

St. Mary's CE Primary School

ENGLISH Curriculum Map - Year 3



	Autumn	Spring	Summer
<p>POR TEXTS (Genre focus) Texts may change</p>	<p><u>The Iron Man by Ted Hughes</u></p> <p><u>Gregory Cool</u>, by Caroline Binch</p> <p><u>African Tales: Barefoot Collection</u> by Gcina Mhlophe & Rachel Griffin</p> <p><i>IPC link Aut 1: Bright sparks: electricity</i></p> <p><i>IPC link Aut 2: Island Life</i></p> <ul style="list-style-type: none"> • recounts • dialogue and play scripts • narratives • poetry • stories with familiar settings 	<p><u>The Pebble in My Pocket</u> by Meredith Hooper</p> <p><u>UG: Genius of The Stone Age</u> by</p> <p><i>IPC link Spr 1: Active Planet</i></p> <p><i>IPC link Spr 2: Scavengers and Settlers</i></p> <ul style="list-style-type: none"> • recount • procedure or instruction • narrative • report • explanation • argument and persuasion • poetry • non-fiction 	<p><u>Into the Forest</u> by Anthony Browne</p> <p><u>Fly, Eagle Fly</u> by Christopher Gregorowski</p> <p><i>IPC link Sum 1 & 2: Land, Sea and Sky: Habitats</i></p> <ul style="list-style-type: none"> • recount • narrative • poetry • myths and legends • stories with familiar settings • letter writing • adventure • mystery • information writing • play scripts

<p style="text-align: center;">SPOKEN LANGUAGE</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 		
<p style="text-align: center;">WORD READING</p>	<p>Pupils should be taught to:</p> <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p>	<p>Pupils should be taught to:</p> <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Pupils should be taught to:</p> <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>
<p style="text-align: center;">COMPREHENSION</p>	<p>Pupils should be taught to:</p> <p><i>develop positive attitudes to reading and understanding what they read by:</i></p> <p>listening to and discussing a wide range of</p>	<p>Pupils should be taught to:</p> <p><i>develop positive attitudes to reading and understanding what they read by:</i></p> <p>increasing familiarity with a wide range of</p>	<p>Pupils should be taught to:</p> <p><i>develop positive attitudes to reading and understanding what they read by:</i></p> <p>identify themes and conventions in a wide</p>

	<p>fiction, plays and reference books</p> <p>reading books that are structured in different ways</p> <p><i>understand what they read, in books they read independently, by:</i></p> <p>checking the text makes sense to them and discussing their understanding</p> <p>asking questions to improve their understanding of the text</p> <p>identifying main ideas drawn from more than one paragraph</p> <p>retrieve and record information from non-fiction</p> <p>participate in discussion about both books that are read and those they read themselves , taking turns and listening to what others say.</p>	<p>myths and legends and retelling these orally.</p> <p>Preparing poems to read aloud and to perform showing understanding through intonation, tone, volume and action</p> <p>Recognise different forms of poetry</p> <p><i>understand what they read, in books they read independently, by:</i></p> <p>checking the text makes sense to them and discussing their understanding</p> <p>asking questions to improve their understanding of the text</p> <p>drawing inferences such as inferring characters' feelings and thoughts and motives from their actions</p> <p>identifying main ideas drawn from more than one paragraph</p> <p>participate in discussion about both books that are read and those they read themselves, taking turns and listening to what others say.</p>	<p>range of books</p> <p>discussing words that capture the reader's interest and imagination</p> <p><i>understand what they read, in books they read independently, by:</i></p> <p>checking the text makes sense to them and discussing their understanding</p> <p>asking questions to improve their understanding of the text</p> <p>predicting what might happen from details stated</p> <p>identifying main ideas drawn from more than one paragraph and begin to summarise</p> <p>retrieve and record information from non-fiction</p> <p>Participate in discussion about both books that are read and those they read themselves, taking turns and listening to what others say.</p>
<p>TRANSCRIPTION SPELLINGS</p>	<p>Pupils should be taught to:</p> <p>Revision of work from Years 1 and 2</p> <p>Use prefixes and understand how to add them</p> <p>Use suffixes and understand how to add them</p> <p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far</p>	<p>Pupils should be taught to:</p> <p>Spell homophones</p> <p>Spell regular plurals</p> <p>Use the first two of three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far</p>	<p>Pupils should be taught to:</p> <p>Spell words that are often misspelt</p> <p>Explore word families based on common words</p> <p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far</p>

