

English Curriculum

	Year 3					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading Weekly themed units taught using VIPERS*	Selection from: Angry Earth Creation Myths Habitats Italy Rocks and Fossils The Stone Age World War I	Architectural Designs Christmas Food Chains Heroes and Villains The Bronze Age The Iron Age Underground World War II	Adventure Stories British Inventions Fashion Designers Healthy Bodies Sound The Picts Under Water	Benin Climate Change Deserts Easter Plants Rich and Poor Tudors Shakespeare The Normans	Ancient Egypt Crime and Punishment Henry VIII Industrial Revolution Paris The Maya Urban Living	Ancient Greece Countries Coasts Mythical Creatures Predators The Legend of Robin Hood Women of the Skies
Texts and Writing Genres	Leon and the Place Between <i>By Angela McAllister</i>	The Barnabus Project <i>By The Fan Brothers</i>	The Last Garden <i>By Rachel Ip</i>	Cloud Tea Monkeys <i>By Mal Peet</i>	The Wilderness <i>By Steve McCarthy</i>	The Thames and Tide Club <i>By Andrea Beaty</i>
	Main outcome: Own version narratives Writing Opportunities: Persuasive posters, setting descriptions, thought bubbles/ diaries, dialogue	Main outcome: Brochures Writing Opportunities: Instructional writing, descriptions, advertisements, letters of advice, dialogue	Main outcome: Own version narrative Writing Opportunities: Setting descriptions, poster / advert, retelling, instructional flyer, social media updates, dialogue	Main outcome: Non-chronological reports Writing Opportunities: Descriptions, 'how to' guides (instructions), letters, discussions	Main outcome: A guide - the wilderness Writing Opportunities: Character introductions, letters, descriptive poem, SOS message, identification label	Main outcome: Own version narrative Writing Opportunities: Persuasive letters and letters of advice, diary entries, weather reports, advertisements, dialogue
	The First Drawing <i>By Mordicai</i>	The Tear Thief <i>By Carol Ann Duffy</i>	Escape from Pompeii <i>By Christina Balit</i>	Cinderella of the Nile <i>By Beverley Naidoo</i>	Our Tower <i>By Joseph Coelho</i>	Flotsam <i>By David Wiesner</i>
	Main outcome: Own historical narratives Writing Opportunities: Character descriptions, diaries, recounts	Main outcome: Newspaper articles Writing Opportunities: Shared poems, diaries, persuasive posters, letters of explanation, discussions	Main outcome: Newspaper reports Writing Opportunities: Shared poems, diary entries, persuasive posters, letters of explanation, discussions	Main outcome: Own version narratives Writing Opportunities: Descriptive passages, how to guides, letters, discussions, non-chronological reports	Main outcome: Extended narratives Writing Opportunities: Poems, setting descriptions, diary entries, dialogue, letters of thanks	Main outcome: Sequels Writing Opportunities: Postcards, setting descriptions, non-chronological reports, message in a bottle letters
	Free Verse Poetry Writing opportunities: Free verse poetry, performance, enjambment, second voice		Kennings and Quatrains Writing opportunities: Kennings, powerful verbs, performance, quatrains, onomatopoeia, alliteration, structure, rhyme		Question and Answer Poems Writing opportunities: Questions, answers, rhyming patterns, conjunctions (Rossetti, Ahlberg)	

Transcription	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell further homophones</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell words that are often misspelt (English App. 1)</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p>	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p>	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell words that are often misspelt (English App. 1)</p>
Composition	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p>Organising paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p>	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas</p> <p>Composing and rehearsing sentences orally, with an increasing range of sentence structures (English Appendix 2)</p> <p>Organising paragraphs around a theme</p> <p>In non-narrative material, using simple organisational devices</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p> <p>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</p>	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p>Organising paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p>	<p>Discussing and recording ideas</p> <p>Organising paragraphs around a theme</p> <p>In non-narrative material, using simple organisational devices</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas</p> <p>Composing and rehearsing sentences orally, with an increasing range of sentence structures (English Appendix 2)</p> <p>Organising paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-narrative material, using simple organisational devices</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas</p> <p>Composing and rehearsing sentences orally, with an increasing range of sentence structures (English Appendix 2)</p> <p>Organising paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency</p> <p>Proof-read for spelling and punctuation errors</p>

