English Curriculum Map: Year 3

Autumn Term

Class Reader(s):
Fantastic Mr Fox
Mr Twit

Lead text	Written Pieces Purpose: Genre	Spoken Language	Reading	Writing (Including Grammar)
I'll take you to Mrs Cole	Stories with a familiar setting	To understand its structure, grammar and vocab	Drawing inferences and justify with evidence	Description of a setting *Prepositions* *Expanded noun phrases*
Fantastic Mr Fox	Stories with a familiar setting	Hot seating	Inferring character's feelings. Predicting what might happen next	Character description Creating a story map Letter writing *Verbs*
Fantastic Mr Fox	Stories with a familiar setting	Participate in discussions Role play fictional character - dialogue	Show understanding through intonation and tone	*Direct speech* Edit and improve Handwriting
The Hippocrump	Poetry	Listen to and discuss a wide range of poetry	Understand how language, structure and presentation contribute to meaning	*Expanded noun phrases* *A or an* *Prepositions* Version of Hippocrump – rhyming couplet, present tense
The Hippocrump	Poetry	Proof read aloud for spelling and punctuation errors	Read own writing aloud using appropriate intonation	Edit and improve poetry Best Write *A or an* *Expanded noun phrase*

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Sport Report **Informal report**	Report writing	use relevant strategies to build their vocabulary	Retrieve and record information from non-fiction Read books that are structured in different ways Understand how language, structure and presentation contribute to meaning	*Conjunctions* *Tense* Identifying report features and structure. Headings/subheadings etc Note making
Sport Report **Informal report**	Report writing	give well-structured descriptions	Read own writing aloud using appropriate intonation Read books that are structured in different ways	*A or an* *Paragraphs* *Conjunction* Dinosaur report – edit and improve Publish writing
Calligram **Shape**	Poetry	Listen to and discuss a wide range of poetry Discuss words and phrases that capture interest and imagination	Show understanding through intonation and tone Understand how language, structure and presentation contribute to meaning	*Adjectives* Write Calligram, Firework poem Similes
At the End of School Assembly **A Sea Creature Ate Our Teacher**	Narrative Poetry	Discuss writing similar To understand its structure, grammar and vocab	Discuss words and phrases that capture interest and imagination	*Powerful verbs* *Adverbs – express time* Poetry comprehension

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Coming Home – Michael Morpurgo	Story telling	Discuss words and phrases that capture interest and imagination	Predicting what might happen from details stated and implied Discuss words and phrases that capture interest and imagination	Present perfect form of verbs Story map Comprehension based on C.H Retelling story Story map – rich language
Coming Home Michael Morpurgo	Narrative Writing		Discuss words and phrases that capture interest and imagination	*Paragraphs, Conjunctions, prepositions, adverbs of time, a/an, present perfect verb form* *Writing story*

DERIC Texts	Spelling Patterns
I'll Take You To Mrs Cole – Nigel Gray Into the Forest – Anthony Brown Farther – Graheme baker Smith The Journey – Francesca Simon Matilda – Roald Dahl Non- fiction - Real Live Dragon – Scholastic Eric Text Bills New Frock Poem – I'm not scared – Karen Baicker Poetry - This is just to say – William Carlos Poetry – How the Sea Became Salty The Coast path The Boy Who Wanted the Shivers	-ing ending -ous ending Sh sound spelt ch Drop y add ied -tion - suffix -ssion - Suffix - Sion - suffix - Cian - suffix Anti –prefix Auto – prefix -sure - suffix S spelt sc Ay spelt ey and ei Spell Its A

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Spring Term

Class Reader(s):

James and the Giant Peach

Lead text/Topic	Written Pieces Purpose: Genre	Spoken Language	Reading	Writing (including Grammar)
Fiction: James and the Giant Peach – Roald Dahl	Entertain: Character Description	Listen and respond appropriately to adults and their peers; ask relevant questions to extend their understanding and knowledge; use relevant strategies to build their vocabulary	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	Apostrophes for contraction; conjunctions; nouns and pronouns for cohesion.
Fiction: James and the Giant Peach	Inform: Newspaper report	Consider and evaluate different viewpoints, attending to and building on the contributions of others; use relevant strategies to build their vocabulary; articulate and justify answers, arguments and opinions	Listen to and discuss a wide range of fiction and non-fiction; read texts that are structured in different ways for a range of purposes; identify how language, structure, and presentation contribute to meaning.	Text structure- newspaper report; organise paragraphs round a theme; commas in lists; conjunctions, adverbs and prepositions for time and cause
Poetry: Array of poetry	Entertain: Performance poetry	Speak audibly and fluently; participate in presentations and performances; gain, maintain and monitor the interest of the listener(s)	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action; discuss words and phrases that capture the reader's interest and imagination; recognise some different forms of poetry; check that the text makes sense to them, discuss their understanding and explain the meaning of words in context	Nouns; antonyms

