



## Year 3 English Scheme of Work

Summer 1 – Urban Pioneers							
Genre	Week	National Curriculum	Link to English Planning tools	Lesson Overview	Writing focus	Punctuation and grammar	Spelling
Biography	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> </ul> <p>participate in discussions, presentations, performances, role play, improvisations and debates</p>	<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>1.Hook – have a look at a famous celebrity and an example of a biography. Complete cold task.</p> <p>2. Children to undergo comprehension activities about the text. Look at tricky words and new vocabulary.</p> <p>3. Children to find the features of a biography (annotate).</p> <p>4. Children will have a fun hands on lesson, where they will visualise and role play the text.</p>	To discuss the features and vocabulary of a biography.	Identify fronted adverbials, compound sentences, complex sentences, boastful verb, commas after fronted adverbials, etc.in model text	<p><b>Adding suffixes beginning with vowel letters to words of more than one syllable</b> If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.</p> <p>forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting,</p>



## Year 3 English Scheme of Work

							limited, limitation
Biography	2	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>- using fronted adverbials</li> <li>- using a wider range of conjunctions, including when, if, because, although</li> <li>-using the present perfect form of verbs in contrast to the past tense</li> <li>- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</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>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</li> </ul>	<p>5 - Planning (Research)</p> <p>6 – Planning (Box it up)</p> <p>7 – Modelling (Title and overview paragraph)</p> <p>8 - Modelling (Childhood events)</p> <p>9 – Modelling (Adulthood)</p>	<p>5. Children will research their chosen celebrity. They will research the life of that celebrity etc.</p> <p>6. Children will begin planning their biography in the boxed up success sheet.</p> <p>7. Children will be taught how to summarise their research for biographies. They will focus on a title and the overview paragraph.</p> <p>8. Children will be taught how to summarise their research for biographies. They will focus on the childhood events for that particular celebrity.</p> <p>9. Children will be taught how to summarise their research for biographies. They will focus on the celebrity's adult life.</p>	<p>To be able to plan and write a biography with support.</p>	<p><b>Consolidate Year 2 list</b></p> <p><b><u>Sentence construction (fronted adverbials)</u></b></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><b>Sentence of 3 for description</b> e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i></p> <p><i>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i></p> <p><b>Topic sentences to introduce non-fiction paragraphs</b> e.g.</p> <p>Dragons are found across the world.</p> <p><b><u>Word structure</u></b></p>	<p><b>The /ɪ/ sound</b></p> <p>spelt y elsewhere than at the end of words These words should be learnt as needed. myth, gym, Egypt, pyramid, mystery</p>



## Year 3 English Scheme of Work

		<p>from its structure, vocabulary and grammar -discussing and recording ideas</p> <p>Draft and write by:          -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)          -Organising paragraphs around a theme</p>				<p><b>Boastful Language</b>          e.g. magnificent, unbelievable, exciting!</p> <p><b>Use of present perfect instead of simple past.</b> <i>He has left his hat behind, as opposed to He left his hat behind.</i></p> <p><b>More specific / technical vocabulary to add detail</b> e.g.  <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i></p> <p><i>Drops of rain pounded on the corrugated, tin roof</i></p> <p><b>Punctuation</b>          Use of commas after <b>fronted adverbials</b> (e.g. Later that day, I heard the bad news.)</p>	
Biography	3	Develop their understanding of the concepts set out in English Appendix 2 by:	10 - Modelling (Concluding paragraph) 11 – Edit and	10. Children will be taught how to summarise their research for	To be able to plan and write a biography independently	<p><b>Consolidate Year 2 list</b></p> <p><b><u>Sentence construction</u></b>  <b>fronted adverbials)</b></p>	<b>The /ʌ/ sound</b> spelt ou These words should be learnt as needed.



## Year 3 English Scheme of Work

	<p>- using fronted adverbials</p> <p>- using a wider range of conjunctions, including when, if, because, although</p> <p>Indicate grammatical and other features by:</p> <p>- using commas after fronted adverbials</p> <p>- indicating possession by using the possessive apostrophe with plural nouns</p> <p>Plan their writing by:</p> <p>-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</p> <p>Draft and write by:</p> <p>-composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of</p>	<p>improving /peer assessment</p> <p>12 – Plan hot task (research)</p> <p>13 – Plan hot task</p> <p>14 – Write hot task</p>	<p>biographies. They will focus on the concluding paragraph of their biography.</p> <p>11. Children will continue writing their biography with continuous verbal feedback as well as day to day written feedback. Children will have the opportunity to peer assess and further improve their written work.</p> <p>12. Children will research their chosen celebrity for their hot task. They will research the life (childhood, adulthood etc).</p> <p>13. Children will be given a new success sheet, which children can now use to plan their biographies about their chosen celebrity.</p> <p>14. Children will use the box up plans from the day before to write the hot tasks.</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>Sentence of 3 for description</b> e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i></p> <p><i>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i></p> <p><b>Topic sentences to introduce non-fiction paragraphs</b> e.g.</p> <p>Dragons are found across the world.</p> <p><b><u>Word structure</u></b></p> <p><b>Boastful Language</b></p> <p>e.g. magnificent, unbelievable, exciting!</p>	<p>young, touch, double, trouble, country</p>
--	---	---	--	--	---	---



