

Subject Theme Overview

Year 3

Charlton Kings Junior School



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| Subject | English | Term | Autumn |
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| What grammar should I already know? |
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| <p>From Year 2, National Curriculum statutory requirements:</p> <ul style="list-style-type: none"> - that sentences have different forms: statement, question, exclamation, command - that expanded noun phrases are used to describe and specify (for example, <i>the blue butterfly</i>) - that the present and past tenses are commonly used to talk about points happening now or in the past; how to use these correctly and consistently; and how to use the progressive form to mark actions in progress (eg. <i>he was shouting</i>) - that conjunctions join clauses in a sentence for subordination (<i>when, if, that, or because</i>) and co-ordination (<i>or, and, or but</i>) |

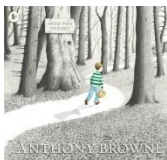
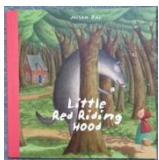
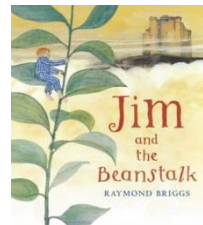
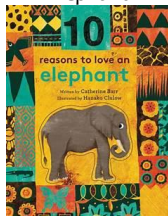
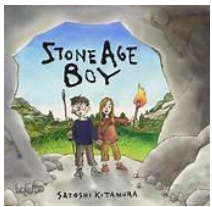
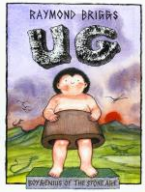
| What punctuation should I already know? |
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| <p>From Year 2, National Curriculum statutory requirements:</p> <ul style="list-style-type: none"> - that capital letters, full stops, question marks and exclamation marks are used to demarcate sentences and how to use these correctly - that capital letters are needed for names and for the personal pronoun 'I' - that commas are used to separate items in a list - that apostrophes are used to mark where letters are missing in spelling and to mark singular possession in nouns (eg. <i>the girl's name</i>) |

| Writers' Knowledge to support me in writing my own texts |
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| <ul style="list-style-type: none"> - Discuss writing similar to that which is going to be written in order to understand and learn from its structure, vocabulary and grammar - Discuss and record ideas using squiggle map or boxing it up planning formats - 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 - Organise paragraphs around a theme - In stories build plot, characters, paragraphs and begin to integrate dialogue to convey actions - In non-narratives, use simple organisational devices to link information by theme [eg, headings and sub-headings] |

| What grammar will I know by the end of the term? |
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| <ul style="list-style-type: none"> - that words can have different functions in a sentence e.g. noun, adjective, verb, adverb; what these mean and how they're used - that coordinating conjunctions can join two parts (<i>clauses</i>) of a sentence and how to use some of them (<i>and, but, or, so</i>) - that subordinating conjunctions can link parts (<i>clauses</i>) of a sentence and how to use some of them (<i>if, when, that, because</i>) - that sentences can have more than one clause and knowing how to use a wider range of these conjunctions to link them - that nouns/ pronouns should be chosen so that meaning is clear, with links where needed by choosing varied vocabulary - that adverbs add detail to verbs and can start sentences - that prepositions can express time and can also be used to start sentences in prepositional phrases - that expanded noun phrases (one well-matched adjective and noun) give more detailed description about a noun - that there are four different sentence types: command, exclamation, question, statement - that there are three main tense structures: past, present and future tense, and how to use these correctly/consistently |

| What punctuation will I know by the end of term? |
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| <ul style="list-style-type: none"> - that capital letters and full stops should be used consistently to mark starts and ends of sentences - that capital letters are used for proper nouns (ie. names) - that capital letters are needed for the personal pronoun 'I' - that apostrophes show contraction (where a letter is missed out, such as in the word <i>don't</i> → <i>do not</i>) - that apostrophes can also show possession (ie. belonging) (and uses these for singular regular nouns, ie. <i>John's book</i>) - that question marks show a question and how to use these correctly when writing - that exclamation marks show an exclamation and how to use these correctly when writing - that commas are used between items in a list - that commas are needed after adverbs and prepositional phrases when they are used at the start of sentences - that inverted commas (ie. speech marks) are used to show direct speech, ie. when someone is speaking in a text |

| Key Vocabulary | |
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| Noun | A noun names a person, place or thing. Test whether something is a noun by seeing whether a determiner in front of it makes sense. |
| Adjective | An adjective gives more information about a noun, <i>the red ball</i> |
| Expanded Noun Phrase | A noun phrase has a noun as its key word which can be expanded by adding words before or after it, <i>the red, cricket ball by the fence</i> |
| Pronoun | A pronoun can be used instead of a noun. Using a pronoun avoids repeating the noun again and again, ie. <i>the ball rolled</i> → <i>it stopped</i> |
| Verb | A verb often names an action but it can also describe feelings or states, ie. <i>The bird pecks the apple. The bird is happy.</i> |
| Tense | The verb in a sentence shows the tense. It shows when something happens: present → happens now; past → something happened |
| Adverb | This gives more information (how, when, where or how often a thing happens) about a verb, adjective, another adverb or a clause. |
| Sentences | A sentence tells you something, asks you something, asks you to do something or exclaims about something. Sentences consist of one or more clauses. All sentences have a verb and a subject. |
| Clause | A clause has a verb as its key word. The other words add meaning to the verb. A main clause makes sense on its own and can be a sentence. A subordinate clause helps to give more meaning to a main clause and cannot exist on its own as a sentence. |
| Preposition | A preposition often shows place/direction as well as time/cause. |
| Conjunction | A conjunction links words or groups of words within a sentence. |
| Coordinating | - joins groups of words of the same importance in the sentence. |
| Subordinating | - introduces a subordinate clause, linking with a main clause. |
| Inverted commas | Inverted commas, or speech marks, show when people are actually speaking, ie. <i>"I'm beginning to understand," he said.</i> |
| Vowel | A vowel is a sound represented by the following letters: a, e, i, o, u |
| Consonant | All other sounds are represented by the other letters in the alphabet which are called consonants |
| Prefix | A prefix is a morpheme added to the beginning of a root word. |
| Homophone | Homophones are words that have the same pronunciation but different meanings, origins or spelling. |

| Texts to be read and styles of writing to be explored during this term | | | | | |
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| <p>Into the Forest By Anthony Browne</p>  | <p>Little Red Riding Hood by Katie Cotton</p>  | <p>Jim and the Beanstalk by Raymond Briggs</p>  | <p>Ten Reasons to Love ... An Elephant</p>  | <p>Stone Age Boy by Satoshi Kitamura</p>  | <p>Ug: Boy Genius of the Stone Age by Raymond Briggs</p>  |