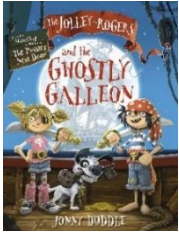
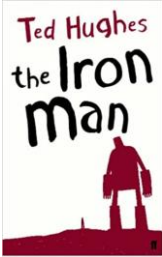
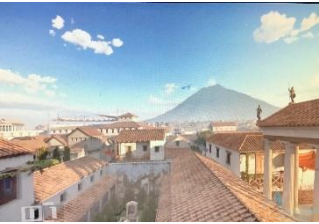
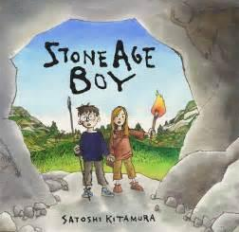
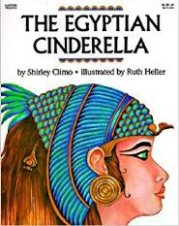
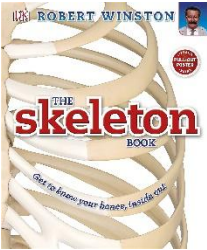
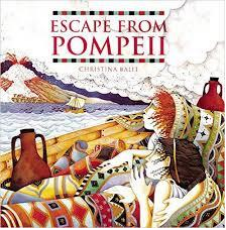
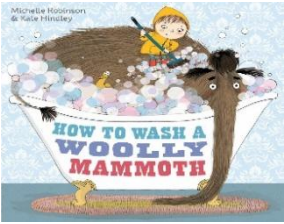


English Long Term Overview – Year 3

| Autumn 1:<br>Skull and Crossbones                                                                                                                                                                                                                                                                                                                                                                                                                                   | Autumn 2:<br>Pole to Pole                                                                                                                                                                                                                                                                                                                                                        | Spring 1:<br>Extreme Earth                                                                                                                                                                                                                                                                                                                     | Spring 2:<br>Stone Age to Iron Age                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Summer 1:<br>Ancient Egyptians                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Summer 2:<br>How does your garden grow?                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Journey 1                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Learning Journey 1                                                                                                                                                                                                                                                                                                                                                               | Learning Journey 1                                                                                                                                                                                                                                                                                                                             | Learning Journey 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Learning Journey 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Learning Journey 1                                                                                                                                                                                                                 |
| <p>Text Driver: <i>The Jolley-Rogers and the Ghostly Galleon</i></p>                                                                                                                                                                                                                                                                                                               | <p>Text Driver: <i>'Iron Man' by Ted Hughes</i></p>                                                                                                                                                                                                                                             | <p>Text Driver: <i>Video of Volcanic eruption</i></p>                                                                                                                                                                                                       | <p>Text Driver: <i>The Stone Age Boy</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Text Driver: <i>The Egyptian Cinderella' by Shirley Climo</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Text Driver: <i>The Promise by Nicola Davies</i></p>                                                                                         |
| <p><b>Outcome:</b> Narrative – recount of the story.<br/><b>Key Skills Taught:</b></p> <p><i>Composition:</i> Emotive vocabulary</p> <p><i>Sentence structure:</i> simple and compound sentences</p> <p><i>Punctuation and grammar:</i></p> <p><b>Key skills:</b> In narratives, creating setting character and plot. Choosing nouns and pronouns appropriately for clarity and cohesion to avoid repetition- teach explicit lesson of pronouns in Autumn term.</p> | <p><b>Outcome:</b> Eye witness statement from<br/><b>Key Skills Taught:</b></p> <p><i>Composition:</i> Heads and subheading to organise writing</p> <p><i>Punctuation and grammar:</i> Irregular past tense verbs. Time adverbials.</p> <p><b>Key skills:</b> Apostrophes for singular and plural possessions- teach as a lesson. Children to use singular in their outcome.</p> | <p><b>Outcome:</b> Setting description of before and after eruption<br/><b>Key Skills Taught:</b></p> <p><i>Composition:</i> Specific vocabulary,<br/><i>Sentence structure:</i> Commas after fronted adverbial, conjunctions (when, if, because, but, although).</p> <p><i>Punctuation and grammar:</i> Time adverbials, prepositions.</p>    | <p><b>Outcome:</b> Innovated Narrative<br/><b>Key Skills Taught:</b></p> <p><i>Composition:</i> Collecting vocabulary appropriate to purpose and audience. Development of paragraphs.<br/><i>Sentence structure:</i> Express time, place and cause using conjunctions, adverbs or prepositions.<br/><i>Punctuation and grammar:</i> Fronted adverbials for when and where.</p> <p>In narratives, creating setting character and plot. Read aloud their own writing using appropriate tone, intonations and volume.