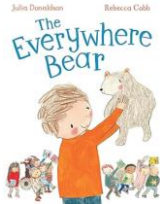
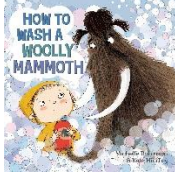
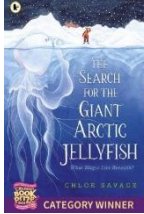
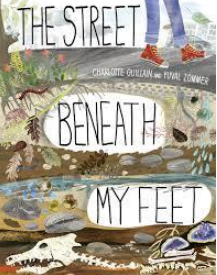
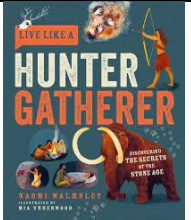
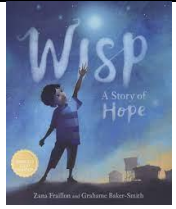
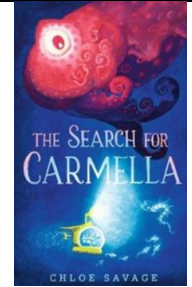
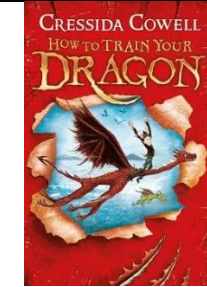


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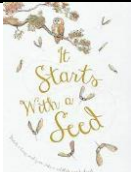
These are National Curriculum statements and need to be used to inform learning objectives.							
Term / Topic	Transition Unit (1 week) Everybody's Welcome!	Autumn 1 (6 weeks) Stones to Steel	Autumn 2 (7 weeks) The Wisp	Spring1 (5 weeks 4 days) Fantastique France	Spring 2 (5 weeks 4 days) Force of Nature	Summer 1 (6 weeks) Fossil Frenzy!	Summer 2 (7 weeks 2 days) Secret Garden
Handwriting		Apply Year 1 and 2 common exception words at the point of writing.		Apply spelling rules / patterns taught so far.		Apply Year 1 and 2 CEW and Year 3 statutory spellings. Apply spelling rules and patterns at the point of writing.	
		Begin to join some letters – stringing.		Develop fluency in stringing more letters in handwriting. Pupils should be taught to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.		Increasing fluency in joined handwriting.	
Common exception words/ Spelling list - (daily dictation focus)		'ei', 'ey' and 'eigh' sounds - most, bath, everybody, every, because	split digraph – long vowel sounds - poor, money, parents, child, children, past, Mr, Mrs	Double consonants – could, should, would, beautiful	'or' sound spelt 'augh' - busy, break, even, improve	adding prefixes - last, eye, prove, told	Cross-curricular words – plant, grass, path, again, after, find, old, door
Hook (text, video, artefacts)	 The Everywhere Bear by Julia Donaldson highlighting key areas of 'new' school.	 Based on How to wash a woolly mammoth.	 Based on Pumpkin Soup by Helen Cooper	 Based on a walk in Paris by Salvatore Rubbino. French day workshop	 The Search for the Giant Arctic Jellyfish by Chloe Savage.	 The Street Beneath my Feet by Charlotte Guillain Natural History Museum	 Based on Our Tower by Joseph Coelho
Writing genre 1	Simplistic sentences in the style of The Queens Hat by Steve Antony.	Instructions	Narrative introducing dialogue	Informal letter	Non-Chronological report	Information text	Narrative with dialogue
Purpose and Audience	To describe and entertain About our new school.	To instruct About washing your own Stone Age creature	To entertain & describe. About the argument between friends.	To inform and engage About a trip to Paris	To inform and engage How to spot and identify an arctic animal.	To explain About how plants grow	To describe Describing finding and playing in a secret garden
Continuous	Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors.						
Sentence skills Retrieval Taught Recap		Expanded noun phrases for description. Explaining time, place and cause using adverbs [for example, then, next, soon, therefore] or prepositions [for example, before, after, during, in, because of].	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] Extending the range of sentences with more than one clause by using a wider range of conjunctions.	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] Extending the range of sentences with more than one clause by using a wider range of conjunctions.	Extending the range of sentences with more than one clause by using a wider range of conjunctions.	Explaining time, place and cause using conjunctions [for example, when, before, after, while, so, because] Extending the range of sentences with more than one clause by using a wider range of conjunctions.	Extending the range of sentences with more than one clause by using a wider range of conjunctions.
Punctuation	Use of capital letters, full stops 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.	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.	Introduction to inverted commas to punctuate direct speech.				Introduction to inverted commas to punctuate direct speech.
Dialogue skills	Use some variation in sentence types (statement, exclamation). Selection of content shows an awareness of purpose and emerging awareness of audience.	Use some variation in sentence types (command, question, exclamation). Write commands using imperative verbs.	In narrative, create setting, character and plot. Use some variation in sentence types (statement, question).		Use some variation in sentence types (statement, question).	Use some variation in sentence types (statement, command, question).	In narrative, create setting, character and plot.
Word level skills	Propose changes to vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Vocabulary choices move from generic to specific. Use further prefixes and suffixes and understand how to add them.	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Vocabulary choices move from generic to specific.	Vocabulary choices move from generic to specific.	Vocabulary choices move from generic to specific. Use further prefixes and suffixes and understand how to add them.	Vocabulary choices move from generic to specific. Use further prefixes and suffixes and understand how to add them.	Vocabulary choices move from generic to specific. Use further prefixes and suffixes and understand how to add them.

