



English Year 3

Why here, why now?

Autumn		
Text Focus	Why taught now?	Text studied
Fables	Revisiting Year 2 basic expectations (expanded noun phrases, adventurous adjectives and using conjunctions in writing). This is the first time children will learn to use speech marks for direct speech. This work paves the way for the next unit on Playscripts.	The Hare and The Tortoise The Lion and the Mouse
Playscripts	Children use stories that we know that they have had considerable exposure to and have a good understanding of to read as playscripts. They develop skills of using adverbs, writing in the present tense and how to write a playscript.	Little Red Riding Hood The Gruffalo
Recount	Use of direct speech and revisiting punctuation elements previously taught. Developed understanding of 1 st and 3 rd person building upon prior learning in Year 2 where children have been able to choose to write from own perspective or perspective of children to suit their own style.	Stone Age Tablet First News Snippets of newspapers
Instructions	How to make a Bell Beaker Pot – using first-hand experience, writing for a purpose. Adverbs used in Year 3 to develop from Year 2 further. Children using the imperative verb and writing a command. Children also learn to include opening and concluding sentences to given their instructions greater flair to hook the reader in, e.g. rhetorical questions to persuade the reader these instructions are for them and Top Tips for the reader (both of which develop a consideration of audience and purpose).	How to make a bell beaker pot? A range of “How to...” arts and crafts instructions How to wash a woolly mammoth?
Take One Book	Supports development of writing a setting. Consolidating the writing skills that have been taught through the term. This book hooks children in as it dovetails with their History learning.	Stone Age Boy

Spring Term

Text Focus	Why taught now?	Text studied
Traditional Tales – Fractured Fairy Tales	Building on the narrative writing from Year 1, children adapt the well-known traditional tale and make it their own. Children are now expected to use all forms of punctuation and this is an opportunity where direct speech and reporting clauses are developed further. This is an exciting unit which helps children develop a line of narrative and add their own writing flair as they “twist” known tales. Children also self-assess their fractured fairy tales.	Goldilocks and the Three Bears Little Red Riding Hood The Princess and the Pea Mini Grey’s The Pea and the Princess Snow White and the Seven Dwarves The Three Little Wolves and the Big Bad Pig Jack and the Baked Beanstalk Roald Dahl’s Revolting Rhymes, including: • Cinderella • Jack and the Beanstalk • Snow White and the Seven Dwarves • Goldilocks and the Three Bears • Little Red Riding Hood and the Wolf
Explanations	This is the first experience of explanation text writing and builds upon prior experience of instruction writing in KS1. Paragraph writing is developed well within this unit (grouping information by a theme) as well as developing grammar features, such as causal conjunctions (a subset of subordinating conjunctions) which show cause and effect relationships between clauses and sentences.	Wallace and Gromit – The Turbo Diner The Teacher Pleaser The Water Cycle Wallace and Gromit – The Snoozatron
Poetry Week	Children throughout the school learn, recite and perform a poem to an audience and take part in a peer and self-assessment opportunity. (Oracy	Lenna, Lenna, Leppakerttu, Fly, Fly Ladybird

	support). The poem has been chosen to support the Y3 Geography curriculum where children learn about Finland.	
World Book Day	Author focus – Anne Fine – children study a range of texts written by Anne Fine and discuss similarities in style, theme, genre and characterisation. Children develop their character inference using Bill's New Frock and develop oracy through debate about gender equality and celebrating difference, considering the historic stereotypes within the text.	Bill's New Frock
Reports – Persuasion	Children build upon previous work in other years on report writing this time to develop a persuasive style using vocabulary to implore the reader to visit and adjectives as previously taught when looking at settings. This is linked to their Geography about Finland.	Persuasive travel adverts, including: Florida; Alton Towers; Paris and Thomson Cruises.

Summer Term

Text Focus	Why taught now?	Text studied
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Reports – Non – Chronological Egyptians	The Egyptian non-chronological report writing provides children with foundational skills in research, organization, and informational writing. Children make connections with their Historical Enquiry and engage in a structured exploration of Ancient Egypt, which not only builds their knowledge of history but also strengthens their ability to read, analyse and produce non-fiction texts. Children learn how to retrieve and record key information from non-fiction texts, developing both reading (comprehension and summary skills in locating and processing factual content) and research writing skills, e.g. note taking techniques. Using a spider diagram to organize information helps children structure their research in a logical, visually clear way and develops grouping of information into subheadings. Children also continue to develop their awareness of subordinate conjunctions, allowing them to convey more complex ideas and relationships between facts. This skill in sentence complexity is foundational for fluent and sophisticated writing. Writing a non-chronological report also teaches children to structure information logically without relying on time order. This type of report requires a clear introduction, well-organised sections, and relevant subheadings, all of which help children convey information in a structured, engaging way. Learning this format allows children to create informative pieces on various topics and builds their ability to communicate facts clearly and concisely.	Children research from a range of Ancient Egyptian non-fiction texts that we have in our class libraries and online websites.
Warning Story	Character development, using paragraphing, direct speech and adverbs in a sustained piece of writing. Children use all the skills that they have been taught in their own independent writing to create a Warning Story.	The Caravan The Railway: Keep off the tracks! The Canal The Pylon

	Connection: in this spiral curriculum, children revisit the importance of morals and lesson (see Fable unit of learning in Autumn) and build upon this to develop a plot where there is a consequence, suspense and a developed storyline before a moral/lesson.	
Take One Poet	In this unit, children explore Michael Rosen and develop an appreciation of poetry alongside other performance poets. Children develop an awareness of what makes “good” performance poetry, learning about volume and pace; sound effects; body actions and as well as literary effects. The children then build up to becoming “performance poets”, developing their oracy through not only reciting but performing The School Kid rap.	Poems by Michael Rosen, including Question Mark and Chocolate Cake As well as other performance poets, including: • Detention by Dominic MacDonald • The Sound Collector by Roger McGough • Saw my teacher on a Saturday by Dave Crawley