

Year 3 English Curriculum Map

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key texts	Charlie and the chocolate factory - Roald Dahl <i>Fairy tale</i>	Around the World in 80 days - Jules Verne <i>Adventure</i>	Iron Man - Ted Hughes <i>Science Fiction</i>	Macbeth - William Shakespeare <i>Tragedy - Play</i>	The Accidental Prime Minister <i>Comedy</i>	Alice and Wonderland - Lewis Carroll <i>Fantasy</i>
Supplementary texts	Smart about chocolate - Sandra Markle	Stone Age - Klint Janulis (Non-fiction)	Atlases	Secrets of Stone Henge - Mick Manning	Mapping coasts - Louise Spilsbury	Forces and Magnets - Peter Riley
Poetry focus	Clerihews		Limerick		Free Verse	
Genre coverage	Genre: Writing to describe: Character and setting description Writing to inform: Explanation text (bean to chocolate bar)	Genre: Writing to entertain: Narrative Writing to entertain: Diary personal account linked to book	Genre: Writing to entertain: Narrative Writing to inform: Newspaper	Genre: Writing to inform: Biographies Writing to entertain: Play scripts	Genre: Writing to entertain: Narrative Writing to persuade: Letter	Genre: Writing to persuade: Advert (tea party) Writing to describe: Diary Writing
Writing - Handwriting (transcription)	Forms all lowercase and uppercase letters correctly and use the diagonal and horizontal strokes needed to join letters. Understand which letters, when adjacent to one another, are best left un-joined. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters.	Forms all lowercase and uppercase letters correctly and use the diagonal and horizontal strokes needed to join letters. Understand which letters, when adjacent to one another, are best left un-joined. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters.	Show increased consistency in using diagonal and horizontal strokes to join all letters bar those best left un-joined (when adjacent to one another).	Show increased consistency in using diagonal and horizontal strokes to join all letters bar those best left un-joined (when adjacent to one another).	Show increased consistency in using diagonal and horizontal strokes to join all letters bar those best left un-joined (when adjacent to one another).	To use a neat, joined handwriting style with increased accuracy and speed.
Writing - Composition	Planning: -Discuss writing that is similar to the writing that they are planning in order to understand and learn from the structure, vocabulary and grammar -Consider what they are going to write before beginning by planning, writing ideas/key words, new vocabulary, encapsulating what they want to say sentence by sentence. Drafting: -Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures -Paragraphs as a way to group material -Create settings, characters and plots Evaluating and editing -Assess the effectiveness of their own and other's writing suggesting improvements					

	-Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns -Proof-read for spelling and punctuation errors -Read aloud what they have written with appropriate intonation to make the meaning clear.					
<u>Grammar & Punctuation</u>	Year 2 recap: Expanded noun phrases. Statement, question, exclamation, command sentences. Correctly punctuated. Compound, suffix Adjective, adverb, verb Tense – past and present. Apostrophe, comma. Forming nouns using prefixes. Time conjunctions to start sentences. Identification of main clause. Subordinate clause.	Forming nouns using prefixes. Time conjunctions to start sentences. Identification of main clause. Subordinate clause. Identification of consonant, consonant letter vowel, vowel letter. Correcting sentences using <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel. Adding prefix and suffix to root words.	Identification of consonant, consonant letter vowel, vowel letter. Correcting sentences using <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel. Adding prefixes and suffixes to root words. Identification of word families Expressing time, place and cause with conjunctions. Paragraphs to aid presentation. Identification of present perfect verbs instead of simple past.	Identification of word families Expressing time, place and cause with conjunctions. Paragraphs to aid presentation. Identification of present perfect verbs instead of simple past. Inverted commas to punctuate direct speech. Headings to group related material. Express time, place and cause with adverbs. Creating word families based on a root word. Formation of nouns using a range of prefixes.	Inverted commas to punctuate direct speech. Headings to group related material. Express time, place and cause with adverbs. Creating word families based on a root word. Formation of nouns using a range of prefixes. Express time, place and cause using prepositions. Subheadings to aid presentation. Formation of nouns using a range of more complex prefixes. Accurate use of first and third person. Extend a range of sentences with more than one clause by using a wider range of conjunctions – when, if, because, although.	Consolidation of all year 3 expectations: Formation of nouns using a range of more complex prefixes. Consistently uses an <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel. Confidently understands word families based on common words, showing how words are related in form and meaning. Express time, place and cause using prepositions, conjunctions and adverbs that are more complex. Confidently and accurately uses paragraphs, headings and subheadings in writing. Accurate use of first and third person. Accurately and consistently uses commas to punctuate direct speech. Extend a range of sentences with more than one clause by using a wider range of subordination.
<u>Statutory terminology for pupils.</u>	Preposition, conjunction Word family, prefix Clause, subordinate clause Direct speech Consonant, consonant letter vowel, vowel letter Inverted commas (or 'speech marks').					
<u>Word reading and spelling</u>	Words with the long /ai/ sound spelt with ei. Words with the long /ai/ sound spelt with ey. Words with the long /ai/ sound spelt with ai. Words with /ur/ sound spelt with ear. Homophones & near homophones.	Creating adverbs using the suffix -ly (no change to root word) Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable) Creative adverbs using the suffix -ly (root word ends in 'le') Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al') Statutory spelling challenge words	Words with short /i/ sound spelt with 'y' Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable – DO NOT double the consonant) Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable – double the final consonant) Creative negative meanings using prefix mis-	Homophones & near homophones Adding the prefix bi- (meaning 'two' or 'twice') Adding the prefix re- (meaning 'again' or 'back') Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'. Words with a /sh/ sound spelt with 'ch' Statutory spellings challenge words	Words ending in -ary. Words with a short /u/ sound spelt with 'o' Words with a short /u/ sound spelt with 'ou' Word families based on common words, showing how words are related in form and meaning.	Words ending in the suffix -al Words ending with an /zhuh/ sound spelt with 'sure' Words ending with a /chuh/ sound spelt with 'ture' Silent letters revision.