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			Use further prefixes and suffixes and understand how to add them.				
Cohesion			Introduction to paragraphs as a way to group related material.	Introduction to paragraphs as a way to group related material.	Introduction to paragraphs as a way to group related material.	Introduction to paragraphs as a way to group related material.	Introduction to paragraphs as a way to group related material.
Paragraph skills							
Final outcome	Write a selection of sentences to identify key areas within the Junior school.	Write a set of instructions for how to wash a stone age animal (baby, mammoth, sabre toothed tiger)	Write a section of a narrative from the viewpoint of a character wanting something but not being allowed/ able to.	Write an informal letter about a trip to Paris	Double page spread non-chronological report on an invented Arctic sea creature.	Information text to explain what's beneath the street. (imaginative piece) written in sections to build up class accordian book.	Write a narrative of discovering and playing within a secret forest garden. (imaginative piece)
Site of application					Descriptive paragraph of a research vessel.	Formal letter sent to Scientists about what has been seen while burrowing through the Earth.	Setting description of a given garden.

Hook (text, video, artefacts)		 Based on Live Like a Hunter Gatherer by Naomi Walmsley. Stone Age Day	 Based on The Wisp by Zana Fraillon.	 Based on a walk in Paris by Salvatore Rubbino. French day workshop	 The Search of Carmella by Chloe Savage	 Based on Arthur and the Golden Rope by Joe Todd-Stanton	 How to Train Your Dragon by Cressida Cowell
Writing Genre 2		Non-chronological report (Grow the sentences)	Diary recount	Information leaflet	Formal letter	Character description	Information text
Purpose and Audience		To inform and engage All about different types of housing in the Stone Age era	To recount Remembering events of a routine	To inform and persuade Encouraging people to visit France	To inform and communicate Thanking an author following a study of their texts/ storytelling	To entertain Description of a conservationist scientist.	To explain About how/ what an invented dragon would need to survive.
Continuous		Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.	Proof-read for spelling and punctuation errors. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.				
Sentence skills		Expressing time, place and cause using conjunctions [forexample, when, before, after, while, so, because] Expanded noun phrases for specification.	Explaining time, place and cause using conjunctions [for example, when, before, after, while, so, because]. Explaining time, place and cause using adverbs [for example, then, next, soon, therefore] or prepositions [for example, before, after, during, in, because of].	Extending the range of sentences with more than one clause by using a wider range of conjunctions.	Extending the range of sentences with more than one clause by using a wider range of conjunctions.	Extending the range of sentences with more than one clause by using a wider range of conjunctions.	Extending the range of sentences with more than one clause by using a wider range of conjunctions. Explaining time, place and cause using adverbs [for example, then, next, soon, therefore] or prepositions [for example, before, after, during, in, because of].
Punctuation		Commas to separate items in a list. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.					
Dialogue skills		Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	In narrative, create setting, characters and plot. Use adverbs and prepositions to express time, place and cause.	Use some variation in sentence types (statement, question, exclamation).			
Word level skills		Vocabulary choices move from generic to specific.	Vocabulary choices move from generic to specific.	Vocabulary choices move from generic to specific.	Vocabulary choices move from generic to specific.	Vocabulary choices move from generic to specific.	Vocabulary choices move from generic to specific.
Cohesion							
Paragraph skills							
Final outcome		Produce an information page about the changes to farming, tools and housing in the Stone Age.	Write a diary entry from the view point of Idris' following of the wisp to an invented memory/wish.	To write a tourist brochure for people visiting Paris, France (food or one location focus).	To write an Email/ letter to Chloe Savage expressing thanks for her love of storytelling.	To write a short description of an invented dinosaur using show not tell inferences.	To write an information text for how to care for a given dragon.
Site of application							

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Hook (text, video, artefacts)			 Night before Christmas				 Based on It Starts With a Seed by Jennie Webber.
Writing Genre 3			Character description				Free verse poetry
Purpose and Audience			To entertain Description of Santa Claus/ other winter themed character.				To entertain About nature in a secret garden
Continuous			Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors.				Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors.
Sentence skills			Extending the range of sentences with more than one clause by using a wider range of conjunctions.				
Punctuation							
Dialogue skills							
Word level skills			Vocabulary choices move from generic to specific.				Vocabulary choices move from generic to specific.
Cohesion							
Paragraph skills							
Final outcome			To write a short description of Santa Claus using show not tell inferences.				To write a poem about the nature within their secret gardens.
Site of application							
Other writing opportunities			Instructions for how to create their own shadow.				