

Year 3

Feniton Curriculum Design - English

Half Term	Main Outcome Purpose for Writing	Texts That Teach	Priority Objective/s To include grammar and punctuation.	WHY teach this unit now? Relevance to class/school setting/wider curriculum	Progression How will this unit build on prior learning?
Autumn 1	Unit 1 Fiction - Story To write a class book of new Julian stories, based on brothers and sisters.	The Julian Stories by Ann Cameron	Variety of conjunctions, adverbials, similes, paragraphs, first person	Stories set in familiar settings Familiar subject - siblings	Build on prior knowledge of sentence construction to extend and add detail and information. Begin to show when, where or how something happened
	Unit 2 Non-Fiction To write a humorous poem.	At the End of School Assembly by Simon Pitt Ghoul School Rules by Sue Cowling Where teachers keep their pets by Paul Cookson	Powerful verbs, past tense, possessive apostrophe, capital letters and full stops	Link to class views/PSHE, discuss school, behaviour, friends, being part of a team.	Consolidate capital letters, full stops and possessive apostrophes and past tense. Begin to use poem layout (4 line stanza)
Autumn 2	Unit 3 Non-Fiction To write a biography of Mary Anning.	Fantastically Great Women Who Changed the World by Kate Pankhurst	Noun phrases, adverbial phrases, paragraphs, headings and sub-headings, past tense third person	Link to science topic on Rocks and soil.	Build on prior knowledge of capital letters and full stops in Unit 2 and consolidate. Begin to use headings and sub-headings to organise content and begin to understand how to write in third person.
	Unit 4 Non-Fiction To write a letter in first person.	Dear Father Christmas by Alan Durant	Powerful verbs, first person, present tense, present perfect tense	Link to time of year.	Build on knowledge of writing in first person in Unit 2 and consolidate. Build on prior knowledge of powerful verbs in Unit 2. Begin to use present perfect tense.
Spring 1	Unit 5 Non-Fiction To write a newspaper report	Escape from Pompeii by Christina Balit	Present perfect tense, prepositional phrases, third person	Link to History topic on the Romans.	Build on prior knowledge of headings and sub-headings
	Unit 6 5 continued as short half term.	As above	As above	As above	As above

Spring 2	Unit 7 Fiction -myth To write a myth based on a character from one of the cultures in the book.	Myth Atlas by Thiago de Moraes	Understand short myth writing, character detail focus. Storytelling voice. Extend the range of sentences with more than one clause by using a wider range of conjunctions Adverbials to link ideas and add detail.	Link to History topic on the Romans.	Building on story telling from unit 1. Extend range of sentences chosen and building larger amount of challenging vocabulary.
	Unit 8 7 continued.	As above	As above	As above	As above
Summer 1	Unit 9 Fiction – historical story To write a story set in the Stone Age.	Stone Age Boy by Satoshi Kitamura	Organising paragraphs around a theme. Creating interesting and historical settings, engaging characters, and plot. Using and punctuating direct speech. Assessing the effectiveness of their own and others’ writing and suggesting improvements. Proof-read for spelling and punctuation errors.	Linked to history topic on Stone Age.	Build on unit 1 work on characters, exchanging them for historical people and settings in ancient times. Further work on adverbials to show time, place from unit 1.
	Unit 10 Non-fiction – instructions	How to Wash A Woolly Mammoth by	Use a range of imperative verbs Use prepositions. Use a rich and varied vocabulary. Write a set of instructions Edit and evaluate writing Integrate visual devices to support writing.	Linked to history topic on Stone Age.	Build on non-fiction work previously using specific technical language (such as imperative verbs) to match the instruction features.
Summer 2	Unit 11 Fiction – lost and found Write a story about being lost and found describing setting and characters.	Monkey Puzzle by Julia Donaldson	A clear title An opening paragraph (Who? What? Where? When? Why?) Setting and character descriptions Direct Speech Contractions	Linked to history topic on Bronze Age.	Consolidate work on stories across the year. Further work on proofreading for spellings and punctuation. Suggest improvements in their work for a greater effect on the reader.

			Coordinating and subordinating conjunctions Y3/4 words		
	Unit 12 Non-fiction – Melanesia Write recount of life cycle of banana	Melanesian flora information	Paragraphing Using relevant information to explain concisely. Powerful verbs and adverbs, Past tense.	Linked to science topic on Plants	Use previous knowledge on writing non-fiction texts, including how they are laid out and the language devices to guide the reader.

End Points

Fiction and Poetry

By the end of the year, children will be able to...

Begin to use a wider range of conjunctions to change my sentences (when, before, after, while, so, because, although).

Begin to show when, where or how something happened using adverbs (then, next, soon, therefore, finally).

Begin to show when, where or how something happened using prepositional phrases (before dark, during break, in the cave, because of Jim).

Begin to use fronted adverbials.

Begin to expand my noun phrases by using modification before the noun and prepositional phrases after the noun.

Begin to change my verbs to show different tenses in my sentences (past, present, progressive and perfect)

Begin to create settings, characters and plot in my stories.

Begin to use paragraphs in my work.

Begin to use pronouns and nouns across different sentences to avoid repetition and help my writing to flow.

Begin to think about the reader and purpose of my writing and show this in the words I choose.

Begin to show that I understand what the main features of different genres of writing are.

Begin to use a varied vocabulary that fits in with the purpose and genre of my writing.

Begin to evaluate how effective my writing is and suggest improvements.

Begin to proof read my work to check my spelling and punctuation is correct.

Non-Fiction

By the end of the year, children will be able to...

Begin to use different features to organise my non-fiction writing (headings, sub headings, bullet points).

Begin to use paragraphs in my work.

Begin to think about the reader and purpose of my writing and show this in the words I choose

Begin to evaluate how effective my writing is and suggest improvements.

Begin to proof read my work to check my spelling and punctuation is correct.

Begin to show that I understand what the main features of different genres of writing are.

Begin to use a varied vocabulary that fits in with the purpose and genre of my writing.