

Overview of English objectives and skills

Year 3						
Spring Texts- Oliver						
Purpose and form	To describe – character description- police report, suspect profile 1	To narrate – historical story 2	To inform – tourist guidebook of historic London 3	To explain- revolution of the steam train leaflet/poster 4	To persuade- Letter (write to council following environmental survey to call for action- contribution to newsletter) 5	To describe a setting- through a poem. From a Railway Carriage, Robert Louis Stevenson 6
Skills- grammar, punctuation, vocab, sentence construction	3 rd person Present tense Adverbs Prepositions- before, after, during, when Imagery- similes. Show not tell techniques Verbs chosen for effect Using conjunctions for example, when, if, so, because Fantastics to describe features	1 st or 3 rd person Past tense Adverbs to structure narrative- first, then, after that, finally. Prepositions- before, after, during, when, while Using conjunctions for example, when, if, so, because Develop dialogue- use inverted commas to punctuate speech, after inverted commas, start with a capital letter. Use dialogue to show how characters interact. Imagery- similes, alliteration, onomatopoeia. Show not tell techniques Verbs chosen for effect Adverbs chosen for effect Present perfect form	Headings Subheadings Pictures and captions 3 rd person Formal Facts and statements Coordinating conjunctions. Subordinating conjunctions- when, before, after, while, so, because Collective nouns Adverbs for time and place , for lists Apostrophes for possession Present perfect tense Tense switch (if applicable)	Introductory paragraph Paragraphs detailing a process Facts Present tense Formal language Technical vocabulary Coordinating conjunctions Subordinating conjunctions Noun phrases Adverbs for time and manner Commas in a list Express time, place and cause using: Conjunctions e.g. so, because Prepositions e.g. before, after... Rhetorical questions Apostrophes for possession	Direct address Introduction- sums up viewpoint Main body- add detail to influence the reader. Conclusion- summarise main points Emotive language Exaggerated language Facts and statistics Opinions (can be expert) Using conjunctions [for example, when, if, so, because] Personal pronouns Expanded noun phrases , in lists Apostrophes for possession List of 3/repetition Use paragraphs to group related material Adverbs to show possibility or degree e.g. definitely.	Rhyming couplets to enhance sense of movement and speed. Identifying lines/verses. Choice of language- key verbs, adjectives and adverbs to really match purpose. Imagery- use of poetic devices e.g. alliteration, similes. Synonyms/antonyms Plurals- rules and patterns Expanded noun phrases Fantastics/senses- sound, notice, action.

<p>Writing rainbow lenses</p>						
<p>National Curriculum Objectives- revisited through all genres and text types</p>	<ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings & subheadings) • 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 • proofread for spelling and punctuation errors • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause (and place) • using the present perfect form of verbs in contrast to the past tense • form nouns using prefixes (super-, anti-) • use the correct form of 'a' or 'an' • word families based on common words (solve, solution, dissolve, insoluble) • using and punctuating direct speech (i.e. Inverted commas) 					

