**Year 3 English Curriculum**

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| WRITING | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Purpose, text type and stimulus | Write to Entertain | Write to Inform | Write to Entertain | Write to InformWrite to Discuss and Persuade | Write to Entertain | Write to Discuss and Persuade |
| Setting description – Stone Age Boy Character description – Stone Age Boy | Non-chronological reports – Christmas and Polar Animals(Hedgehogs based on book Hodgeheg). Poetry – Autumn & Christmas Calligrams  | Myths and LegendsSetting descriptionCharacter description Adventure StoryLiteracy Shed – Catch It retell | Informal letterPenpal lettersBiographyMalala YousafzaiNon-chronological reports – Religious Festivals  | Playscript –The Monster Under the BedExplanation text –Plants (Science link) | Debate Children should come into school on Saturday.Formal letterThe Day the Crayons QuitKrindlekrax |
| Writing objectives LOWER KS2 | Pupils should be taught to: plan their writing by: * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas

draft and write by: * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
* organising paragraphs around a theme
* in narratives, creating settings, characters and plot o in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

evaluate and edit by: * assessing the effectiveness of their own and others’ writing and suggesting improvements o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences o proof-read for spelling and punctuation errors
* read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
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| SPAG | * to begin to use inverted commas to punctuate direct speech.
* correctly use verbs in 1st and 3rd person.
* to use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name
* To know what a sentence needs to have to make sense – a subject and a verb
* Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases eg the teacher expanded to the strict maths teacher with curly hair.
* Begin to express time, place and cause using conjunctions, adverbs and prepositions.
* Use further prefixes and suffixes and understand how to add them (see English Appendix 1)
* Spell further homophones - accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he’ll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who’s
* Spell words that are often misspelt (Y3/4 word list)
* Use the first two or three letters of a word to check its spelling in a dictionary
* write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
* understand the following terminology: determiner, conjunction, preposition, word family, direct speech. consonant, vowel and inverted comma
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| Key terminology | Revisitverb, tense (past, present), adjective, noun, suffix, apostrophe, comma, adverb | Introduceword family, conjunction, adverb, preposition, direct speech, inverted commas, prefix, suffixsubject+ verb, (expanded) noun phrase | Extendpronoun, possessive pronoun, (fronted) adverbial,coordinating/subordinating conjunction, main clause, subordinate clause, compound/complex sentence |
| Handwriting LOWER KS2 | Pupils should be taught to:* Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
* Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Pupils should be encouraged to use joined handwriting throughout their independent writing. |

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| READING | Intent In year 3 we expect that most children have developed good strategies for decoding using phonics and word recognitiontaught in KS1. Reading forms a major part of every curriculum subject but explicit and dedicated readingteaching and activities are planned daily whole class reading lessons.ImplementationAs Year 3 teachers, we will endeavour to: • Develop children with a positive attitude and love of Reading so that they see themselves as ‘readers’ • Nurture the love and enjoyment of reading for pleasure by being good role models. • Allow many opportunities for pupils to listen to and discuss a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. • Develop pupils’ confidence, by allowing them to perform readings to an audience with expression, tone and intonation. • Facilitate group and individual retelling, role-play and discussion about books the children have read. • Develop pupils’ love and interest in new vocabulary that they meet in their reading. • Encourage children to discuss their reading and ask questions to develop their understanding |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Key Texts  | Stone Age BoyWorst WitchHodgeheg | HodgehegThe boy who biked the worldThe Christmasaurus and the naughty list | Pugs of the Frozen NorthThe Griffin Gate  | The Magic Pencil | Monster Under the BedEgyptian Cinderella | Day the Crayons Quit? |
| Ashley Booth Themes | * Roald Dahl
* Prehistoric Britain
* Dick King Smith
* Poetry
* Different Cultures
* Children’s Classics 1
* Children’s Classics 2
 | * Monsters
* Disney Songs
* Notable People 1
* Keeping Healthy
* Christmas Stories
 | * Light and Shadows
* Lighthouses
* Picture Books 1
* Novels 1
* Weather
* Philip Reeves and Sarah McKintyre
* Internet Safety
 | * Picture Books 2
* Novels 2
* Plants
* Towns, Cities and Villages
* Poetry 2
 | * Song Lyrics
* Spiders
* Ancient Egypt
* Anne Fine
* Notable People 2
* Rocks and Soils
 | * Picture Books 3
* Novels 3
* Robots
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| Word Reading  | * 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.
* Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
* Read multisyllabic words found in age-related texts.
* Read words that contain common prefixes and suffixes.
* Apply phonics skills previously taught as the main route to tackle new vocabulary.
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| Comprehension | * Understand how common prefixes and suffixes change the meaning of the root word.
* Retrieve and record information from both fiction and non-fiction.
* Identify and summarise the main ideas across more than one paragraph.
* Sequence events in the order in which they happened (1-5).
* Make accurate inferences about characters’ feelings, thoughts and motives using evidence from the text
* Make sensible predictions about what might happen referring to key details in the text
* Identify some conventions of different types of texts e.g. greetings in a letter.
* Identify the main theme or idea of texts.
* Identify the language the author uses to create effects
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| Speaking and Listening Overall school aim: Using the appropriate register and intonation, speak clearly and coherently whilst participating in discussions, debates, readings and drama.Y3 objectives* Use interesting adjectives, adverbial phrases and expanded noun phrases in discussion.
* Use a mixture of sentence lengths to add interest to discussions and explanations.
* Use intonation to emphasise grammar and punctuation when reading aloud.
* Bring stories to life using intonation and expression.
* Make relevant comments or ask questions in a discussion or a debate.
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| SPELLING | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Phoneme/grapheme overview | /ow/ spelled ‘ou’ /u/ spelled ‘ou’ /i/ spelled ‘y’/ze/ spelled ‘-sure.’ /ch/ spelled ’ture’ Challenge words ’re-’ prefix | prefix ’dis-’ prefix ’mis-’suffixes suffixesChallenge words | /a/ spelled ‘ai’ /a/ vowel sound spelled ’ei.’/a/ spelled ’ey.’Suffix ‘ly’HomophonesChallenge words | /l/ spelled ‘-al’/l/ spelled ‘-le’suffix ‘–ly’suffix ‘-ally’suffix ‘–ly’ no ruleChallenge words | Words ending in ‘-er’ when the root word ends in (t)ch./k/ spelled ‘ch.’ /g/ spelled ‘–gue’/s/ spelled ’sc’Homophones | Challenge Words suffix ‘–sion’Revison weeks for all tricky sounds |