



## Year 3 English Scheme of Work

+Summer 2							
Genre	Week	National Curriculum	Link to English Planning tools	Lesson Overview	Writing focus	Punctuation and grammar	Spelling
Historical Narrative	1	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-listen and respond appropriately to adults and their peers</li> <li>-ask relevant questions to extend their understanding and knowledge</li> <li>-use relevant strategies to build their vocabulary</li> <li>-participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul>	<p>1 – Hook and Cold task</p> <p>2 - Analyse model text</p> <p>3 - Analyse model text</p> <p>4– Talk for writing</p> <p>5– Talk for writing</p>	<p>1.Hook – Discuss real life influential heroes. Complete the cold task.</p> <p>2. Children to find the features of the historical narrative (annotate). Look at tricky words and new vocabulary.</p> <p>3.Children to undergo comprehension style activities about the text. Look at tricky words and new vocabulary.</p> <p>4. Children will role play situations in which this hero would have endured. Children will need to overcome the that the hero may have had to overcome.</p> <p>5. Children will be given situations which Nelson Mandela was faced with. They will have to act as if they were Nelson Mandela and overcome the</p>	To discuss the features and vocabulary of a historical narrative.	<p>Identify, adverb starters, fronted adverbials, compound sentences (coordination), develop complex sentences (subordination), sentence of 3 for description, dialogue – powerful speech verbs, 3ed Sentences, powerful verbs, perfect form, present perfect, ellipses, inverted commas for direct speech, fronted adverbials in the model text.</p>	<p><b>The /ɪ/ sound spelt y</b> elsewhere than at the end of words These words should be learnt as needed. myth, gym, Egypt, pyramid, mystery</p>



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				obstacles through role play.			
Historical Narrative	2	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>-discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>-discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>-composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>-organising paragraphs around a theme, in narratives, creating settings, characters and plot.</li> </ul> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>-extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>-using conjunctions, adverbs and prepositions to express time and cause</li> <li>- using fronted adverbials</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>-using commas after fronted adverbials</li> <li>- indicating possession by using the possessive apostrophe with plural nouns -</li> </ul>	<p>6 - Planning (Boxing clever)</p> <p>7 – Planning (Box it up)</p> <p>8 – Planning (Box it up)</p> <p>9 – Modelling (Opening, where and Who)</p> <p>10 - Modelling (Where next? Problem, who helps?)</p>	<p>6. Children will have an active lesson where they will begin orally planning their stories with prompt cards and then begin planning.</p> <p>7. Children complete their planning sheet.</p> <p>8. CT to model who and where. Children will begin writing their paragraphs (with editing).</p> <p>9. CT to model where next and problem. Children will begin writing their paragraphs (with editing).</p> <p>10. CT to model who helped, where last. Children will begin writing their paragraphs (with editing).</p>	To be able to plan and write a historical narrative with support.	<p><b>Consolidate Year 2 list</b></p> <p><b><u>Sentence Construction</u></b></p> <p><b>Embellished simple sentences:</b></p> <p><b>Adverb starters to add detail e.g.</b></p> <p><i>Carefully, she crawled along the floor of the cave....</i></p> <p><i>Amazingly, small insects can...</i></p> <p><b>fronted adverbials)</b></p> <p><b><i>A few days ago, we discovered a hidden box.</i></b></p> <p><b><i>At the back of the eye, is the retina.</i></b></p> <p><b><i>In a strange way, he looked at me.</i></b></p> <p><b>. Compound sentences (Coordination)</b></p> <p>using connectives:</p> <p>and/ or / but / so / for /nor /</p> <p>(coordinating conjunctions)</p>	<p><b>The /ʌ/ sound spelt ou</b> These words should be learnt as needed. young, touch, double, trouble, country</p>



## Year 3 English Scheme of Work

-using and punctuating direct speech

**Develop complex sentences (Subordination)** with range of subordinating conjunctions  
**Sentence of 3 for description** e.g. *The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.*

*Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.*

**Dialogue –powerful speech verbs**  
e.g. *“Hello,” she whispered.*

**3ed Sentences**  
**Emotion word, comma**  
Sentences

**Word Structure/**  
**Language**  
**Powerful verbs**  
e.g. stare, tremble, slither



## Year 3 English Scheme of Work

						<p><b>Use of the perfect form of verbs to mark relationships of time and cause</b> e.g. <i>I have written it down so I can check what it said.</i></p> <p><b>Use of present perfect instead of simple past.</b> <i>He has left his hat behind,</i> as opposed to <i>He left his hat behind.</i></p> <p><b><u>Punctuation</u></b> <b>Ellipses</b> to keep the reader hanging on</p> <p><b>Secure use of inverted commas for direct speech</b></p> <p>Use of commas after <b>fronted adverbials</b> (e.g. <i>Later that day, I heard the bad news.</i>)</p>	
Historical Narrative	3	Plan their writing by: -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	11 - Modelling (Who helps? Resolution of the problem) 12 – Modelling (Where last? Conclusion and	11. CT to model Feelings/ ending. Children will begin writing their paragraphs (with editing). 12. Children to edit	To be able to plan and write a historical narrative independently.	<p><b>Consolidate Year 2 list</b></p> <p><b><u>Sentence Construction</u></b> Embellished simple sentences: Adverb starters to add</p>	<p><b>The suffix –ation</b> The suffix –ation is added to verbs to form nouns. The rules already learnt still apply. information, adoration, sensation, preparation,</p>



## Year 3 English Scheme of Work

	<p>Draft and write by:</p> <ul style="list-style-type: none"> <li>-composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>- organising paragraphs around a theme</li> <li>- in narratives, creating settings, characters and plot</li> </ul> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>- using conjunctions, adverbs and prepositions to express time and cause</li> <li>- using fronted adverbials</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>-using commas after fronted adverbials</li> <li>- indicating possession by using the possessive apostrophe with plural nouns</li> <li>–using and punctuating direct speech</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>-assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>-proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>	<p>feelings)</p> <p>13 – Plan hot task</p> <p>14 – Plan hot task</p> <p>15 – Write hot task</p>	<p>and improve their shared write using checklist.</p> <p>13. Children will have the chance to plan their historical narrative using Success Sheet 3. They will also have the opportunity to use Boxing Clever to help synthesise more ideas.</p> <p>14. Children will continue planning their historical narratives about Bonnie and Clyde using Success Sheet 3. They will also have the opportunity to use Boxing Clever to help synthesise more ideas.</p> <p>15. Children will have the chance to write their hot task (based on their ideas from the previous two lessons).</p>		<p>detail e.g.</p> <p><i>Carefully, she crawled along the floor of the cave....</i></p> <p><i>Amazingly, small insects can...</i></p> <p>fronted adverbials)</p> <p><i>A few days ago, we discovered a hidden box.</i></p> <p><i>At the back of the eye, is the retina.</i></p> <p><i>In a strange way, he looked at me.</i></p> <p>. Compound sentences (Coordination)</p> <p>using connectives:</p> <p>and/ or / but / so / for /nor /</p> <p>(coordinating conjunctions)</p> <p>Develop complex sentences (Subordination) with range of subordinating conjunctions</p> <p>Sentence of 3 for description e.g. <i>The cottage was almost</i></p>	<p>admiration</p>
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## Year 3 English Scheme of Work

- proof-read for spelling and punctuation errors  
-read 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

*invisible, hiding under a thick layer of snow and glistening in the sunlight.*

*Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.*

Dialogue –powerful speech verbs  
e.g. *“Hello,” she whispered.*

3ed Sentences  
Emotion word, comma Sentences

### **Word Structure/ Language**

Powerful verbs  
e.g. stare, tremble, slither

Use of the perfect form of verbs to mark relationships of time and cause e.g. *I have written it down so I can check what it said.*

Use of present perfect instead of simple past.



## Year 3 English Scheme of Work

						<p><i>He has left his hat behind, as opposed to He left his hat behind.</i></p> <p><b><u>Punctuation</u></b> Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p> <p>Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)</p>	
News report	4	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-listen and respond appropriately to adults and their peers</li> <li>-ask relevant questions to extend their understanding and knowledge</li> <li>-use relevant strategies to build their vocabulary</li> <li>-participate in discussions, presentations, performances, role play, improvisations and debates.</li> </ul>	<p>1-Hook and cold task</p> <p>2-Analyse model text</p> <p>3-Analyse model text</p> <p>4-Talk for writing</p> <p>5-Talk for writing</p>	<p>1. Children will be given newspaper articles of the recent WW2 bomb found in Aston. Children will complete the cold task.</p> <p>2. Children to find the features of the news report (annotate). Look at tricky words and new vocabulary.</p> <p>3. Children to undergo comprehension</p>	To discuss the features and vocabulary of a news report.	<p>Identify prepositional phrases, relative clauses, inverted commas for direct speech, fronted adverbials in the model text.</p>	<p><b>The suffix –ly</b> The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix –ly starts with a consonant letter, so it is added straight on to most root words. sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</p>



