



Bowdon Church School English Overview - Year 3

Autumn

Class novel and core texts:

The Iron Man by Ted Hughes



The Wild Robot by Peter Brown



The Tale Of Despereaux by Kate DiCamillo (2025)



Rama & Sita



Wisp by Zana Frailon



The Boy at the Back of the Class by Onjali Q Rauf



Planet Greta



Plus resources from [Black History Month 2024 - BBC](#)
Plus work on [Remembrance Day](#).

Spring

Class novel and core texts:

The Wild Way Home
by Sophie Kirtley



Stone Age Boy by Satoshi Kitamura



The Promise by Nicola Davies



Impossible Creatures
by Katherine Rundell



The Magic Paintbrush by Julia Donaldson



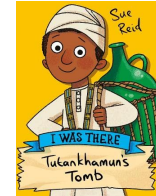
World Book Day whole-school text - changes annually. In recent years:



Summer

Class novel and core texts:

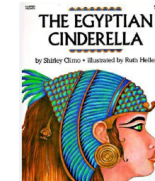
I was there:
Tutankhamun's Tomb



Tutankhamun's Treasure



The Egyptian Cinderella by Shirley Climo



The Last Bear
by Hannah Gold



Varmints by Helen Ward



In addition to our core texts, we use mixed fiction and nonfiction extracts and poetry for whole class guided reading (WCGR) & home learning, to explicitly build vocabulary, literary criticism skills (including knowledge of literary devices), cultural capital and knowledge of the world.

Poetry:

Poems about reading & poetry, for example:

I opened a book by Julia Donaldson

Cool Addiction by Chris Zetter

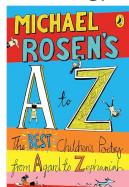
I don't like Poetry by Joshua Seigal

Christmas and seasonal poems, for example:

Twas the Night Before Christmas by Clement Clarke Moore

Talking Turkeys by Benjamin Zephaniah

Anthology:



A-Z of Poetry by Michael Rosen

[National Poetry Day](#) poetry focus

Poetry:

Poems to perform, for example:

From a Railway Carriage by Robert Louis Stevenson

The Door by Miroslav Holub

The Sound Collector by Roger McGough

Please, Mrs. Butler - Alan Alberg

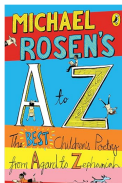
Walking with my Iguana by Brian Moses

Spring & Easter themed poems, for example:

Daffodils by William Wordsworth

Child's Song in Spring by E. Nesbit

Anthology:



A-Z of Poetry by Michael Rosen

Poetry:

Classic poetry, for example:

Ozymandias by Percy Bysshe Shelley

Ozymandias by Horace Smith

(compare & contrast)

The Owl & the Pussycat by Edward Lear

Nonsense poetry, for example:

Jabberwocky by Lewis Carroll

The Pobble with no Toes - Edward Lear

Anthology:



A-Z of Poetry by Michael Rosen

<p>Writing tasks: Fiction/narrative: Writing inspired by <i>The Iron Man</i> Descriptive, non-fiction & poetry writing inspired by <i>Wisp</i> Retelling of <i>Rama & Sita</i> <i>The Christmas Story</i>, told for different audiences and purposes (RE)</p> <p>Non-fiction: Burst writing (blurb) for <i>The Wild Robot</i> Instructions Recipe writing Directions</p> <p>Poetry: Study of poetic form and device usage including alliteration, similes, adjectives, adverbs, onomatopoeia Refuge poetry Firework poetry</p> <p>Handwriting baseline Proofreading and editing</p>	<p>Writing tasks: Fiction/narrative: <i>Stone Age Boy</i> sequel Narrative writing inspired by <i>The Magic Paintbrush</i></p> <p>Non-fiction: Explanation text - brochure guide to <i>Stone Age Skara Brae</i> World Book Day writing TBC (spoken assessment)</p> <p>Ongoing handwriting focus Proofreading and editing</p>	<p>Writing tasks: Fiction/narrative: <i>Egyptian Cinderella</i> inspired myth story. <i>The Last Bear</i> inspired - adventure story Writing assessment using picture stimulus Year 4 transition writing task</p> <p>Non-fiction: Howard Carter Diary writing <i>The Lighthouse</i> newspaper report</p> <p>Poetry: Child-led: write a poem and perform it (spoken assessment)</p> <p>Ongoing handwriting focus Proofreading and editing</p>
<p>Spelling:</p> <ul style="list-style-type: none"> ● Revision of Y2 common & exception words ● RWi Orange Words ● Adding the prefixes dis-, in- & im- ● Learning to use a dictionary & thesaurus ● RWi Spelling Units 1, 2, 3 & 4 ● Adding the suffix -ous ● Adding the suffix -ly ● Words ending in -ture ● Y3/4 statutory words ● RWi Tests 1 & 2 ● Dictionary & thesaurus work (ongoing) 	<p>Spelling:</p> <ul style="list-style-type: none"> ● RWi Spelling Units 5 & 6 ● Homophones ● Adding -ation to verbs to form nouns. ● Words with the c sound spelt ch ● RWi Spelling Units 7, 8 & 9 ● Words with the sh sound spelt ch ● Short i sound spelt y ● Adding the Suffix -ious ● Y3/4 statutory words ● RWi Tests 3 & 4 ● Dictionary & thesaurus work (ongoing) 	<p>Spelling:</p> <ul style="list-style-type: none"> ● RWi Spelling Units 10, 11 & 12 ● Adding the suffix -ian ● Adding the prefix re- ● RWi Spelling Units 13 & 14 & Revision ● Adding the prefix anti- ● Adding the prefix super- ● Adding the prefix sub- ● Y3/4 statutory words ● RWi Tests 5 & 6 ● Dictionary & thesaurus work (ongoing)

<p>Punctuation and grammar:</p> <ul style="list-style-type: none"> ● Parts of speech - verbs (including imperative), nouns (singular & plural), adjectives, adverbs ● Sentences & phrases ● Poetic devices - alliteration, simile, metaphor, onomatopoeia ● Subjects & verbs ● Question & exclamation marks ● Past & present verbs ● Paragraphs <p>GPS is also taught responsively as part of our writing Whole Class Feedback pedagogy.</p>	<p>Punctuation and grammar:</p> <p>Revision of taught content, plus:</p> <ul style="list-style-type: none"> ● Pronouns ● Main & subordinate clauses ● Types of conjunctions ● Homophones ● Prefixes & suffixes ● Direct speech ● Organisational devices including headings and subheadings ● Prepositions <p>GPS is also taught responsively as part of our writing Whole Class Feedback pedagogy.</p>	<p>Punctuation and grammar:</p> <p>Revision of taught content, plus:</p> <ul style="list-style-type: none"> ● Apostrophes for contraction and possession ● Using commas ● Fronted adverbials ● Comparative & superlative adjectives ● Consonants and vowels (linked to 'a' or 'an' determiners) ● Determiners (a, an) ● Word families <p>GPS is also taught responsively as part of our writing Whole Class Feedback pedagogy.</p>
<p>Oracy/drama/spoken language:</p> <ul style="list-style-type: none"> ● Reading aloud: choral reading, echo reading ● Developing our storyteller voices when reading to each other or to the class ● Speaking in scholar sentences ● Show and Tell ● National Poetry Day poetry recitations ● Vision group hustings (every other year) ● Performing poems ● Performance of <i>Snow White</i> (M&M Theatre Productions) 	<p>Oracy/drama/spoken language:</p> <p>As Autumn plus:</p> <ul style="list-style-type: none"> ● Class assemblies ● Debate - FairTrade ● World Book day performances of writing 	<p>Oracy/drama/spoken language:</p> <p>As Autumn plus:</p> <ul style="list-style-type: none"> ● Retelling of <i>The Egyptian Cinderella</i> ● Debate - was it good or bad for Roldopis to marry the Pharaoh? ● History - HC opening Tutankhamun's tomb ● Performing poems ● Debate RE 'Rules for Living'
<p>Reading for Pleasure & Home Learning:</p> <ul style="list-style-type: none"> - All children have a class reading book, from a reading scheme, which is matched to their current reading ability - All children visit our library to choose a book to take home - It is our expectation that children read at home for a minimum of 15 minutes per day - English homework may take the form of reading, writing or research tasks - We visit our local libraries - Personal reading time in class 		