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Non-Fiction: **Boy Pie** **Mummification instructions**	Instruct: Recipe and Instructions	Gain, maintain and monitor the interest of the listener;use relevant strategies to build their vocabulary	Identify how language, structure, and presentation contribute to meaning; discuss words and phrases that capture the reader's interest and imagination	Text structure – recipe/instructions Imperative verbs; adverbs of time; commas after fronted adverbials; abstract nouns; conjunctions
Fiction: **Gorilla and The Tunnel by Anthony Browne**	Entertain: Adventure Stories	Listen and respond appropriately to adults and their peers; ask relevant questions to extend their understanding and knowledge; use relevant strategies to build their vocabulary	Listening to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; read books that are structured in different ways; identify themes and conventions in a wide range of books; draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence; predict what might happen from details stated and implied	Story structure – plan characters, dilemma, adventure, resolution; paragraphs, conjunctions, inverted commas for speech; nouns and pronouns for cohesion

DERIC Texts	Spelling Patterns
The Dodo Poem Food for thought Alice in Wonderland Extract I opened a book (poem) Here We Are Gorilla Into the Forest Tunnel A recipe for Friendship	Y3 Spellits Contracted forms Prefixes/Suffixes Homophones

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Summer Term

Class Reader(s):

Varjak Paw – to be changed Summer 2023

Viking at School – Jeremy Strong

Lead text/Topic	Written Pieces Purpose: Genre	Spoken Language (Specifics in brackets)	Reading	Writing (Including Grammar)
Non-Fiction: Viking God Information Text Viking God websites (suitable)	Inform: Information Text	Ask relevant questions to extend their understanding and knowledge; participate in discussions, presentations, performances, roleplay/improvisations and debates	Use dictionaries to check the meaning of words that they have read; check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context; ask questions to improve their understanding of a text	Range of sentence structures; varied and rich vocabulary; organise paragraphs around a theme; organisational devices; nouns and pronouns for clarity; conjunctions, adverbs and prepositions for time and cause.
Non-Fiction: Should children wear uniform to school?	Persuade: Debate	Listen and respond appropriately to adults and their peers; articulate and justify answers, arguments and opinions; maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; participate in discussions, presentations, performances, roleplay/improvisations and debates	Identify main ideas drawn from more than one paragraph and summarising these; 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.	Range of sentence structures; varied and rich vocabulary; organise paragraphs around a theme; organisational devices; nouns and pronouns for clarity; conjunctions, adverbs and prepositions for time and cause

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Fiction: **Informal/Formal Letter Writing** **Gregory Cool** **Viking Information Books e.g. DK Eyewitness Vikings**	Entertain: Formal historical fictional letter!	Ask relevant questions to extend their understanding and knowledge; use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Retrieve and record information from non-fiction; ask questions to improve their understanding of a text	Nouns or pronouns for clarity; conjunctions, adverbs and prepositions for time and cause; proofreading
Fiction **Traditional Tales** **Story Map** **Writing** **Thor's Hammer**	Entertain: Traditional Story/Quest Myth	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context; ask questions to improve their understanding of a text; draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; commas after fronted adverbials; apostrophes for possession (singular and plural); direct speech; proofreading
Poetry: **Performance Poetry** **Macavity the Mystery Cat** **Mr Mistofolees**	Entertain: Read poetry aloud	Participate in discussions, presentations, performances, roleplay/improvisations and debates	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action; recognise some different forms of poetry	

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Poetry: **The Bongaloo** **Writing nonsense poetry**	Entertain: Nonsense Poem		Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; discuss words and phrases that capture the reader's interest and imagination; recognise some different forms of poetry	Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures; proofread for spelling and punctuation errors

DERIC Texts	Spelling Patterns
Varjak Paw Gregory Cool The Arrival The Lost Thing Thor and the Giant	Homophones Suffix – ous Silent letters Compound Words Prefix –inter ou words e.g. touch, rough