

English Curriculum Map 2017-18 Year 3

Term	Text	Extended writing opportunities (E.g., diary, nonsense poem...)	Time spent	Spoken Language Opportunities	Reading Skills Development	Grammar and Punctuation	Spelling	Handwriting
Aut 1	Tinderbox George and the Dragon.	Diary Entry Character and setting description. Letter Writing Newspaper reports Dragon factfile	3 weeks 3 weeks	Asks relevant questions to extend their understanding and knowledge. Articulates answers and opinions, beginning to be able to justify their response; understands that arguments depend upon point of view.	Re-reads books to build up their fluency and confidence in word reading. Increase fluency with a range of different genres. Discuss phrases and make predictions about a text.	Use of paragraphs (linking ideas across them). Introduction to speech marks. Full stops, capitals, commas for listing, question marks and exclamation marks Subornation (conjunctions, time conjunctions) Headings and sub-headings to aid presentation.	No Nonsense suffixes -ed -es -ing -er Prefixes Dis- Un- Homophones	Forming decenders and ascenders accurately. Practising diagonal joins of vowels and suffixes (-ed, -ing, -y) Spacing between letters.
Aut 2	Instruction writing. Krindlekrax	Instructions (structure of a non-fiction text) Diary entry Character description. Adventure story (narrative)	1 week 4 weeks 1 week GPS	Gives structured and appropriate descriptions, explanations and narratives for different purposes; expresses feelings appropriately	Make inferences about characters thoughts and feelings.	Embedded clauses. Formation of nouns using suffixes. Fronted adverbials.	Statutory word lists 3/4. Revise homophones. Prefixes mis- and re- Proof reading.	Practising second join Practising with punctuation Joining letter Y

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		Taking notes from a variety of sources.	focus	Uses spoken language to develop understanding through speculating, imagining and exploring ideas; begins to pose a hypothesis.				
Spr 1	Mufaro's buffalo daughters Children of Lir Cross-curric link with topic)	Class debate – which sister should become the princess. Focus – writing a balanced argument. Persuasive letter writing as to why they should be the Princess. Follow on from debate. Recounts from point of view of the daughters. Alternative endings Diary entry.	4 weeks	Speaks audibly and fluently, with an increasing command of Standard English. Participates in discussions, presentations and performances; further develops skills in role play and improvisation; begins to understand the process of debate.	Identify how punctuation changes the text. Asks appropriate questions to extend their understanding.	Using a dictionary. Fronted adverbials. Speech marks for direct speech.	Suffixes –ful and –ness. Prefixes sub- and tele- Apostrophe for contraction.	Formation of numbers Practising silent letter joins
Spr 2	Into the forest by Anthony Browne	Alternative styles of writing to build tension. Use of adjectives/ adverbs to change the	3 weeks	Maintains attention for longer periods of time, being able to participate	Understand how language and structure of a text contribute to the	Expressing time and cause using conjunctions.	Prefixes Super- and auto- Homophones	Letter t Copy a poem

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		<p>mood of the story.</p> <p>Dialogue – speech focus</p> <p>Descriptive setting description</p> <p>Narrative – story writing in a strange setting.</p> <p>Explanation texts And fact files. (Non-fiction)</p>		<p>actively in group conversations; maintains relevant topic during collaborative talk; responds to the comments of others; raises questions in a group.</p>	<p>meaning.</p> <p>Read a range of texts (non-fiction and fiction) and compare organisation and structure.</p>		(strategic spelling)	Digraphs joins
Sum 1	<p>Poems to perform and shape poems</p> <p>Var jak Paw</p>	<p>Nonsense poems</p> <p>Different styles of poems (deconstruct)</p> <p>Narrative in fantasy settings.</p>	<p>3 weeks</p> <p>3 weeks</p>	<p>Considers different viewpoints; be able to listen to these and builds on the contribution of others.</p>	<p>Reading and discussing poetry.</p> <p>Read poems aloud.</p> <p>Continue to improve on understanding and comprehension of books.</p>	<p>Formation of nouns using a range of prefixes.</p> <p>Use of determiners 'a' or 'an'.</p>	<p>Prefixes Super- and auto-</p> <p>Homophones (strategic spelling)</p>	<p>Silent a joining</p> <p>Practice joining double letters correctly</p>
Sum 2	<p>The miraculous journey of Edward Tulane</p>	<p>Narrative in familiar settings.</p> <p>Letter writing</p>	<p>4 weeks</p>	<p>Repeat all grammar covered and fill in gaps from pupil asset.</p>	<p>Increase fluency and change of tone including expression for different characters.</p>	<p>Repeat all grammar covered and fill in gaps from pupil asset.</p>	<p>Apostrophes for contractions..</p> <p>Rare GPCs</p>	<p>Copy and complete full sentence with all joins correctly.</p> <p>Whole alphabet – fill in gaps</p>

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		Newspaper report					Words from personal spelling lists.	
	African poetry 'When it rains' (link with topic)	Poem writing surrounding a setting.						