

English Modules – Year 3												
	Term 1			Term 2			Term 3					
Narrative (Describe)	Narrative review: key narrative techniques e.g. creating settings, characterisation, atmosphere (4 weeks)			Quality Literature (2 weeks) One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term Book Focus The Snail and the Whale. Julia Donaldson (5)	A range of narrative focus (3weeks) e.g. traditional tales/fables/retelling The Sword in the Stone George and the Dragon			Quality Literature (2 weeks) One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term Must include a range of purposes not already taught this year e.g. recount, instructions etc Book Focus The Hodgeheg Dick King Smith	Fiction from our literary heritage (3 weeks) Take a text and study in detail, writing in the style of the author e.g. Roald Dahl			Units linked to foundation unit e.g. Romans/Science A range of written outcomes linked to units of study already taught this year, allowing time to practise, apply and consolidate skills for the year
Suggested final written outcome	The Green Ship Write the plot for an adventure story. (2)	The Santa Trap Story in the same style – children create their own traps. (6)			A range of stories using a narrative technique linked to units				Explore James and the Giant Peach in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write their own contemporary version.			
Nonfiction	Describe (2 weeks)	Instruct (2 weeks)	Inform (2 weeks)		Explain (2 weeks)	Inform/ Advise (2 weeks)	Describe (1 week)		Persuade (2 weeks)	Explain (2 weeks)	Discuss (1 week oral debate)	
Suggested final written outcome	Non chronological report describing new factious animals. (3)	Write instructions for trapping a Gruffalo. (4)	Information page about Santa's sleigh. (7)		Information page/leaflet describing the local area. New Forest.	Letter informing parents about the school year.	Build up descriptions in the style of the Bluebottle poem.		Press release – review of a book recommendation (Linked to Roald Dahl)	Explanation text on healthy living and the body.	Oral debate of environmental issues related to rain forests.	
Poetry	Vocabulary Building Developing descriptive noun phrases The Magic Box (2 weeks) (1)				Vocabulary building (1 week) Use precise language to create Kenning style poems				Compare and contrast			
Suggested outcome	Read, write and perform free verse				Read, write and perform free verse	Read and respond			Read and respond			
All pieces should be written to an intended real audience and purpose so children adapt their writing appropriately e.g. to a parent/year 4 child etc etc												

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Skills												
Nonfiction	Describe (2 weeks)	Instruct (2 weeks)	Inform (2 weeks)		Explain (2 weeks)	Inform (2 weeks)	Describe (1 week)		Persuade (2 weeks)	Explain (2 weeks)		
Skills												
Poetry	Vocabulary Building (1 week)				Vocabulary building (1 week)				Compare and contrast			
Suggested outcome	Read, write and perform free verse				Read, write and perform free verse	Read and respond			Read and respond			
Skills to be covered	<p>I can use inverted commas to show direct speech</p> <p>I can plan a narrative, thinking about how to develop characters and setting</p> <p>I can plan writing, noting and developing ideas e.g. boxed up planning</p> <p>Simple conjunctions (e.g. also, as well, because, but, then, while, finally, after that, firstly) may be used to link ideas logically</p> <p>I can write simple and compound sentences</p> <p>Use subordinators and co-ordinators e.g. when, if, after, even though, although</p> <p>I can begin to write sentences with subordinate clauses</p> <p>I can use a or an appropriately</p> <p>I can proof read for punctuation and spelling errors</p> <p>I can check the subject and verb agreement in my work</p> <p>I can check I am using the correct tense</p> <p>I can improve my work using expanded noun phrases, fronted adverbials (mostly fronted by a comma) and pronouns accurately</p> <p>I can use appropriate features of a text type</p> <p>I can plan orally.</p> <p>I can use PiPs to evaluate and assess my own work</p> <p>I can use appropriate horizontal, diagonal and vertical strokes and understand which adjacent letters are best left un-joined</p>				<p>I can punctuate direct speech accurately</p> <p>I can plan and draft narratives, developing settings, plot and characters</p> <p>I can plan building a series of points around a central idea and link these across a paragraph</p> <p>I can use paragraphs to order my writing logically.</p> <p>I can use time conjunctions to structure a passage e.g. 'then, while, finally, after that, firstly, when, after, '</p> <p>I can write simple and compound sentences</p> <p>I can link ideas within and across paragraph after planning ideas</p> <p>I can use adverbials and prepositions to link ideas e.g. 'later' or place e.g. 'nearby' or tense choice e.g. 'he had seen her before'</p> <p>I can begin to write sentences with subordinate clauses</p> <p>Proof-read for punctuation errors, including question marks, exclamation marks, capital letters and full stops.</p> <p>I can use a variety of appropriate language including adjectives, similes, metaphors</p> <p>I can use headings and sub-headings</p> <p>I can use PiPs to evaluate and assess the work of my peers</p> <p>I can write with increasing fluency ensuring ascenders and descenders don't touch and that downward strokes are parallel</p> <p>I can use the present perfect form of verbs instead of the simple past e.g. He has gone out to play instead of He went out to play</p>				<p>I know the conventions of speech punctuation but may not currently use it accurately in my writing</p> <p>I can enhance my work using different vocabulary, punctuation and grammar choices and figurative language choices</p> <p>I can link ideas within and across paragraphs. I do this by using a wider range of conjunctions from terms 1 and 2</p> <p>I can write complex sentences using sub-ordinators</p> <p>I can use paragraphs to order my writing logically.</p> <p>In non-fiction pieces a conclusion or summary is planned for and included</p> <p>I can plan and draft narratives, developing settings, plot and characters</p> <p>In persuasive writing, I understand how techniques such as flattery and exaggeration may be used to affect the reader</p> <p>I can use PiP work, as well as marking and feedback to improve my own and others work</p> <p>I can write fluently and legibly in cursive style</p> <p>I can use the present perfect form of verbs instead of the simple past e.g. He has gone out to play instead of He went out to play</p> <p>Desirable:</p> <p>I can maintain and establish viewpoint</p> <p>I can use words for deliberate effect</p> <p>I can show and awareness of my audience (eg: let me tell you a</p>			

