

# St. Mary's CE Primary School

## ENGLISH Curriculum Map - Year 3



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TEXTS	<b>Seal Surfer</b> by Michael Foreman Dancing Bear by Michael Morpurgo	<b>Winter's Child</b> by Angela McAllister Ice Palace by Robert Swindells	<b>Stone Age Boy</b> by Satoshi Kitamura The Iron Man by Ted Hughes	<b>Big Blue Whale</b> by Nicola Davies This Morning I Met a Whale by Michael Morurgo	<b>Journey</b> by Aaron Becker Tilly Mint Tales by Berlie Doherty	<b>Zeraffa Giraffa</b> by Dianne Hofmeyr White Giraffe by Lauren St John
Writing Outcomes	<b>Outcome</b> Recount: letter in role <b>Greater Depth</b> Write a letter from Grandad in response to one of his grandson's letters	<b>Outcome</b> Fiction: fantasy story based on a fable <b>Greater Depth</b> Narrative from a different point of view	<b>Outcome Fiction:</b> write a story set in the Stone Age <b>Greater Depth:</b> Write from the POV of a person from the Stone Age	<b>Outcome</b> Persuasion: leaflet persuading for the protection of the blue whale <b>Greater Depth</b> Include a fact file about endangered sea creatures	<b>Outcome</b> Fiction: adventure story based on Journey using the language of Berlie Doherty <b>Greater Depth</b> Include a new setting route to lead from one place into another	<b>Outcome</b> Persuasion: tourism leaflet for Paris/Egypt <b>Greater Depth</b> Include a section of a researched Paris landmark
SPOKEN LANGUAGE	Pupils should be taught to: <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> </ul>					

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

	<p>of fiction, plays and reference books 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><b>participate in discussion about both books that are read and those they read themselves , taking turns and listening to what others say.</b></p>	<p>of 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><b>participate in discussion about both books that are read and those they read themselves, taking turns and listening to what others say.</b></p>	<p>wide range of books 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><b>Participate in discussion about both books that are read and those they read themselves, taking turns and listening to what others say.</b></p>
<p>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</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>Pupils should be taught to:</p> <p>Spell words that are often misspelt</p> <p>Explore word families based on common words</p>

	<p>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>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far</p>	<p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far</p>
<b>HANDWRITING</b>	<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>
<b>COMPOSITION</b>	<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>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>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>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>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>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>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>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</p>	<p>Pupils should be taught to recognise and use:</p> <p>(Word)</p> <p>Use of the forms a or an according to</p>	<p>Pupils should be taught to recognise and use:</p> <p>(Word)</p> <p>Word families based on common words ,</p>

	<p>prefixes (Sentence) Expressing time, place and cause using conjunctions (Text)</p> <p>Sequencing sentences to form short narratives</p> <p>Use of the present perfect form of verbs instead of the simple (Punctuation)</p> <p>Revision of capital letters , full stops, question marks and exclamation marks to demarcate sentences.</p> <p>(Terminology) Revision of Y2</p> <p>Noun, noun phrase, statement, question, exclamation, command, adjective, verb, conjunction, word family, prefix, clause</p>	<p>whether the next word begins with a consonant or a vowel (Sentence) Expressing time, place and cause using adverbs (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 (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 singular possession in nouns.</p> <p>Introduction to inverted commas to punctuate direct speech (Terminology)</p> <p>Adverb subordinate clause direct speech consonant letter, vowel letter, comma, inverted commas or 'speech marks', tense (present/past)</p>	<p>showing how words are related in form and meaning (Sentence) Expressing time, place and cause using prepositions (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. (Punctuation)</p> <p>Range of basic punctuation accurately used within independent writing including inverted commas to punctuate direct speech (Terminology)</p> <p>preposition direct speech consonant letter, vowel letter, inverted commas or 'speech marks'</p>
--	---	--	--