## Year 3 English Scheme of Work

				style activities about the text. Look at tricky words and new vocabulary. 4. Children will have the opportunity to role play and present their news reports. 5. Children will have the opportunity to role play and present their news reports.			
News report	5	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>-discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>-discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>-composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>- organising paragraphs around a theme in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>-extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> </ul>	<p>6- Plan shared write</p> <p>7-Model (Headline and by-line)</p> <p>8-Model (Intro)</p> <p>9-Model (Body)</p> <p>10-Model (other)</p>	<p>6.Ch to plan their news report about the Aston bomb using success sheet 2.</p> <p>Lessons 7 – 11</p> <p>Children will begin writing their paragraphs using checklist and success sheet.</p>	To be able to plan and write a news report with support.	<p><b>Consolidate Year 2 list</b></p> <p><b><u>Sentence Construction</u></b></p> <p><b>Vary long and short sentences:</b></p> <p><b>Long sentences</b> to add description or information.</p> <p><b>Short sentences</b> for emphasis and making key points e.g. <i>Sam was really unhappy.</i> <i>Visit the farm now.</i></p> <p><b>Prepositional phrases to place the action:</b> <i>on the mat; behind the tree, in the air.</i></p> <p><b>Drop in a relative</b></p>	<p><b>Words with endings sounding like /ʒə/ or /tʃə/</b> The ending sounding like /ʒə/ is always spelt –sure. The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. teacher, catcher, richer, stretcher. measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure</p>





## Year 3 English Scheme of Work

- using the present perfect form of verbs in contrast to the past

Indicate grammatical and other features by:

- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause

**clause using:  
who/whom/which/who  
se/**

**that** e.g.

*The girl, **whom** I  
remember,*

*had long black hair.*

*The boy, **whose** name  
is George, thinks he is  
very brave.*

*The Clifton Suspension  
bridge, **which** was  
finished in 1864, is a  
popular tourist  
attraction.*

**Word Structure/**

**Language**

**Drop in a relative**

**clause using:**

**who/whom/which/who  
se/**

**that** e.g.

*The girl, **whom** I  
remember,*

*had long black hair.*

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very brave.*

*The Clifton Suspension  
bridge, **which** was  
finished in 1864, is a  
popular tourist*



## Year 3 English Scheme of Work

						<p><i>attraction.</i></p> <p><b>Punctuation</b> Secure use of inverted commas for direct speech</p> <p>Use of commas after <b>fronted adverbials</b> (e.g. Later that day, I heard the bad news.)</p>	
News report	6	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>-discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>-composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>- organising paragraphs around a theme in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>- extending the range of sentences with more than one clause by using a wider</li> </ul>	<p>11- Edit and improve shared write.</p> <p>12- Talk for writing hot task</p> <p>13- Plan hot task</p> <p>14-Write hot task</p> <p>15-Write hot task</p>	<p>11. Children to use checklist to edit and improve shared write.</p> <p>12. Children will have the chance to role play and present their news reports about a new stimulus.</p> <p>13. Children will box up their ideas onto Success Sheet 3.</p> <p>14. Children will write their hot task</p> <p>15. Children will write their hot tasks.</p>	To be able to plan and write a news report independently.	<p><b>Consolidate Year 2 list</b></p> <p><b>Sentence Construction</b> <b>Vary long and short sentences:</b> <b>Long sentences</b> to add description or information.</p> <p><b>Short</b> sentences for emphasis and making key points e.g. <i>Sam was really unhappy.</i> <i>Visit the farm now.</i></p> <p><b>Prepositional phrases to place the action:</b> <i>on the mat; behind the tree, in the air.</i></p>	<p><b>Endings which sound like /ʒən/</b> If the ending sounds like /ʒən/, it is spelt as – sion. division, invasion, confusion, decision, collision, television</p>



## Year 3 English Scheme of Work

range of conjunctions, including when, if, because, although  
- using the present perfect form of verbs in contrast to the past

Indicate grammatical and other features by:  
-choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  
-using conjunctions, adverbs and prepositions to express time and cause

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

Proof-read for spelling and punctuation errors.

Read 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

**Drop in a relative clause using: who/whom/which/whose/**

**that** e.g.  
*The girl, **whom** I remember, had long black hair.*  
*The boy, **whose** name is George, thinks he is very brave.*  
*The Clifton Suspension bridge, **which** was finished in 1864, is a popular tourist attraction.*

**Word Structure/ Language**  
**Drop in a relative clause using: who/whom/which/whose/**

**that** e.g.  
*The girl, **whom** I remember, had long black hair.*  
*The boy, **whose** name is George, thinks he is very brave.*  
*The Clifton Suspension bridge, **which** was*



## Year 3 English Scheme of Work

						<p><i>finished in 1864, is a popular tourist attraction.</i></p> <p><b><u>Punctuation</u></b> <b>Secure use of inverted commas for direct speech</b></p> <p>Use of commas after <b>fronted adverbials</b> (e.g. Later that day, I heard the bad news.)</p>	
7	Poetry week						