Spellings	<p>I can use suffixes and prefixes and understand how to add them to a root word</p> <p>I can spell most of the 200 HFW list (see HFW document)</p> <p>I can spell words with stressed and unstressed vowels (e.g. calendar, different)</p> <p>I can spell some homophones</p>	<p>I can use suffixes and prefixes and understand how to add them to a root word</p> <p>I can spell most of the 200 HFW list (see HFW document)</p> <p>I can spell words with stressed and unstressed vowels (e.g. calendar, different)</p> <p>I can spell most homophones</p> <p>I can spell words with alternative graphemes to the 'ay' sound e.g. vein, weigh, ate, neighbour, obey, they</p> <p>I can spell words which use 'y' as the 'i' sound e.g. myth, gym, pyramid, mystery</p>	<p><i>story</i>)</p> <p>I can use suffixes and prefixes and understand how to add them to a root word</p> <p>I can spell most of the 200 HFW list (see HFW document)</p> <p>I can spell words with stressed and unstressed vowels (e.g. calendar, different)</p> <p>I can spell most homophones</p> <p>I can spell words with alternative graphemes to the 'ay' sound e.g. vein, weigh, ate, neighbour, obey, they</p> <p>I can spell words which use 'y' as the 'i' sound e.g. myth, gym, pyramid, mystery</p> <p>I can spell words with alternative phonemes for the 'ou' grapheme e.g. young, touch, trouble, country</p> <p>I can use apostrophe for possession</p>
Year 2 Ongoing	<p><u>On-going from Y2:</u> Capital Letters, Full Stops, Inverted commas to punctuate direct speech, noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p>		

	Emerging	Developing		Securing		Mastering
Knowledge	Can you list...? Who was the main...? Find.....	How would you describe...? When did ____ happen?	Who was...? Why did...?	How would you explain...?		How would you show...? How would you define...?
Comprehension	Can you explain what is happening..?	Which is the best answer?	What can you say about...? Which is the best answer...?	How would you summarise..? What is the main idea of...?	How would you compare/contrast? What facts or ideas show...?	How would you classify the type of...? Rephrase the meaning of..? How would you state or interpret that in your own words..?
Application	What examples can you find to...? What might you change and why..?	Can you make use of the facts to...? What facts would you select to show?	How does the author show?	What elements might you change to show...?	How would you explain ____ using evidence from the text?	How would you approach this to show..? How would you apply what you have learned to show..?
Analysis	Where are the parts or features of..? Why do you think..? What evidence can you find?	What is the main theme..? Can you list the main parts..?	Can you identify the different parts?	What conclusions do you draw..? What is the relationship between...?	What inference can you make...? Can you make a distinction between...?	What motive is there? How would you classify?/Categorise? What parts justify...? What is the function of ..?
Creation	How would you improve ...? What would happen if...? Can you invent...? How could you change (modify) the plot(plan)...?	What way would you design...? Suppose you could _____ what would you do...? What facts can you compile...?	What changes would you make to solve...? How would you estimate the results for...?	Can you predict the outcome if...?	How would you adapt _____ to create a different...?	Can you elaborate on the reason...? Can you propose an alternative...? What could be done to minimise(maximise)...? Can you formulate a theory for...?
Evaluation	Do you agree with the actions/outcomes...? What is your opinion of...? Why did they (the character) choose...? What would you select...?	How would you prove/disprove...? What would you recommend...? How would you rate the...?	Would it be better if...?	What choice would you have made...? Based on what you know, how would you explain...?	How would you evaluate ...? What judgement would you make about...?	Can you assess the value/importance of...? What would you cite to defend the actions...? What information would you use to support How would you justify...? the view...?