

English Curriculum Overview Year 3



The teaching of English at The Hills Academy covers reading (including word reading and comprehension) and writing (including spellings, grammar, handwriting and composition).

Talk for Writing implementation – the Talk for Writing approach is being embedded into writing lessons from September 2023 beginning in Year 2 and EYFS. The Talk for Writing approach will then be built into other year groups in the following academic years.

Phonics: Year 1 teach daily phonics lessons following Supersonic Phonic Friends.

Teaching spellings: Year 2-6 follow the No Nonsense Spelling overview to teach spelling patterns on a rotation of 2 spelling starters in English lesson's one week and 3 spelling starters in English lesson's the next week. National Curriculum spellings including common exception words and high frequency words are also taught regularly in English lessons.

Teaching guided reading: Year 1 have weekly guided reading lessons using VIPERS strands (Vocabulary, Infer, Predict, Explain, Retrieve, Sequence). Year 2 – 6 have guided reading lessons weekly in Autumn 1 and then fortnightly from Autumn 2 using VIPERS strands, alternating with reading skills discussion lessons.

Children working below age-related expectations – teachers should check children's gaps in previous year group's learning and ensure that these targets are met before children begin working on their current year group targets e.g., if a Year 2 child is not yet secure on Year 1 writing targets, they should focus on those targets first before attempting Year 2 targets.

Adapting weeks to suit each academic year – the number of weeks in each academic year may slightly change (e.g. autumn term may have 15 weeks instead of 14 weeks in some academic years). Class teachers should adapt the overviews accordingly depending on the length of each term and discuss and agree this with the English coordinator or SLT members if needed.

Genres and books used may be adapted throughout the year to suit changes in planning made by teachers. Please ensure the English coordinator is made aware of any changes.

Year 3: Spring Term Writing



<u>Week 1</u>	<u>Weeks 2 & 3</u>	<u>Weeks 4 & 5</u>	<u>Week 6</u>	<u>Week 7</u>	<u>Weeks 8 & 9</u>	<u>Week 10</u>	<u>Weeks 11 & 12</u>
<p><u>Non-fiction</u></p> <p>Genre/Plot: Biography/Fact file</p> <p>Hooks and books: Charlie and The Chocolate Factory</p> <p>Children will begin to read Charlie and The Chocolate Factory by Roald Dahl, which will be the class novel read throughout the term.</p> <p>Children will use headings and subheadings in biographies and fact files about an author of their choice.</p> <p>Children will draft and write non-fiction material.</p> <p>Children will retrieve and record information from non-fiction text.</p>	<p><u>Narrative</u></p> <p>Genre/Plot: Character description</p> <p>Hooks and books: Charlie and The Chocolate Factory</p> <p>Children will express time, place and cause using coordinating and subordinating conjunctions.</p> <p>Children will begin to use inverted commas for speech and use paragraphs to group material.</p> <p>Children will plan, proof read, evaluate and edit their writing.</p> <p>Children will draw inferences from characters' feelings and understand what has been read by checking the text makes sense and discussing their understanding of words.</p>	<p><u>Narrative</u></p> <p>Genre/Plot: Own version of Charlie and The Chocolate Factory – What would your golden ticket be for?</p> <p>Hooks and books: Charlie and The Chocolate Factory</p> <p>Children will express time, place and cause using coordinating and subordinating conjunctions.</p> <p>Children will work with peers to role play finding a golden ticket and use this to support their drafting and rehearsing of sentences to plan and write their own narrative.</p>	<p><u>Non-Fiction</u></p> <p>Genre/Plot: Persuasive advert – inventing sweets</p> <p>Hooks and books: Charlie and The Chocolate Factory</p> <p>Children will discuss the features of adverts and use their knowledge to plan their own advert for a new sweet or chocolate.</p> <p>Children will express time, place and cause using coordinating and subordinating conjunctions.</p> <p>Children will begin to use paragraphs as a way of grouping material.</p> <p>Children will proof read, evaluate and edit their writing.</p>	<p><u>Non-Fiction</u></p> <p>Genre/Plot: Instructions – making a sweet/chocolate</p> <p>Hooks and books: Charlie and The Chocolate Factory</p> <p>Children will discuss and identify the features of instructions.</p> <p>Children will use headings and subheadings to aid presentation.</p> <p>Children will use the forms a or an.</p> <p>Children will plan their writing by discussing similar pieces of writing to which they are planning.</p> <p>Children will draft and write instructions to make the sweet or chocolate from their advert in the previous week.</p>	<p><u>Non-Fiction</u></p> <p>Genre/Plot: Newspaper</p> <p>Hooks and books: Charlie and The Chocolate Factory</p> <p>Children will discuss and identify features of a newspaper report.</p> <p>Children will use headings and subheadings to aid presentation.</p> <p>Children will use the forms a or an.</p> <p>Children will plan their writing by discussing and recording ideas within a given structure.</p> <p>Children will draft, write, evaluate and edit their own newspaper report about going on a tour of Wonka's factory.</p> <p>Children will understand what they have read by identifying how language, structure and presentation contributes to meaning.</p>	<p><u>Non-fiction</u></p> <p>Genre/Plot: Explanation text</p> <p>Hooks and books: Charlie and The Chocolate Factory</p> <p>Children will discuss and identify the features of an explanation text.</p> <p>Children will retrieve and record information about how cocoa beans are made into chocolate and use their research to plan and write an explanation text.</p> <p>Children will plan their writing by discussing their ideas within a given structure and use paragraphs to group materials.</p> <p>Children will understand what they have read by identifying how language, structure and presentation contributes to meaning.</p>	<p><u>Fiction</u></p> <p>Genre/Plot: Diary – alternative perspective</p> <p>Hooks and books: Charlie and The Chocolate Factory</p> <p>Children will use the forms a and an.</p> <p>Children will express time, place and cause using conjunctions.</p> <p>Children will begin to use paragraphs.</p>