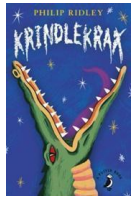
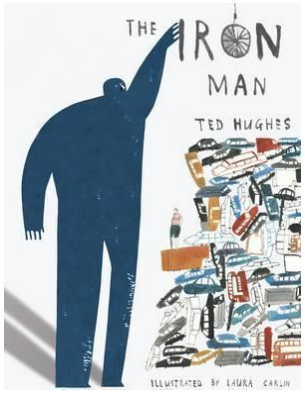
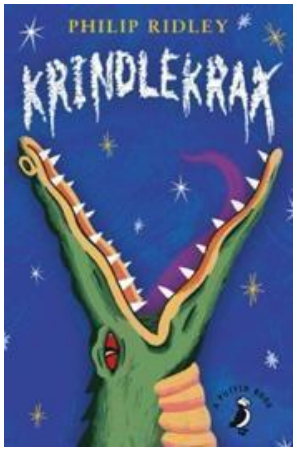
Year 3 English

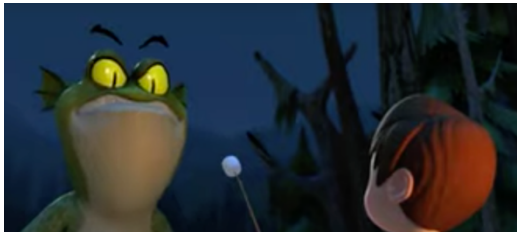
Year 3 Yearly Overview							
Term	**Key Text**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Term 1		Character description		Diary Entry		Instructions No More Marking	
Term 2		Newspaper Report			Film Unit – Narrative (Dialogue)		Curriculum Writing
Term 3		Diary Entry/ Blog/ Vlog			Setting Description		Curriculum Writing (instructions)
Term 4		Non-Chronological Report			Film Unit – Newspaper Report		Curriculum Writing (instructions)
Term 5		Diary Entry			Non Chronological Report		Curriculum Writing
Term 6		Persuasive Leaflet			Film Unit – Narrative (Dialogue)		Transition

Please apply the structure outlined in the Writing Unit Structure document when planning each unit.
Please also apply the ideas from the Gradual Release Model document.

Core Texts		
The Iron Man – By Ted Hughes		
 *The Iron Man* tells the story of a gigantic metal robot who appears out of nowhere, crashing onto the beach and shattering into many parts. He is discovered by a young boy called Hogarth, who becomes his friend. The Iron Man proceeds to devour farm machinery, until the farmers rise up against him and threaten to bring in the army. Hogarth comes to his rescue and suggests that the monster should be left in peace to feed from the scrap metal yard. But the Iron Man isn't the only strange creature to visit Earth. The story continues with appearance of the 'Space-Bat-Angel-Dragon', an alien monster from outer space. Will the Iron Man defeat him? Is he a friend or foe? Will there ever be lasting peace on Earth and harmony between man and nature?	**Character Description** **Read up to page 18**. Character description of the Iron Man.	Features of a Narrative
	Diary Entry **Read up to page 30** – to the line 'So what did they do? Write a diary from Hogarth's father's perspective.	Features of a Diary
	Instructions **Read to page 39**. Write instructions about how to trap an Iron Man.	Features of Instructions
	Newspaper Report Recap what had happened to the iron man previously. **Read up to page 63**. Write a newspaper report on the arrival and threat of the space-bat-angel-dragon.	Features of a Newspaper Report

Krindlekrax – By Philip Ridley		
 Ruskin Splinter is small and thin, with knock-knees, thick glasses and a squeaky voice. The idea of him taming a dragon makes the whole class laugh. But beneath the dark brocks and cracked pavements of Lizard Street, the mysterious creature, Krindlekrax, lurks in the shadows. When Krindlekrax threatens the very existence of those who live on Lizard Street, it's time for Ruskin to step up and prove he really is the stuff heroes are made of.	**Diary Entry/ blog/ vlog** **Read up to page 41**. Write a recount of your day in the form of a diary or a blog. Encourage increased independence as the children have already written a diary entry this year.	Features of a Diary
	Setting Description **Read up to page 59**. Write a setting description. Describe the cracked streets of Lizard Street and imagine the spectacle of the world below. Encourage children to be creative and think of their own 'Lizard Street' not one prescribed by the teacher.	Features of a Narrative
	Non-chronological Report **Read to page 178**. Write a non-chronological report about crocodiles.	Features of a Non-Chronological Report

Charlotte's Webb – By E.B. White		
 Charlotte's Web is the story of Wilbur the pig and his friendship with Fern Arable, the little girl who adopts him, and his barnyard friends but most importantly, Charlotte the spider. Wilbur, the story's main character, is born the runt of a litter of pigs and thought too weak to live until Fern takes pity on him.	**Diary Entry** **Read up to page 39.** Write a diary entry about your first few weeks on the farm: arriving, friends, escaping to the orchard, meeting Charlotte etc. These events do not have to have occurred in the story. Encourage children to be creative and independent in their thoughts.	Features of a Diary
	Non-Chronological Report **Read up to page 62**. Write a non-chronological report about Spiders	Features of a Non-Chronological Report
	Persuasive Leaflet **Read to page 174**. Write a persuasive leaflet about going to the fair. Consider the experiences beyond those outlined in the book; imagine the best funfair possible!	Features of persuasive writing

Film Units		
The Egyptian Pyramids  https://www.youtube.com/watch?v=j6PbonHsqW0	Watch the film 'The Egyptian Pyramids' and imagine the dialogue that could happen between the camel and the archaeologist. Once the children are confident with how to punctuate dialogue, they should plan and write their own narrative where a person has encountered an animal in the wild. *The focus for this unit is dialogue. Only move on to writing and planning a narrative about an animal interaction once the children can demonstrate they know how to write and punctuate dialogue.*	Features of a Narrative
Ruckus  https://www.youtube.com/watch?v=Ji1KM1BbAyY	Watch the film 'Ruckus' and discuss the crime that was committed - the stealing of the jewel. Recap the features of a newspaper report and ask the children to think of a different crime that may have been committed (refrain from any gruesome crimes). Children write their own newspaper report based on a different crime. This is a chance for the children to develop their independence.	Features of a Newspaper Report
Marshmallow  https://www.youtube.com/watch?v=GwXFVqKuH-w	Watch the film 'Marshmallow'. Ask the children to plan a different encounter with a strange creature in a different setting. Children should use what they have learnt from the character descriptions, setting descriptions and dialogue lessons to write a short story that includes this encounter. Encourage independence and creativity.	Features of a Narrative

Curriculum Writing			
Term	**Curriculum Link**	**Writing**	**Features**
Term 1	Geography (Mountains, Volcanos and Earthquakes)	Children write a **non-chronological** report on **Mountains, volcanos and Earthquakes.**	Features of a Non-Chronological Report
Term 2	History (Prehistoric Life)	Children write an **explanation** text about **prehistoric life from the stone age through to the iron age.**	Features of an Explanation Text
Term 3	DT (Nutrition)	Write a **recipe** for one of the food items that the children made as part of their DT unit Link to and build from **the instruction** writing taught in term 1	Features of Instructions
Term 4	History (Ancient Egyptians)	Children write **instructions** on how to mummify a body. Link to and build from the instruction writing taught in term 1 and 3.	Features of Instructions
Term 5	Geography (Rivers)	Children write an **explanation** text about **rivers** and their importance to human life.	Features of an Explanation Text