

English Curriculum Overview - Year 3 2025-2026

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre	<p>Fiction: To entertain Fairy Tales</p> <p>Non-Fiction: To inform Non-Chronological Report (fact file)</p> <p>Poetry: Volcanoes</p>	<p>Fiction: To entertain Stone Age narrative</p> <p>Non-Fiction: To inform Diary entry</p>	<p>Fiction: To entertain Adventure stories (1st person)</p> <p>Non-Fiction: To inform Formal letter</p> <p>Poetry: Animals</p>	<p>Fiction: To entertain Egyptian Cinderella narrative</p> <p>Non-Fiction: To inform Non-Chronological Report (information leaflet)</p>	<p>Fiction: To entertain Fantasy stories</p> <p>Non-Fiction: To inform Informal persuasive letter</p> <p>Poetry: Rainforests</p>	<p>Fiction: To entertain Adventure stories</p> <p>Non-Fiction: To inform Instructions</p>
Class Texts	Fairy Tales Fairy Tale Ninjas	Stone Age Boy The Ice Palace	The Last Bear	The Last Bear Egyptian Cinderella	Iron Man The Great Kapok Tree	Harley Hitch and the Fossil Mystery

<u>Autumn 1</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Autumn 2</u>
<p>Fiction: Fairy Tales – (create an alternative version of a Fairy Tale)</p> <p>Stimulus: Fairy Tales</p> <p>Purpose: To entertain</p> <p>Audience: Children</p> <p>Form: Narrative</p>	<p>Non-Fiction: Non-Chronological Report (Fact file)</p> <p>Stimulus: Volcanoes (Geography)</p> <p>Purpose: To inform</p> <p>Audience: People wanting to learn about volcanoes</p> <p>Form: Fact-file</p>	<p>Fiction: Stone Age Stories</p> <p>Stimulus: Stone Age Boy</p> <p>Purpose: To entertain</p> <p>Audience: Children</p> <p>Form: Narrative</p>	<p>Non-Fiction: Diary entry</p> <p>Stimulus: Stone Age Boy</p> <p>Purpose: To inform</p> <p>Audience: The children themselves</p> <p>Form: Diary entry</p>
		<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Recap Writing Task: Non-Chron Report (Fact file)</p> </div>	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Recap Writing Task: Fairy Tale Narrative</p> </div>

Spring 1

Fiction: Adventure stories (1st person)

Stimulus: Ice Palace

Purpose: To entertain

Audience: Children

Form: Narrative

Recap Writing Task:

Diary Entry

Spring 1

Non-Fiction: Formal letter

Stimulus: The Last Bear – writing to the Norwegian Prime Minister to suggest ways he can help with the issue of global warming to save the polar bears.

Purpose: To inform

Audience: Prime Minister of Norway

Form: Formal letter

Recap Writing Task:

Story writing – volcano link

Spring 2

Fiction: Egyptian Cinderella narrative

Stimulus: Egyptian Cinderella

Purpose: To entertain

Audience: Children

Form: Narrative

Recap Writing Task:

Formal letter writing

Spring 2

Non-Fiction: Non-Chronological Report (information leaflet)

Stimulus: Egyptians

Purpose: To inform

Audience: People wanting to learn about the Egyptians

Form: Non-Chronological Report (information leaflet)

Recap Writing Task:

Historical fiction story writing – Egyptian link

Summer 1

Fiction: Fantasy stories

Stimulus: Iron Man

Purpose: To entertain

Audience: Children

Form: Narrative

Recap Writing Task:

Non-Chron Report (leaflet)

Summer 1

Non-Fiction: Informal persuasive letter

Stimulus: The Great Kapok Tree (an animal of the Rainforest writing to humans)

Purpose: To persuade

Audience: Humans

Form: Informal letter

Recap Writing Task:

Story writing – rainforest link

Summer 2

Fiction: Adventure stories

Stimulus: Harley Hitch and the Fossil Mystery

Purpose: To entertain

Audience: Children

Form: Narrative

Recap Writing Task:

Informal letter writing

Summer 2

Non-Fiction: Instructions

Stimulus: Castles (DT)

Purpose: To inform

Audience: People wanting to create their own castle

Form: Instructions

Recap Writing Task:

Story writing – Castles link

Year 3 National Curriculum Objectives

Handwriting	<ul style="list-style-type: none">• I can use more of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.• I can write so that most of my letters are easy to read, all the same way up and the same size. My writing is spaced properly so that my letters don't overlap.
Composition	<ul style="list-style-type: none">• I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like.• I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it.• I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because.• I can use paragraphs to organise my writing so that blocks of text group related material.• I can draft and write descriptive work that creates settings, characters and plots.• I can draft and write material such as instructions, using headings and sub-headings to organise my work.• I can re-read my work to improve it for my audience.• I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting.• I can proof read my work by reading aloud and putting in capital letters and full stops. I can also add commas, question marks, exclamation marks and apostrophes where needed.• I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice.
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none">• I can create new words using a range of prefixes including super-, anti-, auto-• I can understand when to use 'a' or 'an' in front of a word.• I can identify word families based on root words e.g. solve, solution, dissolve, insoluble (Year 4 Spelling Shed objective)• I can talk about time, place and cause using these words: when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because, of.• I can use paragraphs.• I can use headings and sub-headings.• I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play.• I can use speech marks correctly sometimes.• I can understand what the following words mean: word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas.
Spelling	<ul style="list-style-type: none">• I can use the prefixes un-, dis-, mis-, re-, pre-.• I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.• I can use the suffix -ly.• I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.• I can spell words with endings which sound like 'zhun' e.g. division, decision.

	<ul style="list-style-type: none"> • I can spell words which sound the same but have different meanings brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane. • I can spell words that are often misspelt. • I can spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym. • I can spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double. • I can spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo. • I can spell words with the 'sh' sound spelt 'ch' e.g. chef, machine. • I can spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they. • I can use the first two or three letters of a word to check its spelling in a dictionary. I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know.
Vocabulary, Grammar and Punctuation (all years)	<ul style="list-style-type: none"> • <u>Year 1</u> Terminology for pupils: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark. • <u>Year 2</u> Terminology for pupils: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma. • <u>Year 3</u> Terminology for pupils: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks'). • <u>Year 4</u> Terminology for pupils: determiner pronoun, possessive pronoun adverbial. • <u>Year 5</u> Terminology for pupils: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity. • <u>Year 6</u> Terminology for pupils: subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points.