HANDWRITING	<p>Pupils should be taught to:</p> <p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>understand which letters belong to which writing 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>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.</p>	<p>Pupils should be taught to:</p> <p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Increase the legibility, consistency and quality of handwriting</p> <p>Ensure down strokes are parallel and equidistant</p> <p>Ensure lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>	<p>Pupils should be taught to:</p> <p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Use joined handwriting throughout their independent writing.</p> <p>Increase the fluency of handwriting.</p>
COMPOSITION	<p>Pupils should be taught to:</p> <p><i>Plan their writing by:</i></p> <p>Discussing writing similar to that which they are planning to write</p> <p>Discussing and recording ideas</p> <p><i>Draft and write</i></p> <p>Compose and rehearse sentences orally</p> <p>Build a varied and rich vocabulary into sentences</p> <p>Increase range of sentence structures</p> <p>Create settings</p> <p>Use simple organisations devices when writing a recount</p> <p><i>Evaluate and edit</i></p>	<p>Pupils should be taught to:</p> <p><i>Plan their writing by:</i></p> <p>Discussing writing similar to that which they are planning to write</p> <p>Discussing and recording ideas</p> <p><i>Draft and write</i></p> <p>Compose and rehearse sentences orally</p> <p>Organise paragraphs around a theme</p> <p>Create characters</p> <p>Use simple organisational devices when writing instructions</p> <p><i>Evaluate and edit</i></p> <p>Assess effectiveness of <u>others'</u> writing and suggest improvements</p>	<p>Pupils should be taught to:</p> <p><i>Plan their writing by:</i></p> <p>Discussing writing similar to that which they are planning to write</p> <p>Discussing and recording ideas</p> <p><i>Draft and write</i></p> <p>Compose and rehearse sentences orally</p> <p>Create settings, characters and plot.</p> <p>Use simple organisations devices when writing formal and informal letters and information texts.</p> <p><i>Evaluate and edit</i></p> <p>Assess effectiveness of <u>own</u> and <u>others'</u> writing and suggest improvements</p>

	<p>Assess effectiveness of <u>own</u> writing and suggest improvements</p> <p>Propose changes to vocabulary to improve consistency</p> <p>Proofread for spelling and punctuation errors</p> <p>Read aloud their own writing to a group using appropriate intonation and controlling the tone and volume so the meaning is clear.</p>	<p>Proofread for spelling and punctuation errors</p> <p>Propose changes to grammar to improve consistency</p> <p>Read aloud their own writing to a class using appropriate intonation and controlling the tone and volume so the meaning is clear.</p>	<p>Proofread for spelling and punctuation errors</p> <p>Propose changes to grammar and vocabulary to improve consistency</p> <p>Read aloud their own writing to another class/ assembly using appropriate intonation and controlling the tone and volume so the meaning is clear.</p>
<p>VOCABULARY GRAMMAR AND PUNCTUATION</p>	<p>Pupils should be taught to recognise and use :</p> <p>(Word)</p> <p>Formation of nouns using a range of prefixes</p> <p>(Sentence)</p> <p>Expressing time, place and cause using conjunctions</p> <p>(Text)</p> <p>Sequencing sentences to form short narratives</p> <p>Use of the present perfect form of verbs instead of the simple</p> <p>(Punctuation)</p> <p>Revision of capital letters , full stops, question marks and exclamation marks to demarcate sentences.</p> <p>(Terminology)</p>	<p>Pupils should be taught to recognise and use:</p> <p>(Word)</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel</p> <p>(Sentence)</p> <p>Expressing time, place and cause using adverbs</p> <p>(Text)</p> <p>Correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Introduction to paragraphs as a way to group material</p> <p>(Punctuation)</p> <p>Revision of commas to separate items in a list and apostrophes to mark where letters are missing in spelling and to mark</p>	<p>Pupils should be taught to recognise and use:</p> <p>(Word)</p> <p>Word families based on common words , showing how words are related in form and meaning</p> <p>(Sentence)</p> <p>Expressing time, place and cause using prepositions</p> <p>(Text)</p> <p>Progressive form of verbs in the present and past tense to mark actions in progress.</p> <p>Introduction of heading and subheadings to aid presentation in non-fiction writing.</p> <p>(Punctuation)</p> <p>Range of basic punctuation accurately used within independent writing including inverted commas to punctuate direct</p>

	<p>Revision of Y2</p> <p>Noun, noun phrase, statement, question, exclamation, command, adjective, verb, conjunction, word family, prefix, clause</p>	<p>singular possession in nouns.</p> <p>Introduction to inverted commas to punctuate direct speech</p> <p><i>(Terminology)</i></p> <p>Adverb subordinate clause direct speech consonant letter, vowel letter, comma, inverted commas or 'speech marks', tense (present/past)</p>	<p>speech</p> <p><i>(Terminology)</i></p> <p>preposition direct speech consonant letter, vowel letter, inverted commas or 'speech marks'</p>
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