

Hillmead Primary School
English Overview - Objectives

Year 3

Autumn 1	Word Reading	Reading Comprehension	Transcription	Vocabulary, Grammar & Punctuation	Composition
<p>Leon and the Place Inbetween</p> <p>The Heart and The Bottle</p>	<p>- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <p>- Increasing their familiarity with a wide range of books, (including fairy stories, myths and legends) and retelling some of these orally</p> <p>- Identifying themes and conventions</p> <p>- Discussing words and phrases that capture the reader's interest and imagination</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <p>- reading books that are structured in different ways and reading for different purposes</p> <p>Understand what they read, in books they can read independently, by:</p> <p>- asking questions to improve their understanding of a text</p>	<p>- Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>- Write from memory simple sentences, dictated by the teacher that include words and punctuation taught so far.</p> <p>- Know the alternative spelling patterns for 'ear' grapheme</p> <p>- Understand that adding prefixes to the beginning of a root word can change the meaning</p> <p>- Identify the spelling pattern for words ending in ous</p> <p>- Spell words containing the suffix -ness</p>	<p>- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>- 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]</p> <p>- Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>- Use of commas after fronted adverbials</p> <p>- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>- Use of the present perfect form of verbs instead of the simple past</p>	<p>Plan writing by:</p> <p>- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>- Discussing and recording ideas</p> <p>Draft and write by:</p> <p>- In narratives, creating settings, characters and plot</p> <p>- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>- Organising paragraphs around a theme</p> <p>Evaluate and edit by:</p> <p>- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>

		<ul style="list-style-type: none">- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence- participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say		<ul style="list-style-type: none">- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition- Word families based on common words, showing how words are related in form and meaning- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because],	<p>Evaluate and Edit by:</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements</p>
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Autumn 2	Word Reading	Reading Comprehension	Transcription	Vocabulary, Grammar & Punctuation	Composition
<p>The BFG</p> <p>The Tear Thief</p> <p>The Tin Forest</p>	<p>- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Increasing their familiarity with a wide range of books, (including fairy stories, myths and legends) and retelling some of these orally - Identifying themes and conventions - Discussing words and phrases that capture the reader's interest and imagination <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> - making inferences on the basis of what is being said and done - predicting what might happen on the basis of what has been read so far - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Reading books that are structured in different ways 	<ul style="list-style-type: none"> - Use the first two or three letters of a word to check its spelling in a dictionary - Use further prefixes and suffixes and understand how to add them (English Appendix 1) - Spell words that are often misspelt (English Appendix 1) 	<ul style="list-style-type: none"> - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition - 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] - Fronted adverbials [for example, Later that day, I heard the bad news.] - Use of commas after fronted adverbials - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) - Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] - Use of the forms a or an according to whether the next word begins with a consonant 	<p>Write sentences by:</p> <ul style="list-style-type: none"> - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - Discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> - In narratives, creating settings, characters and plot - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - Organising paragraphs around a theme <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns <p>Draft and write by:</p> <ul style="list-style-type: none"> - In non-narrative material, using simple organisational

		<p>and reading for a range of purposes</p> <ul style="list-style-type: none"> - Asking questions to improve their understanding of a text - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 		<p>or a vowel [for example, a rock, an open box]</p> <ul style="list-style-type: none"> - Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>] - Use apostrophes for possession - begin to use paragraphs as a way to group related material - Introduction to paragraphs as a way to group related material - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition 	<p>devices [for example, headings and sub-headings]</p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - Assessing the effectiveness of their own and others' writing and suggesting improvements - Proof-reading for spelling and punctuation errors
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Spring 1	Word Reading	Reading Comprehension	Transcription	Vocabulary, Grammar & Punctuation	Composition
<p>The Pied Piper</p> <p>Escape from Pompeii</p>	<ul style="list-style-type: none"> - Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet - Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<ul style="list-style-type: none"> - Increasing their familiarity with a wide range of books, (including fairy stories, myths and legends) and retelling some of these orally - Identifying themes and conventions - Discussing words and phrases that capture the reader's interest and imagination - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Reading books that are structured in different ways and reading for a range of purposes - Asking questions to improve their understanding of a text - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Participating in discussion about both books that are read to them and those they 	<ul style="list-style-type: none"> - Spell words that are often misspelt (English Appendix 1) - Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] - Use the first two or three letters of a word to check its spelling in a dictionary - Write from memory simple sentences, dictated by the teacher that include words and punctuation taught so far. - Coverage of tion/sion/tian - Use further prefixes and suffixes and understand how to add them (English Appendix 1) 	<ul style="list-style-type: none"> - Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i>] - Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>] - Introduction to paragraphs as a way to group related material - Headings and sub-headings to aid presentation - Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>] - Use of paragraphs to organise ideas around a theme - Use of a comma after a fronted adverbial - Introduction to inverted commas to punctuate direct speech - Noun phrases expanded by the addition of modifying 	<ul style="list-style-type: none"> - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - Organising paragraphs around a theme. - In non-narrative material, using simple organisational devices [for example, headings and sub-headings] Plan their writing by: - Discussing and recording ideas Draft and write by: - In narratives, creating settings, characters and plot Evaluate and edit by: - Assessing the effectiveness of their own and others' writing and suggesting improvements - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

