

# Year 3 English Long Term Overview 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	<p>Autumn 1a</p> <p><b>Book: The Iron Man</b></p> <p><b>Narrative:</b> Approach Threat Narrative</p> <p><b>Purpose:</b> To Narrate</p>	<p>Autumn 2a</p> <p><b>Book: Fox</b></p> <p><b>Narrative:</b> Fable Narrative</p> <p><b>Purpose:</b> To Narrate</p>	<p>Spring 1a</p> <p><b>Book: Rhythm of the Rain</b></p> <p><b>Narrative:</b> Setting Narrative</p> <p><b>Purpose:</b> To Narrate</p>	<p>Spring 2a</p> <p><b>Book: Jemmy Button</b></p> <p><b>Narrative:</b> Return Narrative</p> <p><b>Purpose:</b> To Narrate</p>	<p>Summer 1a</p> <p><b>Book: Egyptology</b></p> <p><b>Narrative:</b> Egyptian Mystery Narrative</p> <p><b>Purpose:</b> To Narrate</p>	<p>Summer 2a</p> <p><b>Book: Into the Forest</b></p> <p><b>Narrative:</b> Lost Narrative</p> <p><b>Purpose:</b> To Narrate</p>
	<p>Autumn 1b</p> <p><b>Book: The Iron Man</b></p> <p><b>Explanation:</b> Trap Explanation</p> <p><b>Purpose:</b> To explain</p>	<p>Autumn 2b</p> <p><b>Book: Fox</b></p> <p><b>Information:</b> Foxes Information Report</p> <p><b>Purpose:</b> To inform</p>	<p>Spring 1b</p> <p><b>Book: Rhythm of Rain</b></p> <p><b>Recount:</b> River</p> <p><b>Information:</b> Leaflet</p> <p><b>Purpose:</b> To inform</p>	<p>Spring 2b</p> <p><b>Book: Jemmy Button</b></p> <p><b>Information:</b> Letters</p> <p><b>Purpose:</b> To Recount</p>	<p>Summer 1b</p> <p><b>Book: Egyptology</b></p> <p><b>Information:</b> Secret Diary</p> <p><b>Purpose:</b> To Recount</p>	<p>Summer 2b</p> <p><b>Book: Into the Forest</b></p> <p><b>Recount:</b> Newspaper Report</p> <p><b>Purpose:</b> To Recount</p>
<b>Grammar word</b>	<p>Build on previous year &amp; focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- Use of the forms 'a' or 'an'</p>	<p>Build on previous units &amp; focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- un- -dis -mis -im -in Use of the forms a or an when next word starts with a consonant or a vowel Adverbs ending in -ly</p>	<p>Build on previous units &amp; focus on: Use of the forms a or an when next word starts with a consonant or a vowel</p>	<p>Build on previous units &amp; focus on: Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning</p>	<p>Build on previous units &amp; focus on: Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning</p>	<p>Build on previous units &amp; focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis- , in- , dis- , un-) Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning</p>

<p><b>Grammar</b></p> <p><b>Sentence</b></p>	<p>Build on previous year &amp; focus on: Expressing time, place and cause using conjunctions e.g. when, before, after, while, so, because, if, although Learn how to use subordination (reinforce from Y2) Expressing time, place and cause using adverbs e.g. then, there, soon, after Expressing time, place and cause using prepositions e.g. before, during, after, in Use expanded noun phrases for description and specification</p>	<p>Build on previous units &amp; focus on: Expressing time, place and cause using prepositions, e.g. before, after, during, in Use a wider range of conjunctions, e.g. when, if, because, although</p>	<p>Build on previous units &amp; focus on: Expressing time, place and cause using prepositions e.g. before, after, during, in, because, of Expressing time, place and cause using adverbs e.g. then, next, soon, therefore Use a wider range of conjunctions, e.g. when, if, because, although</p>	<p>Build on previous units &amp; focus on: Expressing time, place and cause using prepositions e.g. before, after, during, in, because, of Expressing time, place and cause using adverbs e.g. then, next, soon, therefore Use a wider range of conjunctions, e.g. when, if, because, although</p>	<p>Build on previous units &amp; focus on: Expressing time, place and cause using adverbs e.g. then, next, soon, therefore Expressing time, place and cause using prepositions e.g. before, after, during, in, because of</p>	<p>Build on previous units &amp; focus on: Expressing time, place and cause using adverbs e.g. then, next, soon, therefore Expressing time, place and cause using prepositions e.g. before, after, during, in, because of</p>
<p><b>Grammar</b></p> <p><b>Text</b></p>	<p>Build on previous year &amp; focus on:</p>	<p>Build on previous units &amp; focus on: Present perfect form of verbs in contrast to the simple past</p>	<p>Build on previous units &amp; focus on: Introduction to paragraphs as a way to group related material Present perfect form of verbs in contrast to the simple past</p>	<p>Build on previous units &amp; focus on: Present perfect form of verbs in contrast to the simple past</p>	<p>Build on previous units &amp; focus on: Headings and sub-headings to aid presentation</p>	<p>Build on previous units &amp; focus on: Present perfect form of verbs Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation</p>
<p><b>Grammar</b></p> <p><b>Punctuation</b></p>	<p>Reinforce from Year 2: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Use commas to separate items in a list</p>	<p>Reinforce from Year 2: Commas to separate items in a list Apostrophes to mark singular possession in nouns Inverted commas to punctuate direct speech</p>	<p>Build on previous units &amp; focus on: Apostrophes to mark singular possession in nouns Learn how to use commas to separate items in a list</p>	<p>Build on previous units &amp; focus on: Inverted commas to punctuate direct speech</p>	<p>Build on previous units &amp; focus on: Inverted commas to punctuate direct speech</p>	<p>Build on previous units &amp; focus on: Inverted commas to punctuate direct speech</p>

**Terminology  
for pupils**

preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas