



## Whole School Curriculum Map by Subject: English

Year 3

<b>Oracy</b> <ul style="list-style-type: none"> <li>✓ Listen and respond appropriately to adults and their peers</li> <li>✓ Ask relevant questions to extend their understanding and knowledge</li> <li>✓ Use relevant strategies to build their vocabulary</li> <li>✓ Articulate and justify answers, arguments and opinions</li> <li>✓ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>✓ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>✓ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>✓ Speak audibly and fluently with an increasing command of Standard English</li> <li>✓ Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>✓ Gain, maintain and monitor the interest of the listener(s)</li> <li>✓ Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>✓ Select and use appropriate registers for effective communication</li> </ul>	
<b>Spelling</b> <ul style="list-style-type: none"> <li>✓ Adding suffixes beginning with vowel letters to words of more than one syllable</li> <li>✓ The sound spelt y elsewhere than at the end of words</li> <li>✓ More prefixes – in-, dis-, re-, sub-, super-, anti-</li> <li>✓ The suffix –ation</li> <li>✓ The suffix –ly</li> <li>✓ Words ending in ure sounding like /zhuh/ (-ture)</li> <li>✓ The suffix –ous</li> <li>✓ The suffix –ion</li> <li>✓ The suffix –ian</li> <li>✓ Words with the /k/ sound spelt ch</li> <li>✓ Words with the /sh / sound spelt ch –</li> <li>✓ Homophones or near homophones</li> <li>✓ Common exception word list Year 3/4</li> </ul>	<b>Vocabulary, Grammar and Punctuation</b> <ul style="list-style-type: none"> <li>✓ Use a or an according to whether the next word begins with a consonant or a vowel</li> <li>✓ Understand word families based on common words, showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble]</li> <li>✓ Express time, place and cause using conjunctions (when, before, after, while, so, because], adverbs (then, next, soon, therefore], or prepositions [before, after, during, in, because of]</li> <li>✓ Use paragraphs as a way to group related material</li> <li>✓ Use headings and sub-headings to aid presentation</li> <li>✓ Use the present perfect form of verbs instead of the simple past [‘He has gone out to play’ contrasted with ‘He went out to play’]</li> <li>✓ Use inverted commas to punctuate direct speech</li> </ul>
<b>Handwriting</b> <ul style="list-style-type: none"> <li>✓ Use the diagonal and horizontal strokes that are needed to join letters</li> <li>✓ Increase the legibility, consistency and quality of handwriting [ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</li> </ul>	<b>Terminology</b> preposition, conjunction word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas



### Word Reading

- ✓ Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words
- ✓ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

### Reading Comprehension

- ✓ Develop positive attitudes to reading, and an understanding of what they read
- ✓ Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- ✓ Read books that are structured in different ways and read for a range of purposes
- ✓ Use dictionaries to check the meaning of words that they have read
- ✓ Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally
- ✓ Identify themes and conventions in a wide range of books
- ✓ Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- ✓ Discuss words and phrases that capture the reader's interest and imagination
- ✓ Recognise some different forms of poetry e.g. free verse, narrative poetry

### In books read independently:

- ✓ Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- ✓ Ask questions to improve their understanding of a text
- ✓ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
- ✓ Predict what might happen from details stated and implied
- ✓ Identify main ideas drawn from more than one paragraph and summarise these
- ✓ Identify how language, structure, and presentation contribute to meaning
- ✓ Retrieve and record information from non-fiction
- ✓ Participate in discussions about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say



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### Texts to lead learning

<b>Autumn Term (Who are you calling weird?)</b>	<b>Spring Term (Myths and Legends)</b>	<b>Summer Term (Voyages of the Imagination)</b>
Who are you calling weird? – Marilyn Singer Meerkat Mail – Emily Gravett The Animal Awards – Martin Jenkins & Tor Freeman Beetle Boy – M.G. Leonard World's Weirdest Animals – Matt Roper The Hunter – Paul Geraghty How to live like a Stone Age Hunter – Anita Ganeri King Coo – Adam Stower Stone Age Boy – Satoshi Kitamura How to wash a woolly mammoth – Michelle Robinson Stig of the Dump – Clive King Pebble In My Pocket – Meredith Hooper Fossils and my brother (poetry) - Michael Rosen	Visitor's Guide to Ancient Greece – Jane Chisholm & Lesley Sims Ancient Greece - DK eyewitness Myth Atlas – Thiago de Moraes The Atlas of Monsters – Sandra Lawrence Falling Out of the Sky: Poems about Myths and Legends – Emma Wright The Monster Diaries – Luciano Sarachino The Ancient Greek Mysteries – Saviour Pirotta Here Comes Hercules – Stella Tarakson Egg Drop – Mimi Grey	The Journey – Aaron Becker Where My Wellies Take Me – Clare Morpurgo & Michael Morpurgo The Secret Garden – Frances Hodgson Burnett Great Explorers – Robin Hanbury-Tenison Wings Poem - Pie Corbett The Promise – Nicola Davies The Train to Impossible Places – P.G. Bell The Lion, The Witch and The Wardrobe – C.S Lewis The Lost Words – Robert Macfarlane The Kew Gardens Children's Cookbook: Plant, Cook, Eat! – Caroline Craig & Joe Archer

### Suggested texts for class reads (as well as above)

Charlotte's Web – E.B White  
 Ottoline and the Yellow Cat – Chris Riddell  
 Fortunately, the milk – Neil Gaiman  
 The Boy Who Biked the World – Alastair Humphreys  
 The 13 Storey Treehouse – Andy Griffiths



### Writing Transcription

- ✓ Use further prefixes and suffixes and understand how to add them
- ✓ Spell further homophones
- ✓ Spell words from the common exception word list for this year group and the previous year groups
- ✓ 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

### Writing Composition

#### Plan their writing:

- ✓ Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- ✓ Discuss and record ideas

#### Draft and write:

- ✓ Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures
- ✓ Organise paragraphs around a theme
- ✓ In narratives, create settings, characters and plot
- ✓ In non-narrative material, use simple organisational devices [for example, headings and sub-headings]

#### Evaluate and edit:

- ✓ Assess the effectiveness of their own and others' writing and suggest improvements
- ✓ Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- ✓ 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