Grammar, Punctuation and Spelling	<p>Expressing time, place and cause using conjunctions, adverbs or prepositions</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Introduction to inverted commas to punctuate direct speech</p>	<p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Word families based on common words, showing how words are related in form and meaning</p> <p>Expressing time, place and cause using conjunctions, adverbs or prepositions</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p> <p>Introduction to inverted commas to punctuate direct speech</p>	<p>Expressing time, place and cause using conjunctions, adverbs or prepositions</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Introduction to inverted commas to punctuate direct speech</p>	<p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p>Expressing time, place and cause using conjunctions, adverbs or prepositions</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>	<p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p>Expressing time, place and cause using conjunctions, adverbs or prepositions</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p> <p>Introduction to inverted commas to punctuate direct speech</p>	<p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Expressing time, place and cause using conjunctions, adverbs or prepositions</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p> <p>Introduction to inverted commas to punctuate direct speech</p>
Spelling Including NC – Statutory Requirements	<p>Step 1: Words where the digraph 'ou' makes an /ow/ sound</p> <p>Step 2: Words where the digraph 'ou' makes a /u/ sound</p> <p>Step 3: Words where 'y' makes an /i/ sound</p> <p>Step 4: Words ending in '-sure'</p> <p>Step 5: Words ending in '-ture'</p> <p>Step 6: Challenge Words</p>	<p>Step 7: Words with the prefix 're-'</p> <p>Step 8: Words with the prefix 'dis-'</p> <p>Step 9: Words with the prefix 'mis-'</p> <p>Step 10: Words where '-ing', '-er' and '-ed' are added to multisyllabic words</p> <p>Step 11: Words where '-ing', '-en' and '-ed' are added to multisyllabic words</p> <p>Step 12: Challenge Words</p>	<p>Step 13: Words with the digraph 'ai' and tetragraph 'aigh'</p> <p>Step 14: Words with the digraph 'ei' and tetragraph 'eigh'</p> <p>Step 15: Words where the digraph 'ey' makes an /ai/ sound</p> <p>Step 16: Words with the suffix '-ly'</p> <p>Step 17: Words that are homophones</p> <p>Step 18: Challenge Words</p>	<p>Step 19: Words ending in 'al'</p> <p>Step 20: Words ending in 'le'</p> <p>Step 21: Words ending in '-ly' where the base word ends in 'le'</p> <p>Step 22: Words ending in '-ly' where the base word ends in '-ic'</p> <p>Step 23: Words ending in '-ly'; exceptions</p> <p>Step 24: Challenge Words</p>	<p>Step 25: Words with the suffix '-er'</p> <p>Step 26: Words where the digraph 'ch' makes a /k/ sound</p> <p>Step 27: Words ending in '-gue' and '-que'</p> <p>Step 28: Words where the digraph 'sc' makes a /s/ sound</p> <p>Step 29: Words that are homophones</p> <p>Step 30: Challenge Words</p>	<p>Step 31: Words ending in '-sion'</p> <p>Step 32: Challenge Words</p> <p>Step 33: Revision Words</p> <p>Step 34: Revision Words</p> <p>Step 35: Revision Words</p> <p>Step 36: Revision Words</p>

Reading Comprehension	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Identifying themes and conventions in a wide range of books</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>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</p>	<p>Identifying themes and conventions in a wide range of books</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Identifying themes and conventions in a wide range of books</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these</p> <p>Identifying how language, structure, and presentation contribute to meaning</p> <p>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</p>
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