</p> <p>Choosing nouns and pronouns appropriately for clarity and cohesion to avoid repetition. Speech punctuation- children to use this in their stories.</p> | <p><b>Outcome:</b> Innovated Narrative<br/><b>Key Skills Taught:</b></p> <p><i>Composition:</i> Collecting vocabulary appropriate to purpose and audience.<br/><i>Sentence structure:</i> Imitate time, place and cause using conjunctions</p> <p><i>Punctuation and grammar:</i> Using inverted commas to indicate speech.</p> <p>In narratives, creating setting character and plot. Read aloud their own writing using appropriate tone, intonations and volume. Choosing nouns and pronouns appropriately for clarity and cohesion to avoid repetition. Speech punctuation.</p> <p>Apostrophes for singular and plural possessions.</p> | <p><b>Outcome:</b> Poetry<br/><b>Key Skills Taught:</b></p> <p><i>Composition:</i> Related materials in sections (stanza), vocabulary, comma end of stanza.</p>                                                                    |
| Learning Journey 2                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Learning Journey 2                                                                                                                                                                                                                                                                                                                                                               | Learning Journey 2                                                                                                                                                                                                                                                                                                                             | Learning Journey 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Learning Journey 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Learning Journey 2                                                                                                                                                                                                                 |
| <p>Text Driver: <i>'Skeleton' by Robert Winston</i></p>                                                                                                                                                                                                                                                                                                                          | <p>Text Driver: <i>'Coming Home' by Michael Morpurgo</i></p>                                                                                                                                                                                                                                  | <p>Text Driver: <i>Escape from Pompeii</i></p>                                                                                                                                                                                                            | <p>Text Driver: <i>How to wash a Woolly Mammoth</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Text Driver: Tadeo Jones- Literacy Shed</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Text Driver: <i>The Secret Garden</i></p>                                                                                                                                                                                       |
| <p><b>Outcome:</b> Non-chronological report<br/><b>Key Skills Taught:</b></p> <p><i>Composition:</i> group related material<br/>Collect vocabulary</p> <p><i>Sentence structure:</i> Conjunctions (when, if, because, but, although)</p>                                                                                                                                                                                                                            | <p><b>Outcome:</b> Winter Poetry<br/><b>Key Skills Taught:</b></p> <p><i>Composition:</i> Related materials in sections (stanza), vocabulary, comma end of stanza.</p>                                                                                                                                                                                                           | <p><b>Outcome:</b> Diary Entry<br/><b>Key Skills Taught:</b></p> <p><i>Composition:</i> Specific vocabulary, paragraphs around a theme.</p> <p><i>Sentence structure:</i> Commas after fronted adverbial, conjunctions (when, if, because, but, although).</p> <p><i>Punctuation and grammar:</i> Time and place adverbials, prepositions.</p> | <p><b>Outcome:</b> Instructions<br/><b>Key Skills Taught:</b></p> <p><i>Composition:</i> Related materials in sections, proof reading to check cohesion.</p> <p><i>Sentence structure:</i> Fronted adverbials for time. To recap imperative verbs. Prepositions.</p>                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>Outcome:</b> Letter<br/><b>Key Skills Taught:</b></p> <p>Composition: Collecting vocabulary appropriate to purpose and audience. Related materials in sections.<br/><i>Sentence structure:</i> Commas after fronted adverbial, conjunctions (when, if, because, but, although).</p> <p><i>Punctuation and grammar:</i> Fronted adverbials for when and where.</p>                                                                                                                                                                                                                                                                     | <p><b>Outcome:</b> Write a play script<br/><b>Key Skills Taught:</b></p> <p><i>Composition:</i> Related materials in sections, collecting vocabulary appropriate to purpose and audience. Proof reading to check for cohesion.</p> |