## Year 3 English Scheme of Work

		<p>sentence structures (English Appendix 2)</p> <p>-Organising paragraphs around a theme</p> <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>proof-read for spelling and punctuation errors</li> <li>-read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the</li> </ul>				<p><b>Use of present perfect instead of simple past.</b> <i>He has left his hat behind, as opposed to He left his hat behind.</i></p> <p><b>More specific / technical vocabulary to add detail</b> e.g.  <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i></p> <p><i>Drops of rain pounded on the corrugated, tin roof.</i></p> <p><b><u>Punctuation</u></b>          Use of commas after <b>fronted adverbials</b> (e.g. Later that day, I heard the bad news.)</p>	
Explanation	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</li> </ul>	<p>1-Hook and Cold task</p> <p>2- Analysing model text</p> <p>3- Talk for writing</p> <p>4- Talk for writing</p> <p>5- Model (Title and</p>	<p>1.Hook – children will be given a stimuli to focus on (this will be about graffiti work as this will link in with the Year 3 topic 'Urban Pioneering'. Complete</p>	<p>To discuss the features and vocabulary of an explanation text</p>	<p>Identify compound sentences (Coordination, fronted adverbials, complex sentences, (Subordination), expanded noun phrases, prepositions, More specific</p>	<p><b>Prefix in-</b>          The prefix in– can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</p>



## Year 3 English Scheme of Work

		<p>questions to extend their understanding and knowledge</p> <ul style="list-style-type: none"> <li>- use relevant strategies to build their vocabulary</li> </ul> <p>participate in discussions, presentations, performances, role play, improvisations and debates</p>	general statement)	<p>cold task.</p> <p>2. Children to find the features of a biography (annotate).</p> <p>3. Children will have a fun hands on lesson, where they will visualise and role play the text.</p> <p>4. Children will have an opportunity to observe and create their own art work.</p> <p>5. Children will be taught how to summarise their ideas. They will focus on a title and the general statement.</p>		/technical vocabulary to add detail, colons, commas and Alan Peat sentences in model text.	in-: inactive, incorrect
Explanation	5	<p>Pupils should be taught to:</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <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,</li> </ul>	<p>6- Model (Further explanation and sequential explanation)</p> <p>7- Model (Summative paragraph)</p> <p>8- Edit and improve</p> <p>9- Plan hot task</p> <p>10- Write hot task</p>	<p>6. Children will be taught how to summarise their ideas. Children will focus on further explaining their reasoning.</p> <p>7. Children will be taught how to summarise their ideas. Children will focus on their concluding paragraph where they are expected to summarise their points.</p> <p>8. Children will continue</p>	To be able to plan and write an explanation text with support and independently	<p><b>Consolidate Year 2 list</b></p> <p><b><u>Sentence construction</u></b></p> <p><b>Compound sentences (Coordination)</b></p> <p>using connectives: and/ or / but / so / for /nor / (coordinating conjunctions)</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>Prefixes dis- and mis-</b></p> <p>Like un-, the prefixes dis- and mis- have negative meanings. dis-: disappoint, disagree, disobey mis-: misbehave, mislead,</p>





## Year 3 English Scheme of Work

		<p>vocabulary and grammar -discussing and recording ideas</p> <p>Draft and write by: -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) -Organising paragraphs around a theme</p> <p>Evaluate and edit by: -assessing the effectiveness of their own and others' writing and suggesting improvements 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</p>		<p>writing their explanations with continuous verbal feedback as well as day to day written feedback. Children will have the opportunity to peer assess and further improve their written work.</p> <p>9. Children will be given a new success sheet, which children can now use to plan their explanations but about a different stimulus.</p> <p>10. Children will use the box up plans from the day before to write the hot tasks.</p>		<p><i>In a strange way, he looked at me.</i></p> <p><b>Develop complex sentences (Subordination)</b> with range of subordinating conjunctions</p> <p><b>Expanded noun phrases</b></p> <p><u>Word structure</u> <b>Introduce:</b> <b>Prepositions</b> Next to by the side of in front of during through throughout because of</p> <p><b>More specific / technical vocabulary to add detail</b> e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i></p> <p><i>Drops of rain pounded on the corrugated, tin roof.</i></p> <p><u>Punctuation</u> <b>Introduce:</b></p>	
--	--	--	--	---	--	--	--



## Year 3 English Scheme of Work

						<p><b>Colon</b> before a list e.g. <i>What you need:</i></p> <p>Use of commas after <b>fronted adverbials</b> (e.g. <i>Later that day, I heard the bad news.</i>)</p>	
--	--	--	--	--	--	---	--