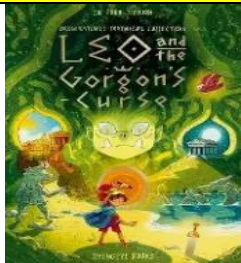
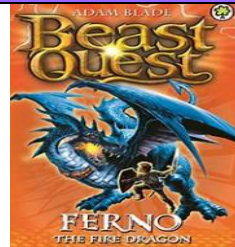


Books and Text Types Overview: Epping 2025-2026

	Autumn term		Spring term		Summer term	
Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
	Final written outcome Diary entry	Final writing outcome Letters	Final writing outcome Narrative – Adventure	Final writing outcome Non-chronological report / Explanation	Final writing outcome Narrative – Portal adventure	Final writing outcome Non-chronological report
	Incidental writing opportunities: <ul style="list-style-type: none"> Identifying author's use of language Diary Character description Setting description 	Incidental writing opportunities: <ul style="list-style-type: none"> Diary Character description of Blue/Leaf Letters Top tips advice sheet Shades of meaning – emotion words Show not tell character description 	Incidental writing opportunities: <ul style="list-style-type: none"> Character descriptions Setting descriptions Diary Dialogue Top Trumps cards for monsters/objects 	Incidental writing opportunities: <ul style="list-style-type: none"> Fact files Instructions – how to survive a volcano eruption Explanation – why a volcano erupts Quiz Recount of an eruption – news report style 	Incidental writing opportunities: <ul style="list-style-type: none"> Dialogue Setting descriptions Letters to the author Character description – show not tell Persuasive writing – advert for the citadel, let me into the city 	Incidental writing opportunities: <ul style="list-style-type: none"> Top trumps cards Character description Practice present perfect – what the beast has done Hunter's guide to finding ____ beast Field log (diary)

Year 3 – English Overview

Topic	Autumn 1		Autumn 2	
Book	The lion inside by Rachel Bright		Blue by Britta Teckentrup / Leaf by Sandra Dieckmann	
Text Type	Narrative - Historical	Incidental writes	Letters	Incidental writes
Text Features	<ul style="list-style-type: none"> • Use small details to describe characters • Include a setting to create atmosphere • Sequence of events to follow the structure of the model story • Write an opening paragraph and further paragraphs for each stage • Create dialogue between characters that shows their relationship with each other • Use 3rd person consistently • Use tenses appropriately 	<ul style="list-style-type: none"> • Recount • Identifying author's use of language • Diary • Character description • Setting description 	<ul style="list-style-type: none"> • Write in the 1st person • Use contractions e.g. I'm writing to you • Provide detail through use of prepositions to express time, place and cause • Choose sentence forms to address the reader directly • Vary tenses • Use layout features including an date, introductory paragraph and further paragraphs in order, suitable closing 	<ul style="list-style-type: none"> • Diary • Character description of Blue/Leaf • Letters • Top tips advice sheet • Shades of meaning – emotion words • Show not tell character description
Grammar	<ul style="list-style-type: none"> • Use expanded noun phrases to describe and specify (Y2) • Use conjunctions to express time, place and cause (when, before, after, while, so because) • Group related ideas into paragraphs 		<ul style="list-style-type: none"> • Use prepositions to express time, place and cause • Group related ideas into paragraphs • Use the present perfect form of verbs in contrast to the past tense • Build a varied and rich vocabulary 	
Punctuation	<ul style="list-style-type: none"> • Use inverted commas to punctuate direct speech 		<ul style="list-style-type: none"> • Use apostrophes for the singular possessive (Y2) 	
Composition	<ul style="list-style-type: none"> • Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas • Compose and rehearse sentences orally • In narratives, create settings, characters and plot • Assess the effectiveness of own and others' writing • Propose changes to grammar and vocabulary to improve consistency • Proof-read for spelling and punctuation errors 		<ul style="list-style-type: none"> • Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas • Compose and rehearse sentences orally • Build an increasing range of sentence structures • Propose changes to grammar and vocabulary to improve consistency • Proof-read for spelling and punctuation errors • Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear 	
Spelling				

