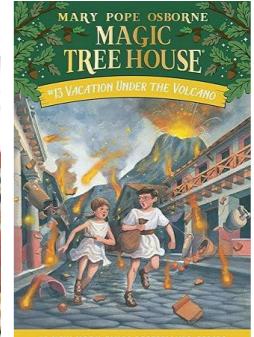
 <p>Purpose: Entertain Fairy story The Cottingley Fairies by Ana Sender</p>	Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
		<p>Narrative: As well as plot and character, stories take place somewhere and this is called a setting.</p>	<p>Dialogue can introduce a character and tell the reader more about them</p> <p>Build upon show not tell techniques: description of character appearance and behaviour shows the reader how they might be feeling along with their inner thoughts</p> <p>Introduce use of power of three for repetition and/or emphasis (e.g. listing adjectives in groups of three)</p> <p>Paragraphs break up the writing into manageable chunks for the reader to read and follow</p>	<p>Including adverbs to describe a verb also helps the reader to create a picture in their mind about how the action is happening (Y2)</p> <p>Prepositions and prepositional phrases tell the reader where things are and where and when things happen</p>	<p>Use inverted commas for readers to clearly understand where a character is speaking – when they start and finish talking</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i>]</p>
Final written outcome 	Fairy story		Other writing opportunities 		
Intended effect on my reader and audience	My reader will... <ul style="list-style-type: none"> To picture what is happening in their mind and hook them into the story To understand how the main character thought and felt at each event (sometimes through speech) To be able to follow the story clearly To be able to picture the setting(s) clearly and know where things are and when things happen 	Toolkit 	I will use... <ul style="list-style-type: none"> Adverbs Power of three Show not tell Dialogue Consistent tense Punctuation Paragraphs Expanded noun phrases to describe the five senses Prepositions 		
Companion texts					
Hook / linked enrichment activities			Wider curriculum links	Geography: Yorkshire	

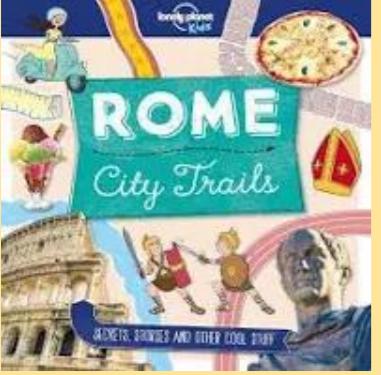
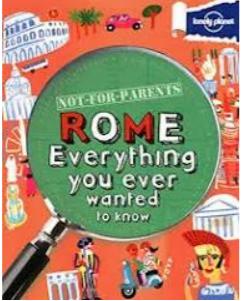
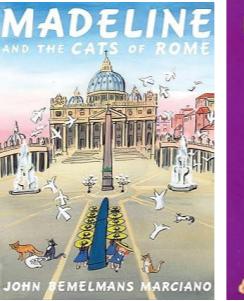
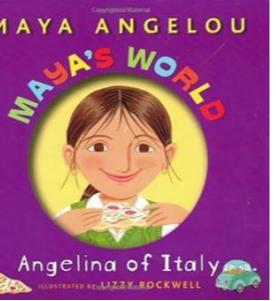
 <p>Purpose: Inform i Non-chronological report <i>The Remarkables by Clotilde Perrin</i></p>	Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
		<p>Captions and labels to add information to illustrations</p> <p>Index to guide reader to know how to find something specific they might be looking for</p> <p>Glossary to provide definitions in a quick and easy guide for the reader</p> <p>A-Z guide to provide more detail in an accessible way for the reader to look for more information about the contents</p>	<p>Diagrams show the reader more details about the important parts of what they are finding out about (Y2)</p> <p>When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2)</p> <p>Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic</p> <p>Headings and subheadings break down information into manageable chunks or parts for the reader and make specific information easier to find</p> <p>Might include quotes from people to provide more information and add interest for the reader</p>	<p>Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas including when, if, because, although) to keep the reader wanting to read on</p> <p>Prepositions and prepositional phrases tell the reader where things are and where and when things happen</p>	<p>Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between (Y2)</p> <p>Apostrophes are used to show the reader when something belongs to a person or object (apostrophes of possession) and where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand (Y2)</p>
Final written outcome Pencil icon		A biography about Mary Anning	Other writing opportunities 🎭 i		
Intended effect on my reader and audience	My reader will... <ul style="list-style-type: none"> Be clearly informed and engaged by clearly presented information Be able to visualise the character through precise vocabulary and description 	Toolkit 💼	I will use... <ul style="list-style-type: none"> Quotes to include extra information and add interest. Use conjunctions and prepositions to express time and cause. Pronouns to avoid repetition Headings and subheadings and paragraphs break information into easier chunks. Simple organisational devices to structure writing 		
Companion texts					
Hook / linked enrichment activities			Wider curriculum links		

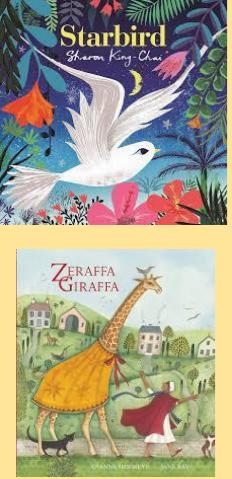
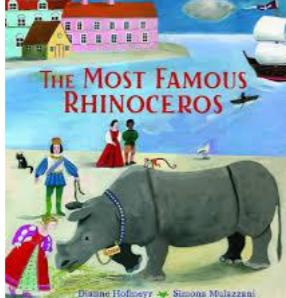
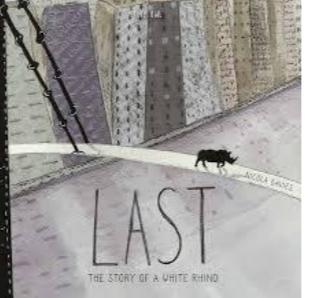
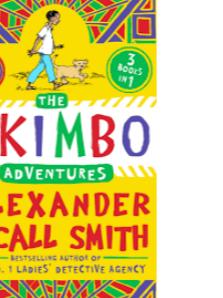
	Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
 Purpose: Persuade  Speech	<p>Speech: Will use first, second and third person narrative, to address the audience directly and also refer to yourself (the speaker)</p> <p>May switch between the past, present (Y2) and future</p>	<ul style="list-style-type: none"> Often use 'you' (second-person narrative) to put the reader on the spot and make them think Use facts to support opinions to make the reader take the writing more seriously Sometimes use rhetorical questions to make the reader think more deeply about the subject Use of alliteration helps to make a phrase more memorable and stick in their mind 	<p>Including adverbs to describe a verb also helps the reader to create a picture in their mind about how the action is happening (Y2)</p>	<p>Apostrophes are used to show the reader when something belongs to a person or object (apostrophes of possession) and where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand (Y2)</p>	adverb, apostrophe, tense (past, present) (Y2)
 Final written outcome	A speech		Other writing opportunities  	<ul style="list-style-type: none"> Focus on editing 	
Intended effect on my reader and audience	<p>My reader will...</p> <ul style="list-style-type: none"> Want to keep listening Be motivated Be shocked 		Toolkit 	<p>I will use...</p> <ul style="list-style-type: none"> Facts to support opinions Rhetorical questions to make the reader think more deeply about the subject Use 'you' (second person) to put the audience on the spot and make them think Alliteration to make a phrase more memorable and stick in their mind Emotive language to make the audience feel connected with the topic 	
Companion texts					
Hook / linked enrichment activities	Mr Frost classroom visit	Wider curriculum links	Geography: Rainforest and woodland		

