

English Yearly Planner – Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text Driver: The Tin Forest (picture book) Purpose: to create a sense of mood and atmosphere(describe), Audience: Year 3 Form: descriptive paragraph alongside a picture Outcome: Using the picture at the end, write a description to paint the picture and describe the setting, mood and atmosphere. (apprentice pieces use a different section of the story) Number of Weeks: 2-3 weeks Text Driver: The Tin Forest (picture book) Purpose: entertain – retelling a story Audience: Year 2 Form: narrative– retelling the tin forest (beginning, middle, end) Include description from last journey and of characters. Outcome: retelling – including vocab, description. A retelling the conveys the change of settings mood and feelings. Number of Weeks: 2 weeks Text driver: Beware of Boys Purpose: Instruct. Audience: Year 3 Form: Set of instructions. Outcome: A set of instructions to follow to know how to be a	Text Driver: A walk in London Purpose: inform Audience: Visitors to Romsey. Form: information text Outcome: Information paragraphs to add to a class hybrid information narrative in the style of “a walk in London” Their writing is the extra information paragraphs about locations in Romsey. Write with the “informative voice”. Number of Weeks: 2 weeks Text Driver: Christina Rosetti “What is Pink?” Purpose: Poem Audience: the people of Romsey Form: poem Outcome: Poem – colour based poem from an autumnal walk around Romsey Number of Weeks: 2 Text driver: How Santa really works Purpose: inform the wider school about (one aspect of) santa e.g. elves Audience: the rest of the school Form: non chron/information Outcome: a non chronological report informing the school about how one aspect of Santa’s workshop works	Text driver: The Iron Man Purpose: describe Audience: The illustrator Chris Mould (active on twitter!) Form: describe Outcome: a description of the iron man Number of Weeks: 2 Text driver – animation of the iron giant Purpose: Entertain Audience: Year 3 Form: narrative. Outcome: A mini scene – tell the story of when Hogarth sees the Iron Giant, Number of Weeks: 3 Hook: The Iron Man. Purpose: Instructions/guide Audience: Hogarth Form: Instructions. Outcome: How to look after an iron man Number of Weeks: 1 (shorter as instructions taught in Autumn 1 – so just a recap and teach fronted adverbials)	Text Driver: The Wild Robot Purpose: narrative Audience: the author – send with a class letter about what they thought of the story Form: “unseen scene” Outcome: When he arrives in the magical world what does he see/find, then he comes out. Tell the story of the pictures as the author didn’t give much detail, and left it to the illustrator. Tell the scene! Number of Weeks: 2 Text driver – The Flower, and DK findout website. Purpose: Entertain Audience: Year 3 Form: non fiction . Outcome: encyclopaedia entry – plants and flowers linked to allotment or Hilliers trip. (Use the DK find out website for WAGOLLS) Number of Weeks: 2-3 weeks	Text driver – Royal Rabbits of London & Newsround Purpose: inform Audience: newsround report Form: report Outcome: write an article for the news round website about someone breaking into the Queen’s bedroom. (Present to the class) Number of Weeks: 2 Purpose: Entertain Audience: Year 3 Form: narrative. Outcome: A moment of action – write their own action story about the Royal rabbits Number of Weeks: 2 Purpose: inform Audience: Year 3 Form: advert Outcome: A job description for a royal rabbit Number of Weeks: 2	Text driver – Charlotte’s web Purpose: persuade Audience: Mr Zuckerman the farmer Form: persuasive letter. Outcome: Letter to Mr Zuckerman the farmer to spare Wilber’s life. Number of Weeks: 2 Text Driver: Steve Parker – Spider Diaries Purpose: Instructions/guide Audience: Form: 1st person information in the style of animal diaries. Outcome: Choose a different animal from charlotte’s web, write a 1st person diary Number of Weeks: 2 Purpose: entertain Audience: year 2 (invite over to listen to stories) Form: narrative Outcome: the adventures of ... (chosen animal/character)

