

English Curriculum - Year 3

AUTUMN TERM			
Curriculum focus/links	History - Stone Age to the Iron Age Geography - Settlement (Great Missenden) Science - Rocks, Light and Plants (Seeds dispersal) RE - Christianity		
Genre and Text/Focus	Short and Shocking stories by Maggie Pearson Jack and the Beanstalk	A selection of texts taken from the school library	Little People and Big People (Bold women in black history)
Writing Outcome	Narrative – conquering the monster (suspense focus)	Non-chronological report	Biography (based on influential person/diverse character)
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Begin to use inverted commas to punctuate direct speech • Begin to use of the forms a or an according to whether the next word begins with a consonant or a vowel • Expressing time using conjunctions • Begin to organise paragraphs around a theme in narratives, creating settings, characters and plot 	<ul style="list-style-type: none"> • Begin to use headings and sub-headings to aid presentation • Be introduced to paragraphs as a way to group related material (use a topic sentence and related sentences) • Begin to use of the forms a or an according to whether the next word begins with a consonant or a vowel • Expressing time using conjunctions 	<ul style="list-style-type: none"> • Expressing time using conjunctions • Begin to use adverbs to express time (including those with -ly) • Begin to use prepositions (such as before, after, during, in, because of) • Recap possessive apostrophes from Year 2 • Revisit co-ordination and subordination from Year 2 • 3rd person pronouns

- Begin to use adverbs to express time (including those with -ly)
- Begin to use prepositions (such as before, after, during, in, because of)
- Introduce a sound effect e.g. a creaking door

- Begin to use adverbs to express time (including those with -ly)
- Begin to use prepositions (such as before, after, during, in, because of)
- Precise use of nouns
- Revisit co-ordination and subordination from Year 2
- Recap possessive apostrophes from Year 2

Grammar Focus Lesson

Week 1	Noun Phrases
Week 2	Commas in a list (including between adjectives)
Week 3	Apostrophes for contractions
Week 4	Apostrophes for singular possession
Week 5	What is a vowel? What is a consonant?
Week 6	'the', 'a' and 'an'
Week 7	Recognising determiners
Week 8	Using determiners

Week 1	What is a clause?
Week 2	Coordinating conjunctions
Week 3	Subordinating conjunctions
Week 4	Using conjunctions to express time
Week 5	Using conjunctions to express place
Week 6	Using conjunctions to express cause

<p>Transcription-handwriting</p>	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by 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] <p>Nelson Handwriting Red Level Book</p> <table border="1"> <tr><td>Week 1</td><td>Teach first join un, um</td></tr> <tr><td>Week 2</td><td>Teach first join ig, id</td></tr> <tr><td>Week 3</td><td>Teach first join ed, eg</td></tr> <tr><td>Week 4</td><td>Teach first join an, ar</td></tr> <tr><td>Week 5</td><td>Teach first join ng, ung</td></tr> <tr><td>Week 6</td><td>Teach first join ch, sh</td></tr> </table>	Week 1	Teach first join un, um	Week 2	Teach first join ig, id	Week 3	Teach first join ed, eg	Week 4	Teach first join an, ar	Week 5	Teach first join ng, ung	Week 6	Teach first join ch, sh	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by 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] <p>Nelson Handwriting Red Level Book</p> <table border="1"> <tr><td>Week 1</td><td>Teach second join th, tl</td></tr> <tr><td>Week 2</td><td>Teach second join ll, ill</td></tr> <tr><td>Week 3</td><td>Teach second join sli, slu</td></tr> <tr><td>Week 4</td><td>Teach second join ck, ack</td></tr> <tr><td>Week 5</td><td>Check up week - assess process not product</td></tr> </table>	Week 1	Teach second join th, tl	Week 2	Teach second join ll, ill	Week 3	Teach second join sli, slu	Week 4	Teach second join ck, ack	Week 5	Check up week - assess process not product
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Week 2	Suffix -ly	accident (ally); actually; occasion(ally); probably; strange; possible
Week 3	busy	business
Week 4	Suffix -ward	forward(s)
Week 5	possess	possession
Week 6	Plurals	potatoes

Week 4	history	history
Week 5	vary	various
Week 6	Suffix - ure Assessment	

Reading- key objectives

Reading objectives will be covered through a range of reading activities including ELS, reading for pleasure and whole class reading.

