

English Modules – Year 3

	Term 1			Term 2			Term 3		
Narrative	Traditional Tales – Fables (2 weeks)	Writing and performing a Play (2 weeks)	‘Take One Book’ (2 weeks) One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term	Traditional Tales – fairy tales (alternative versions) (3 weeks)		‘Take One Book’ (2 weeks) One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term	Adventure stories (5 weeks)		‘Take One Book’ (2 weeks) One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term
Grammar focus	See below	See below		See below			See below		
Suggested final written outcome	Write a new fable to convey a moral.	Write and perform a play, based on a familiar story		Write a traditional tale from a key characters perspective.			Write an adventure story, focusing on plot.		
Non-fiction	Recount (2 weeks)	Instructions – giving directions (2 weeks)		Explanations (2 weeks)	Report (3 weeks)		Persuasion - persuasive letter writing (3 weeks)		
Suggested final written outcome	Write a news/sports report of an ‘unfolding event’ (e.g. commentary), including detail expressed in ways that will engage the reader/viewer	Write and evaluate a range of instructions, including directions e.g. a treasure hunt		Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively	Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information.		Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader		
Poetry	Vocabulary building (2 weeks)	Structure – limericks (1 week)		Vocabulary building (1 week)	Structure – haiku, tanka and kennings (2 weeks)		Vocabulary building (1 week)	Take one poet-poetry appreciation (2 weeks)	
Suggested outcome	Read, write and perform free verse	Recite familiar limericks by heart		Read, write and perform free verse	Read and write haiku, tanka and kennings		Read, write and perform free verse	Research a particular poet. Personal responses to poetry Recite familiar poems by heart	

Teaching Grammar to Improve Writing in Year 3

Year 3

Word	• Formation of nouns using a range of prefixes [for example super–, anti–, auto–] • 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] • Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
Sentence	Expressing time, place and cause using : • conjunctions [for example, when, before, after, while, so, because], • adverbs [for example, then, next, soon, therefore], or • prepositions [for example, before, after, during, in, because of]
Text	• Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation • Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
Punctuation	• Introduction to inverted commas to punctuate direct speech
Terminology for pupils	• preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’)