good friend / make a good friend. Number of Weeks: 2	Number of Weeks: 2				
Writing objectives: - Discuss and record ideas to plan their writing (partner or small group) - Ideas are developed using appropriate vocabulary - Sentence variation through sentence type – statement, question, exclamation - Full stop, capital letters, exclamation marks and question marks - Expansion of detail through vivid language - Plan their writing by discussing similar writing in order to understand and learn from the structure (beginning, middle, end) - Draft and write by composing and rehearsing sentences orally - Use conjunctions and pronouns to link sentences and paragraphs, to express time and place - Use compound sentences with coordinating conjunctions - Select appropriate tense for task - Writing is clear in purpose - Include the features of instructions - Use adverbs to express time, manner and cause - Use some variation in modal verbs Speaking and Listening objectives: - Use relevant strategies to build and develop vocabulary - Give well-structured descriptions - Participate in discussions	Writing objectives: - Include the features of information texts - Organise paragraphs around a theme - Use headings and subheadings to aid presentation - Use prepositions in writing - Know when to use a and an - Incorporate relevant content to inform and interest the reader - Plan their writing by discussing similar writing in order to understand and learn from the structure, vocabulary and grammar - Draft and write by composing and rehearsing sentences orally progressively building a rich vocabulary - Use nouns and pronouns appropriately to create clarity and cohesion - Use exaggerated language (unbelievable, glorious etc) - Prepositions - Quantifiers - Organise writing into logical chunks and write a coherent series of linked sentences/paragraphs Speaking and listening objectives: - Articulate and justify opinions (about how Santa’s workshop works) - Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Writing objectives: - Discuss and record ideas to plan writing, contributing their own ideas and listening to ideas of others, record ideas as notes and pictures for later use - Expansion of details - A viewpoint is established - Extend range of sentences with more than one clause by using a wider range of conjunctions taught so far - Evaluate the effectiveness of their own and other’s writing - In narratives describe setting, characters and plot - Inverted commas for speech - Conjunctions and adverbs and prepositions to express time, place and cause - Select appropriate tense for task - Writing is clear in purpose - Include the features of instructions - Use adverbs to express time, manner and cause - Use some variation in modal verbs - Use fronted adverbials, followed by a comma Speaking and Listening objectives: - Listen and respond appropriately to adults and their peers - Ask relevant questions to extend their understanding and knowledge - Maintain attention and participate actively in collaborative conversations, staying on topic and initiating	Writing objectives - In narratives create setting, characters and plots - Plan their writing – sequence (beginning middle and end) - Adverbials/conjunctions to link sections/paragraphs - Use past perfect verb form - Complex sentences using subordinating conjunctions - Include features of non fiction/information text - Writing is clear in purpose - Select appropriate tense - Organise paragraphs around a main point - Use headings and subheadings - Proof read for spelling and punctuation errors - Specific/technical vocabulary to add detail (e.g. Siamese cat) Speaking and listening objectives: - Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings (when adding ideas to the illustrator’s letter) - Consider and evaluate different viewpoints, attending to and building on the contributions of others	Writing objectives: - Include features of newsreport - Use a range off sentences with more than once cuase using coordinating and subordinating conjunctions - Use the present perfect form instead of simple past (he has stolen) - Indicate possession using possessive apostrophe - Inverted commas for direct speech - In narratives create setting, characters and plot - Use commas in a list - Modal verbs - Writing is clear in purpose - Select the appropriate tense and person - Evaluate and edit the effectiveness of their own and others writing Speaking and Listening objectives: - Speak audibly and fluently with an increasing command of Standard English - Participate in discussions, presentations, performances, role play, improvisations and debates - Gain, maintain and monitor the interest of the listener(s)	Writing objectives: - Pattern of three for persuasion - Modal verbs - Include the features of a letter (or email?) - Extend range of sentences with more than one clause - Extend ideas with detail - In narratives create setting, characters and plot - Appropriate verb choices – use of synonyms for verbs such as said or go. - Link paragraphs using adverbs, conjunctions and prepositions for cohesion - Inverted commas for speech

		and responding to comments			
Additional SPAG: Word families/classes Know the difference between subject and object with personal pronoun Possessive pronouns	Additional SPAG: Identify word classes in a simple sentence Homophones and their meanings Use irregular simple past tense verbs (awake, awoke, blow, blew)	Additional SPAG: Know that pronouns, nouns, proper nouns can all be the subject of a sentence The difference between a phrase and a clause	Additional SPAG: Revision of SPAG using AFL info	Additional SPAG: Revision of SPAG using AFL info	Additional SPAG: Revision of SPAG using AFL info
Guided Reading Text: The Invisible Boy Flat Stanley	How Santa really works	The Iron Man Stone Age Boy	Non fiction Performance poetry	The true story of the three little pigs Jack and the baked bean stalk	Charlotte's web