Autumn Term

Spring Term

Summer Term

Jane Considine Education

Unit plans included in the Jane Considine English Unit Plan Subscription

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UNIT PLAN TITLE Books

Year 3

National Curriculum Coverage

NATIONAL CURRICULUM IN ENGLAND STATUTORY REQUIREMENTS		NARRATIVE													NON-FICTION								POETRY		
		THE MAGIC PAINTBRUSH	FLOOD	STONE AGE BOY	THE TRUE STORY OF THREE LITTLE PIGS	THE BLUE UMBRELLA	THESEUS AND THE MINOTAUR	STAR IN THE JAR	THE HAPPY PRINCE	THE SECRET OF BLACK ROCK	WOLVES IN THE WALLS	THE INCREDIBLE BOOK EATING	WISP: A STORY OF HOPE	THE LAST BEAR	ILIONA	EARTHQUAKES	STREET BENEATH MY FEET	HOW A ROBOT DOG WORKS	SKARA BRAE	MY STRONG MIND	CHRISTMAS DESSERT SOCIAL POST	SKELETONS AND MUSCLES	I ASKED THE LITTLE BOY WHO COULDN'TSEE	AUTUMN IS HERE	THE COLOUR COLLECTOR
SPOKEN LANGUAGE	Pupils should be taught to ask relevant questions to extend their understanding and knowledge.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SPOKEN LANGUAGE	Pupils should be taught to use relevant strategies to build their vocabulary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SPOKEN LANGUAGE	Pupils should be taught to articulate and justify answers, arguments and opinions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
SPOKEN LANGUAGE	Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
SPOKEN LANGUAGE	Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
SPOKEN LANGUAGE	Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SPOKEN LANGUAGE	Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SPOKEN LANGUAGE	Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SPOKEN LANGUAGE	Pupils should be taught to gain, maintain and monitor the interest of the listener(s).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SPOKEN LANGUAGE	Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
SPOKEN LANGUAGE	Pupils should be taught to select and use appropriate registers for effective communication.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
WRITING COMPOSITION	Pupils should be taught to write sentences by saying out loud what they are going to write about.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
WRITING COMPOSITION	Pupils should be taught to write sentences by composing a sentence orally before writing it.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
WRITING COMPOSITION	Pupils should be taught to write sentences by sequencing sentences to form short narratives.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						✓					
WRITING COMPOSITION	Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
WRITING COMPOSITION	Pupils should be taught to discuss what they have written with the teacher or other pupils.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
WRITING COMPOSITION	Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
WORD	Formation of nouns using a range of prefixes [for example super–, anti–, auto–]		✓			✓		✓		✓		✓							✓						
WORD	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]		✓		✓					✓	✓					✓									
WORD	Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]			✓	✓			✓				✓													
SENTENCE	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓							
SENTENCE	Adverbs [for example, then, next, soon, therefore]	✓			✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓		✓					
SENTENCE	Prepositions [for example, before, after, during, in, because of]	✓	✓	✓		✓	✓	✓	✓		✓	✓			✓	✓	✓								
TEXT	Introduction to paragraphs as a way to group related material									✓			✓	✓	✓	✓	✓	✓	✓						
TEXT	Headings and sub-headings to aid presentation													✓	✓	✓	✓	✓	✓	✓	✓				
TEXT	Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]				✓		✓		✓						✓	✓									
PUNCTUATION	Introduction to inverted commas to punctuate direct speech	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓								