



English Curriculum Overview Year 3 2025-26

Term	Key skills in reading, writing and SL	Book study/topic	Writing genres covered	SPAG topics covered	Spelling patterns	Handwriting	Key vocabulary
Autumn 1	<p>Reading: Develop positive attitudes to reading and understanding of what they read by listening to discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Beginning to read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word.</p> <p>Writing: Draft and write by creating simple settings, characters and a basic plot in narratives.</p> <p>Spoken Language: Listen and respond appropriately to adults and their peers.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p>	<p>Transition book project: Silly Billy and Marshall Armstrong is New to our School</p> <p>Stories with familiar settings</p> <p>Poetry for performance: A Nest Full of Stars</p>	<p>Narrative (settings, creating atmosphere)</p> <p>Poetry- different styles including Kennings</p> <p>Informal letters</p>	<p>Vocabulary development</p> <p>Consistent tense (past, present, future)</p> <p>Grammatical agreement</p> <p>Determiners</p> <p>Proper nouns</p> <p>Sentence types: statement, question, exclamation, command</p> <p>Punctuation for demarcation (capital letters, full stops, exclamation marks)</p>	<p>Doubling consonants when adding suffixes</p> <p>Suffixes -le -el -il -al -all</p>	<p>New cursive scheme: breakdown to be updated</p>	<p>Tense</p> <p>Determiner</p> <p>Noun</p> <p>Statement</p> <p>Question</p> <p>Exclamation</p>



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Autumn 2	<p>Reading: Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a range of books.</p> <p>Writing: Draft and write by beginning to use simple organisational devices in non-narrative material (e.g. headings and sub-headings)</p> <p>Spoken Language: Use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, arguments and opinions.</p>	<p>Leon and the Place Between</p> <p>Non-fiction genre</p> <p>Myths and legends</p>	<p>Narrative in role</p> <p>Narrative (adventure)</p> <p>Non-chronological report (geography link)</p> <p>Myths</p>	<p>Paragraphing</p> <p>Adjectives</p> <p>Expanded noun phrases</p> <p>Bullet points</p> <p>Possessive apostrophe</p> <p>Co-ordinating conjunctions</p>	<p>Verb endings (regular and irregular e.g. carry, carries, carried, carrying; go, went)</p> <p>/i/ spelt y in the middle of words</p> <p>Letter strings: -sure -ture -er</p>	<p>Paragraph</p> <p>Adjective</p> <p>Noun phrase</p> <p>Apostrophe</p> <p>Conjunction</p> <p>co-ordinating</p>
Spring 1	<p>Reading: Develop positive attitudes to reading and understanding of what they read by beginning to use dictionaries to check the meaning of words they have read.</p> <p>Writing: Draft and write by organising simple paragraphs around a theme.</p> <p>Spoken Language: Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings.</p>	<p>Ug: Boy Genius of the Stone Age</p> <p>Poetry</p> <p>Information Texts</p> <p>Speaking and listening presentations</p>	<p>Poetry</p> <p>Information text</p> <p>Persuasive writing</p> <p>Comic strip narrative</p>	<p>Heading and subheadings</p> <p>Proper nouns</p> <p>Subordination and coordination</p> <p>Continuous present tense</p> <p>Apostrophes for contraction/omission</p>	<p>Plurals: - adding s, es, ies -irregular forms -collective nouns</p> <p>C before e, i, y</p> <p>/^/ sound spelt ou</p>	<p>Proper noun</p> <p>Heading</p> <p>Subheading</p> <p>Continuous</p> <p>Contraction</p> <p>Omission</p>



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Spring 2	<p>Reading: Retrieve and record simple information from non-fiction.</p> <p>Writing: Proof-read for some spelling and punctuation errors.</p> <p>Spoken Language: Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>	<p>There's a Pebble in my Pocket</p> <p>Dialogue in stories</p> <p>Instruction Texts</p> <p>Speaking and listening presentations</p>	<p>Extended narrative</p> <p>Instructions</p> <p>Narrative (dialogue)</p>	<p>Verbs</p> <p>1st, 2nd, 3rd person</p> <p>Speech marks/ inverted commas to punctuate direct speech</p> <p>Commas for lists</p>	<p>Suffixes</p> <p>-ly -ness -less -ful -ment -er -able</p> <p>Using –er and –est to form comparisons</p> <p>Words ending in -tion -ation</p>		<p>Verb</p> <p>Inverted commas</p> <p>Commas</p> <p>First person</p> <p>Second Person</p> <p>Third Person</p>
Summer 1	<p>Reading: Understand what they read, in books they can read independently, by drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Writing: Evaluate and edit by beginning to assess the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Spoken Language: Gain, maintain and monitor the interest of the listener(s)</p> <p>Select and use appropriate registers for effective communication.</p>	<p>The Miraculous Journey of Edward Tulane</p> <p>Optional tests</p>	<p>Diary writing</p> <p>Letters</p> <p>Writing in character</p> <p>Narrative writing</p>	<p>Paragraphing</p> <p>Time connectives</p> <p>Adverbs</p> <p>Prepositions</p> <p>Use of a colon in playscripts</p>	<p>Pronouns</p> <p>Synonyms for verbs</p> <p>Homophones and near homophones</p>		<p>Connective</p> <p>Adverb</p> <p>Preposition</p> <p>Synonym</p>



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Summer 2	<p>Reading: Understand what they read, in books they can read independently, by beginning to predict what might happen from details stated and implied (based on content, simple themes or text types)</p> <p>Writing: Evaluate and edit by beginning to propose changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences.</p> <p>Spoken language: Consider and evaluate different viewpoints, attending to and building on the contributions of others. Speak audibly and fluently with an increasing command of Standard English.</p>	<p>Revolting Rhymes</p> <p>Playscripts</p> <p>Film Unit 'The Lucky Dip'</p>	<p>Playscripts</p> <p>Newspaper reports</p> <p>Letter writing: a letter to my new teacher</p>	<p>Continuous verbs (past and present tense)</p> <p>Perfect form of verbs</p>	<p>Word families based on common words</p> <p>Words beginning with</p> <p>-wr -kn -gn -ge -dge -gu -wa/wo</p> <p>Formation of nouns using prefixes</p> <p>-super -anti -auto</p> <p>Suffix</p> <p>-ous</p> <p>Endings</p> <p>-sion</p>	<p>Continuous</p> <p>Past</p> <p>Present</p> <p>Perfect tense</p> <p>Colon</p> <p>Prefix</p>
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