Purpose: Entertain	Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
 Narrative (setting and dialogue)  <i>Alice's Adventures in Wonderland by Jeanne Willis & Ross Collins</i>	Narrative: As well as plot and character , stories take place somewhere and this is called a setting .	Dialogue can introduce a character and tell the reader more about them Build upon show not tell techniques: description of character appearance and behaviour shows the reader how they might be feeling along with their inner thoughts Introduce use of power of three for repetition and/or emphasis (e.g. listing adjectives in groups of three) Paragraphs break up the writing into manageable chunks for the reader to read and follow	Including adverbs to describe a verb also helps the reader to create a picture in their mind about how the action is happening (Y2) Prepositions and prepositional phrases tell the reader where things are and where and when things happen	Use of inverted commas for readers to clearly understand where a character is speaking – when they start and finish talking Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i>]	adverb (Y2) conjunction, preposition inverted commas, direct speech, consonant vowel
Final written outcome 	Setting description and character dialogue	Other writing opportunities  	<ul style="list-style-type: none"> Opportunities to describe other settings 		
Intended effect on my reader and audience	My reader will... <ul style="list-style-type: none"> To picture what is happening in their mind and hook them into the story To understand how the main character thought and felt at each event (sometimes through speech) To be able to follow the story clearly To be able to picture the setting(s) clearly and know where things are and when things happen 	Toolkit 	I will use... <ul style="list-style-type: none"> Adverbs Power of three Show not tell Dialogue Consistent tense Punctuation Paragraphs Expanded noun phrases to describe the five senses Prepositions 		
Companion texts					
Hook / linked enrichment activities		Wider curriculum links			

 Ralph Tells A Story written and illustrated by Abby Hanlon  The Proudest Blue written by Ibtihaj Muhammad & S.K. Ali, illustrated by Hatem Aly Purpose: Entertain Personal narrative 	Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
		<p>Narrative: Consolidate use of story shapes (fall-rise; slow rise and slow fall) to help guide the plot structure</p> <p>Story openings: usually open with either: action, dialogue or description of setting or character</p> <p>Story endings: can end with a moral message, happy ending, surprise or cliff-hanger</p>	<ul style="list-style-type: none"> Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense (Y2) The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time (Y2) Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) Dialogue can introduce a character and tell the reader more about them Build upon show not tell techniques: description of character appearance and behaviour shows the reader how they might be feeling along with their inner thoughts Introduce use of power of three for repetition and/or emphasis (e.g. listing adjectives in groups of three) Paragraphs break up the writing into manageable chunks for the reader to read and follow 	<p>The present perfect tense can be used to indicate the something started in the past but is still relevant now</p> <p>Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas including when, if, because, although) to keep the reader wanting to read on</p>	tense, verb (Y2) conjunction, inverted commas, direct speech
Final written outcome 		Personal narrative (memoir)	Other writing opportunities  	•	
Intended effect on my reader and audience	My reader will... <ul style="list-style-type: none"> Picture what is happening in their mind and hook them into the story Understand how the main character thought and felt at the time Be able to follow the story clearly Relate the story to their own lives and think about their own experiences 		Toolkit 	I will use... <ul style="list-style-type: none"> Sound effects Power of three Similes Inner thoughts Dialogue Consistent tense A real-life setting and everyday experience based on things that can happen in childhood Punctuation 	
Companion texts					
Hook / linked enrichment activities			Wider curriculum links		

	Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology			
Purpose: Inform  Newspaper Report <i>Pompeii by Karen Ball</i>	Newspaper report: Include a headline that summarises the main point of the article Written in third person narrative and in the past tense Includes quotes (direct speech) or indirect speech to provide people's experiences or opinions on the subject Includes the 5 Ws – who, what, where, when, and why to provide the reader with Three main parts: Head: Introduction Body: Add greater detail and includes quotes Tail: Summarises and finishes the article	When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2) Paragraphs are used to organise ideas around a theme, to write about a different topic or subtopic Focus on presenting factual information not opinion and the vocabulary needed for this. Might include quotes from people to provide more information and add interest for the reader	Using short, informative sentences for effect and to deliver clear and concise information to the reader. Prepositions [e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened Use of the present perfect form of verbs can be used to indicate the something started in the past but is still relevant now	Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between (Y2) Use of pronouns in place of a noun to avoid repetition and bore the reader	comma, adverb, verb, present tense, past tense clause, subordinate clause, conjunction, preposition, paragraph inverted commas, direct speech, fronted adverbials			
Final written outcome 	A newspaper article on the eruption of Mount Vesuvius		Other writing opportunities  	•				
Intended effect on my reader and audience	My reader will... <ul style="list-style-type: none"> Learn factual information about the eruption of Mount Vesuvius Be interested in my article because of my catchy headline Understand the chronological order of the events 		Toolkit 	I will use... <ul style="list-style-type: none"> Key events written in chronological order to show what happened and when. Paragraphs organised into 'head, tail, body' to be clear for the reader Quotes to include extra information and add interest. Fronted adverbials to create suspense Eyewitness accounts to make it believable Factual information to give the truth about what happened using accurate names and places 				
Companion texts	 		 		 		 	
Hook / linked enrichment activities			Wider curriculum links	History: Romans				

 ! Purpose: Persuade Travel Blogs for Rome City Trails Rome by Lonely Planet Kids	Genre Features <p>Travel leaflet: Details usually include sub-topics specific to place, such as location, places of interest, weather, landmarks.</p> <p>Use of photos or illustrations to show the reader clearly what the place looks like, rather than needing to visualise it.</p>	Compositional choices according to writing purpose <ul style="list-style-type: none"> Often use 'you' (second-person narrative) to put the reader on the spot and make them think (Y3) Use facts to support opinions to make the reader take the writing more seriously (Y3) Sometimes use rhetorical questions to make the reader think more deeply about the subject (Y3) Use of alliteration helps to make a phrase more memorable and stick in their mind (Y3) Use of power of three to make something more memorable for the reader and make them think about it for longer 	Sentence level <p>Prepositions [e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened (Y3)</p> <p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description</p>	Word level including punctuation <p>Precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice</p>	Grammatical terminology <p>noun, noun phrase adjective, adverb (Y2)</p> <p>conjunction, preposition, paragraph (Y3)</p>
! Final written outcome	Travel blog for visiting Rome		Other writing opportunities	•	
Intended effect on my reader and audience	My reader will... <ul style="list-style-type: none"> Learn information about the place and make it sound appealing Find the writing informative, interesting and easy to follow Convince the reader that they should visit the location 		Toolkit 	I will use... <ul style="list-style-type: none"> Expanded noun phrases with prepositional phrases give detail to help the reader picture/ discover more about the place Use facts to inform the reader about the location Use the power of three to emphasise key messages/ features of the place Use subheadings and subsections so the reader can locate relevant information easily Use adverbs, prepositions and conjunctions to add detail and flow to writing Use rhetorical questions to make the reader think deeply about the subject Use 2nd person pronouns to speak to the reader directly Use positive descriptions to exaggerate the good bits about the place 	
Companion texts	   				
Hook / linked enrichment activities			Wider curriculum links	Geography: Mediterranean	

 <p>Purpose: Entertain Narrative</p> <p>Starbird by Sharon King-Chai; Zeraffa Giraffa by Dianne Hofmeyr and Jane Ray</p>	Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p>Final written outcome</p> 		<p>Animal adventure story.</p>	<p>Other writing opportunities</p> 	<ul style="list-style-type: none"> Character description - Starbird Setting description – locations in Zeraffa’s journey 	
<p>Intended effect on my reader and audience</p>	<p>My reader will...</p> <ul style="list-style-type: none"> Feel engaged with the characters Clearly picture the different landscapes Navigate through the text Follow the emotional and physical journey 		<p>Toolkit</p> 	<p>I will use...</p> <ul style="list-style-type: none"> Punctuated dialogue to bring characters to life expanded noun phrases adverbial phrases Sequenced paragraphs Conjunctions show not tell 	
<p>Companion texts</p>					
<p>Hook / linked enrichment activities</p>		<p>Wider curriculum links</p>			