**Year 3 English Curriculum**

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| --- | --- | --- | --- | --- | --- | --- |
| Focus | Write to inform/explain | Write to entertain | Write to entertain | Write to discuss | Write to entertain | Write to persuade |
| Literature texts | * Topic based texts   Stone age Boy | Choose one from:   * **The Tunnel** (Anthony Browne)   OR   * **Hansel and Gretel**   (Anthony Browne) | Choose one from   * **The Firework Maker’s Daughter** (Phillip Pullman)   OR   * **Oliver and the Seawigs** (Phillip Reeve)   OR   * **The Iron-Man** (Ted Hughes) | Several picture books by the same author. Choose from   * **Anthony Browne** (The Tunnel, Hansel and Gretel, Gorilla)   OR   * **Helen Ward** (Tin Forest and Varmints) | Choose one from:   * **Hodgeheg** * **Fog Hounds** (Joan Aitkin)   OR   * **The Firework Maker’s Daughter** (Phillip Pullman)   OR | Topic linked Choose one from:   * Continuation of the text from Autumn 1   OR   * Topic based texts   or continuation of text) |
| Writing Outcomes | * Non chronological reports | * Descriptive opening using character and setting * Alternative version of the story | * Informal letter fro, mm one character to another * Additional chapter for the story of ‘untold’ events’ | * Book reviews * Debate | * Own story based on similar themes * Poems with a structure based inspired by the text | * Adverts * Formal letter to persuade |
| Text Level features | * Use of lists – what is needed/lists of steps to be taken * Bullet points for facts * Make a final comment to the reader * Secure use of planning through story maps and boxed up plans * Paragraphs to organise ideas around a theme * Develop hook in introduction to introduce and tempt reader in (Who…? What…?Where…? When…? Why…? How…?) * Group related facts and ideas into paragraphs * Topic sentences to introduce paragraphs * Bullet points for facts | * Secure use of planning through story maps and boxed up plans * Plan opening around character, setting, time of day and type of weather * Paragraphs to organise ideas into each story part * Extended vocabulary to introduce the 5 story parts: Introduction, build-up, Problem/Dilemma, Resolution, Ending | * Secure use of planning through story maps and boxed up plans * Paragraphs to organise ideas into each story part | * Secure use of planning through story maps and boxed up plans * Paragraphs to organise ideas around a theme * Group related facts and ideas into paragraphs * Personal response in the ending * Extra information/reminders in ending | * Secure use of planning through story maps and boxed up plans * Extended vocabulary to introduce the 5 story parts: Introduction, build-up, Problem/Dilemma, Resolution, Ending | * Secure use of planning through story maps and boxed up plans * Paragraphs to organise ideas around a theme * Group related facts and ideas into paragraphs * Personal response in the ending * Extra information/reminders in ending * Use of perfect form of verbs to mark relationships between time and cause |
| Sentence construction, grammar & punctuation | * Demarcation of sentences * Use of the continuous form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting * Similes using like * Two adjectives to describe a noun * Adverbs for description and for information * Vary long and short sentences. Long- to add description or information. Short – for emphasis making key points * Compound sentences (co-ordination) using co-ordinating conjunctions (FANBOYS) * Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave * Use of commas after fronted adverbials. * Secure use of inverted commas for direct speech * Prepositions * Powerful verbs | * Demarcation of sentences * Consistent use of present tense and past tense throughout work. * Use of the continuous form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting * Commas to separate items in a list * Generalisers for information e.g. Most cats.... * Compound sentences (co-ordination) using co-ordinating conjunctions (FANBOYS) * Adverbial phrases (fronted adverbials) used as a ‘where’, ‘when’, ‘how’ starter (A few days ago, At the back of the eye, In a strange way) * Use of commas after fronted adverbials. * Colon before a list | * Demarcation of sentences * Use of the continuous form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting * Adverbial phrases (fronted adverbials) used as a ‘where’, ‘when’, ‘how’ starter (A few days ago, At the back of the eye, In a strange way) * Use of commas after fronted adverbials. * Ellipses to keep the reader hanging on * Secure use of inverted commas for direct speech * Powerful verbs | * Demarcation of sentences * Use of the perfect form of verbs to marks relationships of time and cause e.g. I have written it down so I can check what it said * Use of present perfect instead of simple past e.g. He has left his hat behind as opposed to he left his hat behind * Use of determiners a or an a. | * Demarcation of sentences * Use of the continuous form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting * Adverbial phrases (fronted adverbials) used as a ‘where’, ‘when’, ‘how’ starter (A few days ago, At the back of the eye, In a strange way) * Use of commas after fronted adverbials. * Ellipses to keep the reader hanging on * Secure use of inverted commas for direct speech * Prepositions | * Demarcation of sentences * Consistent use of present tense and past tense throughout work. * Use of the continuous form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting * Commas to separate items in a list * Use of the perfect form of verbs to marks relationships of time and cause e.g. I have written it down so I can check what it said * Use of present perfect instead of simple past e.g. He has left his hat behind as opposed to he left his hat behind * Powerful verbs * Boastful language |
| Grammatical terminology | Paragraphs  Bullet points  Present tense  Past tense  Continuous form (future tense)  Co-ordinating conjunctions  Adverbial phrases  Colon  Commas  Capital letters  Full stops  Question marks  Exclamation marks  Generalisers | Paragraphs  Present tense  Past tense  Compound sentences  Co-ordinating conjunctions  Adverbs  Inverted commas  commas  Prepositions  Similes  Adjectives  Nouns  Adverbs  Capital letters  Full stops  Question marks  Exclamation marks | Continuous form  Adverbial phrases  Ellipses  Inverted commas  commas  Capital letters  Full stops  Question marks  Exclamation marks | Perfect form  Determiners  Capital letters  Full stops  Question marks  Exclamation marks | Continuous form  Adverbial phrases  Ellipses  Inverted commas  commas  Prepositions  Capital letters  Full stops  Question marks  Exclamation marks | Perfect tense  Past tense  Commas  Capital letters  Full stops  Question marks  Exclamation marks |
| Word Level / Spelling  See No-Nonsense Spelling | * Year 2 suffixes - -s, -es, -er, -ed, -ing * Prefix – un * Apostrophes for contractions * Prefix –dis * Words with ‘ei’ (vein, eight etc) * Homophones | * Year 2 prefixes and suffixes * Apostrophes to mark singular possession * Homophones * Prefixes –mis and –re * The sound ‘I’ spelt ‘y’ * Words ending with the sound spelt –gue and -que | * Year 2 suffixes –ness and –ful following a consonant * Prefixes Sub- and Tele- * Words with ch making a s or ss sound * Suffixes –less and -ly | * Prefixes Super- and Auto- * Homophones * Words with the ‘K’ sound spelt ch | * Vowel digraphs * Apostrophes for contractions * Suffixes –ed, -ing, -es, -s, -ness, -ful, -less, -ly * Suffix –ly ending in –le and –ic | * Sound spelt ou * Homophones |
| Spoken Language | * Give well-structured descriptions and narratives for different purposes. * Use relevant strategies to build vocabulary. * Use spoken language to develop understanding through imagining and exploring ideas. * Participate in discussions, presentations, performances, role play, improvisations and debates. | * Ask relevant questions to extend their understanding and knowledge. * Give well-structured explanations for different purposes. * Speak audibly and fluently with an increasing command of Standard English. | * Give well-structured descriptions and narratives for different purposes, including expressing feelings. * Use relevant strategies to build vocabulary. * Use spoken language to develop understanding through imagining and exploring ideas. * Speak audibly and fluently with an increasing command of Standard English. | * Use spoken language to develop understanding through imagining and exploring ideas. * Speak audibly and fluently with an increasing command of Standard English. * Articulate and justify answers, arguments and opinions. * Participate in discussions, presentations, performances, role play, improvisations and debates. * Listen and respond appropriately to adults and peers. * Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. | * Use spoken language to develop understanding through imagining and exploring ideas. * Give well-structured descriptions and narratives for different purposes, including expressing feelings. * Participate in discussions, presentations, performances, role play, improvisations and debates. | * Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. * Articulate and justify answers, arguments and opinions. |
| Reading | * discussing words and phrases that capture the reader’s interest and imagination * checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context * 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 one paragraph and summarising these * 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. | * 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 * identifying main ideas drawn from more than one paragraph and summarising these * identifying how language, structure, and presentation contribute to meaning * retrieve and record information from non-fiction * using dictionaries to check the meaning of words that they have read | * discussing words and phrases that capture the reader’s interest and imagination * 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 * 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. * using dictionaries to check the meaning of words that they have read | * 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 * identifying how language, structure, and presentation contribute to meaning * retrieve and record information from non-fiction * using dictionaries to check the meaning of words that they have read * 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 * recognising some different forms of poetry [for example, free verse, narrative poetry] * discussing words and phrases that capture the reader’s interest and imagination * 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 how language, structure, and presentation contribute to meaning * identifying themes and conventions in a wide range of books | * 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 * identifying main ideas drawn from more than one paragraph and summarising these * retrieve and record information from non-fiction |