			Creating negative meanings using prefix dis- Words with a /k/ sound spelt with 'ch'.			
<u>Comprehension</u> <u>Comprehension</u> <u>Reading friends</u> Vocabulary Victor Inference Iggy Predicting Pip Retrieval Rex Summarise Suki Comparing Cassie	<u>Vocabulary:</u> Use dictionaries to check the meaning of words that they have read (with support if needed). -Discuss their understanding and explain the meaning of words in context (with support). -Begin discussing words and phrases that capture the reader's interest and imagination. <u>Inference:</u> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions (with some scaffolding). -Ask questions to improve their understanding of a text. Prediction: Predict what might happen from details stated. <u>Retrieval:</u> Answer questions with evidence, extract relevant details from various texts including retrieving and recording information from non-fiction. -Increase their familiarity with a wide range of books, including fairy stories, myths and legends. <u>Summarising:</u> -Identify main ideas drawn from a paragraph and begin summarising. -Retell some fairy stories, myths and legends orally and identifying key events -Check that the text makes sense, discussing understanding with support. <u>Compare:</u> -Identify how language, structure and presentation contribute to meaning (with support). -Begin identifying themes and conventions in a range of books. -Read books that are structure in different and read for a range of purposes (with support). -Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -Participate in discussion about both books that are read to them					
<u>National curriculum requirements</u>	<u>NATIONAL CURRICULUM Y3 & Y4</u> <u>Writing - transcription</u> Spelling - see English appendix 1 Pupils should be taught to: use further prefixes and suffixes and understand how to add them - see English appendix 1 spell further homophones spell words that are often misspelt - see English appendix 1 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 2 or 3 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 <u>Handwriting</u> Pupils should be taught to: 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, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] <u>Writing - Composition</u> Pupils should be taught to: plan their writing by: 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 draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 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] evaluate and edit by: 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 proofread for spelling and punctuation errors read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear					

Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

develop their understanding of the concepts set out in English appendix 2 by:

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 clarity and cohesion and to avoid repetition

using conjunctions, adverbs and prepositions to express time and cause

using fronted adverbials

learning the grammar for years 3 and 4 in [English appendix 2]/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)

indicate grammatical and other features by:

using commas after fronted adverbials

indicating possession by using the possessive apostrophe with plural nouns

using and punctuating direct speech

use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading

Reading - Word reading

Pupils should be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1, both to read aloud and to understand the meaning of new words they meet
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

Pupils should be taught to:

develop positive attitudes to reading, and an understanding of what they read, by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than 1 paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

retrieve and record information from non-fiction

participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say