

Year 3 English Curriculum Overview 2026 - 27

We have reviewed our English curriculum in line with the National Curriculum, Ofsted English Research and Review document and the DFE Writing Framework. This is also linked to the St Ann's Oracy Document

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts						
Writing Outcomes	Setting Description	Diary	Setting Description	Setting Description	Letter	Letter
	Riddles	Letter	Dialogue	Letter	Diary	Diary
	Diary	Setting Description	Instructions	Information Text Inc Persuasion	Setting Description	Persuasive Invite
	Letter	Fantasy Story			Adventure Story	
Writing – Transcription	use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

	increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
Writing – Composition	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 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	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas discussing and recording ideas composing and rehearsing sentences orally (including dialogue),	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 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	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 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	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 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	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 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

	Assessing the effectiveness of their own writing proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	progressively building a varied and rich vocabulary and an increasing range of sentence structures Assessing the effectiveness of their own writing proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] Assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	in non-narrative material, using simple organisational devices [for example, headings and sub-headings] Assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	organising paragraphs around a theme in narratives, creating settings, characters and plot 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 proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	in narratives, creating settings, characters and plot 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 proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
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Writing – vocabulary, grammar and punctuation	extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for	extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Using fronted adverbials using commas after fronted adverbials using the possessive apostrophe with plural nouns	extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Using fronted adverbials using commas after fronted adverbials Use of the forms a or an according to whether the next word begins with a consonant
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	using conjunctions, adverbs and prepositions to express time and cause Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]	clarity and cohesion and to avoid repetition using fronted adverbials using the possessive apostrophe with plural nouns using and punctuating direct speech	using conjunctions, adverbs and prepositions to express time and cause using and punctuating direct speech Formation of nouns using a range of prefixes [for example super–, anti–, auto–]	Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Introduction to paragraphs as a way to group related material	using conjunctions, adverbs and prepositions to express time and cause using and punctuating direct speech Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Introduction to paragraphs as a way to group related material	or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
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Non – Negotiables	Embed Year 2 Non – Negotiables To use conjunctions of time (later, once, soon)	To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition To use simple fronted adverbials of time and place e.g. one morning, in the garden etc.	To use subordinating conjunctions ‘although’, ‘as’ ‘while’ To use apostrophe for possession (singular)	To use and punctuate direct speech To proof-read for spelling and punctuation errors (guided by teacher and in small, guided groups if needed)	To use paragraphs to order ideas To assess the effectiveness of their own and others’ writing and suggesting improvements proposing changes to grammar and vocabulary (use of AIR and adult direction to support this)	To use the diagonal and horizontal strokes that are needed to join letters To use commas after fronted adverbials
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