Topic	Spring 1		Spring 2	
Book	Leo and the Gorgon's Curse by Jo Todd-Stanton		Volcanoes by DK	
Text Type	Narrative – Adventure	Incidental writes	Non-chronological report /Explanation	Incidental writes
Text Features	<ul style="list-style-type: none"> Sequence of events to follow the structure of the model story Write an opening paragraph and further paragraphs for each stage Create dialogue between characters that shows their relationship with each other Build excitement and tension Use small details to describe characters Include a setting to create atmosphere Powerful, evocative language for settings and characters Powerful and varied verbs for action 	<ul style="list-style-type: none"> Character descriptions Setting descriptions Diary Dialogue Top Trumps cards for monsters/objects 	<ul style="list-style-type: none"> Use specific e.g. fruit bats, and some technical vocabulary e.g. nocturnal, mammal Use description to compare and contrast e.g. bats are one of the smallest mammals Write in present tense (except historic reports) Use layout features e.g. questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas, diagrams Use language to explain a process or how something works Use words/phrases to make sequential, causal or logical connections e.g. because, as a result 	<ul style="list-style-type: none"> Fact files Instructions – how to survive a volcano eruption Explanation – why a volcano erupts Quiz Recount of an eruption – news report style
Grammar	<ul style="list-style-type: none"> Use adverbs to express time, place and cause Use prepositions to express time, place and cause Use a or an according to whether the next word begins with a vowel or consonant 		<ul style="list-style-type: none"> Use conjunctions to express time, place and cause (when, before, after, while, so because) Group related ideas into paragraphs Build a varied and rich vocabulary 	
Punctuation	<ul style="list-style-type: none"> Use inverted commas to punctuate direct speech 		<ul style="list-style-type: none"> Use the range of Y2 punctuation accurately 	
Composition	<ul style="list-style-type: none"> Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Compose and rehearse sentences orally Build an increasing range of sentence structures In narratives, create settings, characters and plot Assess the effectiveness of own and others' writing Propose changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors 		<ul style="list-style-type: none"> Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Compose and rehearse sentences orally Build an increasing range of sentence structures In non-narrative material, use simple organisational devices Assess the effectiveness of own and others' writing Propose changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear 	
Spelling				

Topic	Summer 1		Summer 2	
Book	Journey by Aaron Becker		Beast Quest: Ferno the Fire Dragon by Adam Blade	
Text Type	Narrative – Portal Fantasy	Incidental writes	Non-chronological report	Incidental writes
Text Features	<ul style="list-style-type: none"> • Use small details to describe characters • Include a setting to create atmosphere • Very clear and detailed description to help the reader imagine • Use imagery for description • A strong plot with fantastical elements • Sequence of events to follow the structure of the model story • Write an opening paragraph and further paragraphs for each stage • Create dialogue between characters that shows their relationship with each other • Use 3rd person consistently • Use tenses appropriately 	<ul style="list-style-type: none"> • Dialogue • Setting descriptions • Letters to the author • Character description – show not tell • Persuasive writing – advert for the citadel, let me into the city 	<ul style="list-style-type: none"> • Use specific e.g. fruit bats, and some technical vocabulary e.g. nocturnal, mammal • Use description to compare and contrast e.g. bats are one of the smallest mammals • Write in present tense (except historic reports) • Use layout features e.g. questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas, diagrams 	<ul style="list-style-type: none"> • Top trumps cards • Character description • Practice present perfect – what the beast has done • Hunter's guide to finding ____ beast • Field log (diary)
Grammar	<ul style="list-style-type: none"> • Use the progressive form of verbs in the present and past tense (Y2) • Use expanded noun phrases to describe and specify (Y2) • Use adverbs to express time, place and cause • Use prepositions to express time, place and cause 		<ul style="list-style-type: none"> • Use the present perfect form of verbs in contrast to the past tense • Form nouns with a range of prefixes 	
Punctuation	<ul style="list-style-type: none"> • Use inverted commas to punctuate direct speech 		<ul style="list-style-type: none"> • Use apostrophes for the singular possessive (Y2) 	
Composition	<ul style="list-style-type: none"> • Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas • Compose and rehearse sentences orally • Build an increasing range of sentence structures • In narratives, create settings, characters and plot • Assess the effectiveness of own and others' writing • Propose changes to grammar and vocabulary to improve consistency • Proof-read for spelling and punctuation errors 		<ul style="list-style-type: none"> • Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas • Compose and rehearse sentences orally • Build an increasing range of sentence structures • In non-narrative material, use simple organisational devices • Assess the effectiveness of own and others' writing • Propose changes to grammar and vocabulary to improve consistency • Proof-read for spelling and punctuation errors • Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear 	
Spelling				

