**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
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 | * 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
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* 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 tensePast tenseContinuous form (future tense) Co-ordinating conjunctions Adverbial phrases Colon CommasCapital lettersFull stops Question marksExclamation marks Generalisers |  ParagraphsPresent tense Past tense Compound sentences Co-ordinating conjunctions Adverbs Inverted commascommas PrepositionsSimiles Adjectives NounsAdverbs Capital lettersFull stops Question marksExclamation marks | Continuous form Adverbial phrases Ellipses Inverted commas commas Capital lettersFull stops Question marksExclamation marks  | Perfect form Determiners Capital lettersFull stops Question marksExclamation marks  | Continuous formAdverbial phrases Ellipses Inverted commascommas PrepositionsCapital lettersFull stops Question marksExclamation marks  | Perfect tense Past tense Commas Capital lettersFull stops Question marksExclamation marks  |
| Word Level / SpellingSee 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
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* 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
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