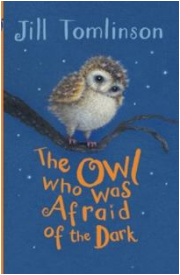
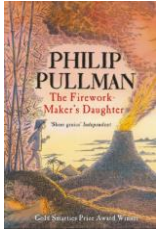
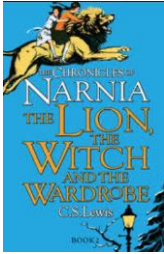
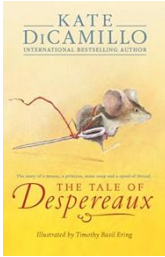
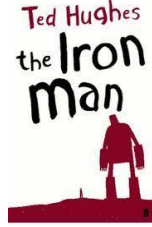
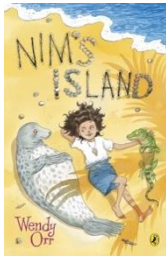



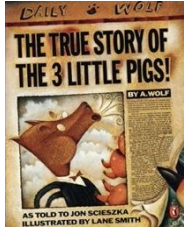
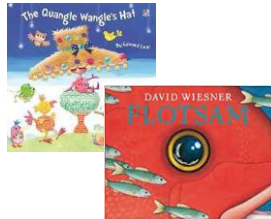
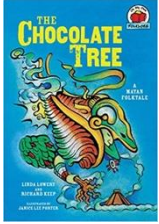


Y3 English overview 2022-23

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Core Text (Class Story and used as part of Guided Reading)						
Genre	Transition text.	Fantasy/Science Fiction (complexity of plot/symbol)	Classic fantasy (archaic text)	Modern Fairy tale – Adventure/Quest	Adventure/fantasy story (non-linear time sequence)	Adventure Story (Complexity of Narrator)
Author Ethnicity and Gender.	Jill Tomlinson British Female	Ted Hughes British Male	C.S Lewis British Male	Kate DiCamillo Americal Female	Pillip Pullman British Male	Wendy Orr Canadian/Australian Female
Link Texts and Writing Stimuli (used in English lessons alongside the core text, may be also be used in Guided Reading)	 Dear Greenpeace – Simon James. Blue Planet. Hortense and the Shadow – Natalia and Lauren O’Hara.	 Stone Age Boy – Satoshi Kitamura Escape from Pompeii – Christina Balit.	 Just so Stories – Rudyard Kipling. Fantastic Forces and incredible Machines – Nick Arnold.	 The True Story of the Three Little Pigs.	 Flotsam – David Wiesner. The Quangle Wangle’s Hat – Edward Lear.	 The Chocolate Tree (Mayan Folktale) – Linda Lowery
Writing outcomes (WALTS)	Non-chronological reports Organisational features Adverts Letters and postcards to persuade and advice Questions	Letters to recount Diary entries- biased opinion and persuasion Adverts Newspaper reports	Instructions Character development and characterisation using inference and evidence Settings Story development/changes	Newspapers with dialogue TV interviews	Poetry reading/writing and analysis Characterisation using inference and evidence Settings Letters to persuade and advise	Newspapers with dialogue Instructions Character development/changes