		can read for themselves, taking turns and listening to what others say		adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition - Use of inverted commas and other punctuation to indicate direct speech	- Proof-reading for spelling and punctuation errors
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Spring 2	Word Reading	Reading Comprehension	Transcription	Vocabulary, Grammar & Punctuation	Composition
<p>Black Dog</p> <p>Cloud Tea Monkeys</p>	<p>- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Identifying themes and conventions in a wide range of books - Discussing words and phrases that capture the reader's interest and imagination <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Identifying how language, structure, and presentation contribute to meaning - Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> - Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] - Use further prefixes and suffixes and understand how to add them (English Appendix 1) 	<ul style="list-style-type: none"> - Expressing time, place and cause using conjunctions - Introduction to inverted commas to punctuate direct speech - The grammatical difference between plural and possessive –s - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) - Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>] - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition - Use of inverted commas and other punctuation to indicate direct speech - Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] - Use of commas after fronted adverbial 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) <p>Draft and write by:</p> <ul style="list-style-type: none"> - In narratives, creating settings, characters and plot <p>Plan writing by:</p> <ul style="list-style-type: none"> - Discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> - Organising paragraphs around a theme - In non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p>

		<p>- predicting what might happen on the basis of what has been read so far</p>		<p>- 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]</p> <p>- Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p>- Beginning to use paragraphs as a way to group related material</p> <p>- Headings and sub-headings to aid presentation</p> <p>- 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]</p> <p>- 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]</p>	<p>- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>
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Summer 1	Word Reading	Reading Comprehension	Transcription	Vocabulary, Grammar & Punctuation	Composition
<p>The Mysteries of Harry Burdock</p> <p>How to live Forever</p>	<p>- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p>	<p>- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>- Reading books that are structured in different ways and reading for a range of purposes</p> <p>- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>- Discussing words and phrases that capture the reader's interest and imagination</p> <p>- Asking questions to improve their understanding of a text</p> <p>- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>- Predicting what might happen from details stated and implied</p> <p>- Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>	<p>- Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>- Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]</p> <p>- Introduction to paragraphs as a way to group related material</p> <p>- Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p> <p>- Introduction to inverted commas to punctuate direct speech</p> <p>- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p>- Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]</p> <p>- Appropriate choice of pronoun or noun within and</p>	<p>Plan their writing by:</p> <p>- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>- Discussing and recording ideas</p> <p>Draft and write by:</p> <p>- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p>- In narratives, creating settings, characters and plot</p> <p>Evaluate and edit by:</p> <p>- Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>- Proof-reading for spelling and punctuation errors</p>

		<ul style="list-style-type: none"> - Using dictionaries to check the meaning of words that they have read - Identifying themes and conventions in a wide range of books - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 		<p>across sentences to aid cohesion and avoid repetition</p> <ul style="list-style-type: none"> - Use of inverted commas and other punctuation to indicate direct speech - Formation of nouns using a range of prefixes [for example super-, anti-, auto-] - Word families based on common words, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>] 	<p>Plan writing by:</p> <ul style="list-style-type: none"> - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - Discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) - In narratives, creating settings, characters and plot <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - Assessing the effectiveness of their own and others' writing and suggesting improvements - Reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
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Summer 2	Word Reading	Reading Comprehension	Transcription	Vocabulary, Grammar & Punctuation	Composition
<p>Jim, a cautionary tale</p> <p>The Day I Swapped my Dad</p>	<p>Phonics revision from Y1/2:</p> <ul style="list-style-type: none"> - Alternative pronunciation of known graphemes, e.g. & <i>call</i> and <i>bawl</i>. - Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Listening to and discussing a wide range of poetry - Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume, action - Recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - Predicting what might happen from details stated and implied - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Increasing their familiarity with a wide range of books, including fairy stories, myths 	<p>Phonics revision from Y1/2:</p> <p>Revision of alternative spellings of known phonemes, e.g. <i>liar</i> and <i>fire</i></p> <ul style="list-style-type: none"> - Use further prefixes and suffixes and understand how to add them (English Appendix 1) 	<p>Expressing time, place and cause using conjunctions and adverbs [if and then]</p> <ul style="list-style-type: none"> - Relative clauses beginning with who, whose, which or that (Y5) - Use fronted adverbials for time, place and manner, e.g. later that day. - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - Introduction to inverted commas to punctuate direct speech - Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>] - Use of inverted commas and other punctuation to indicate direct speech 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - Discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> - In narratives, creating settings, characters and plot <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - Assessing the effectiveness of their own and others' writing and suggesting improvements - Reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear - In narratives, creating settings, characters and plot - In non-narrative material, using simple organisational devices [for example, headings and sub-headings]

		<p>and legends, and retelling some of these orally</p> <p>- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>			<p>- Reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>
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