Pupils should be taught to:

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

Comprehension

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- 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
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by:

- 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
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning <p>retrieve and record information from non-fiction</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>			
Focus (highlight chosen focus)	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective

SPRING TERM

<p>Curriculum focus/links</p>	<p>History - The Roman Empire Geography - Europe (Italy) Science - Animals including Humans, Plant (Pollination) and Eco RE - Hinduism and Christianity (Easter)</p>			
<p>Genre and Text/Focus</p>	<p align="center">The Tunnel by Anthony Browne</p> <p align="center">The Boy who stepped through time by Anna Ciddor</p>	<p align="center">The Perfect Pet by Margie Palatini</p> <p align="center">The True Story of the 3 Little Pigs by Jon Scieszka</p>	<p align="center">The Journey by Francesca Sanna</p>	<p align="center">Poetry (Linked to Poetry Competition for Young Writers)</p>

Writing Outcome	Narrative – tale of fear (characterisation and dialogue)	Persuasion (purpose, audience & form) adapted each year)	Narrative – journey (setting)					
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Be introduced to paragraphs as a way to group related material (use a topic sentence and related sentences) • Expressing time and place using conjunctions • Begin to use adverbs to express time and manner (including those with -ly) • Use a greater range of prepositions • Be introduced to the present perfect form of verbs instead of the simple past • Showing character through reaction • Vary sentence length e.g. longer sentences for descriptive passages and short sentences for impact or effect (Amy stood completely still) 	<ul style="list-style-type: none"> • Practise using paragraphs as a way to group related material (use a topic sentence and related sentences) • Expressing time, place and cause using conjunctions • Begin to use adverbs to express time and manner (including those with -ly) • Use a greater range of prepositions • Use of the forms a or an according to whether the next word begins with a consonant or a vowel • Nouns and pronouns for clarity and cohesion • 1st and 3rd person • Formal and informal language 	<ul style="list-style-type: none"> • Practise using paragraphs as a way to group related material (use a topic sentence and related sentences) • Expressing time, place and cause using conjunctions • Choose an interesting name for your setting e.g. Hangman's Wood; Sandy Cove; Crystal Castle • Think about the time of day and the weather • Begin to use inverted commas to punctuate direct speech • Prepositions 					
Grammar Focus Lesson	<table border="1"> <tr> <td style="background-color: yellow;">Week 1</td> <td>What is a preposition?</td> </tr> </table>		Week 1	What is a preposition?	<table border="1"> <tr> <td style="background-color: lightgreen;">Week 1</td> <td>Introducing present perfect form</td> </tr> </table>		Week 1	Introducing present perfect form
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	Prepositional Phrases
	Using prepositions to express time
	Using prepositions to express place
	Using prepositions to express cause
	Using prepositions to express time, place and cause

	Recognising present perfect form in sentences
	Using the present perfect form in sentences
	Recognising direct speech
	Punctuating direct speech

Transcription – handwriting

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
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Nelson Handwriting Red Level Book

Week 1	Teach second join st, sti
Week 2	Teach second join ink, unk
Week 3	Teach third join od, og
Week 4	Teach third join re, ve
Week 5	Teach third join oon, oom
Week 6	Teach fourth join wl, vl

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Nelson Handwriting Red Level Book

Week 1	Teach fourth join of, ff
Week 2	Teach fourth join fl, flo
Week 3	Practice break letters b, p, g, q, y, j, z
Week 4	Practice capital letters
Week 5	Check up week - assess process not product

**Transcription
– spelling**

- 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

	Focus	Common Exception Words
Week 1	Suffix - th	length; strength
Week 2	Prefixes - re-, auto-, anti-,	remember;
Week 3	Prefixes - mis-, dis-, dif	difference; difficult; disappear
Week 4	Prefix - inter-	interest
Week 5	quest	question; February (teach during the month)
Week 5	press	pressure

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	Focus	Common Exception Words
Week 1	Suffixes -ion, -ian	mention; complete; position
Week 2	ough letter string	through; though; though, although; enough
Week 3	ear letter string	heard; heart; appear; learn; early, earth
Week 4	ere letter string	therefore
Week 5	Prefixes - sub-, super-, sur- Assessment	surprise

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SUMMER TERM

Curriculum focus/links	History - The Egyptians Geography - Mountains Science - Forces and Magnets, Plants (seed formation) RE - Hinduism		
Genre and Text/Focus	<p style="text-align: center;">I'm Old Enough to Save the Planet by Loo Kirby</p> <p style="text-align: center;">The Wild Robot by Peter Brown</p>	<p style="text-align: center;">Uncover History: Ancient Egypt by Rachel Minay</p> <p style="text-align: center;">So, You Think You've Got it Bad? A Kid's life in Ancient Egypt. by Chae Strathie</p>	<p style="text-align: center;">Poetry - free verse Leap Like a Leopard by John Foster On the ground simile poem https://www.teachitprimary.co.uk/resources/y2/poetry-exploring-form/seasons/on-the-ground-simile-poem/16186</p>
Writing Outcome	<p style="text-align: center;">Discussion</p>	<p style="text-align: center;">Explanation</p>	<p style="text-align: center;">Poetry - free verse (adapted for mixed-age classes from poetry overview)</p>

**Vocabulary,
Grammar
and
Punctuation**

- Use paragraphs as a to group related material – aim for topic sentence and at least 3 supporting sentences)
- Expressing time, place and cause using conjunctions
- Begin to use adverbs to express time, place and manner (including those with -ly)
- Begin to organise paragraphs around a theme in narratives, creating settings, characters and plot
- Use a greater range of prepositions
- generalisers: some, most, everyone

- Use paragraphs as a to group related material – aim for topic sentence and at least 3 supporting sentences)
- Expressing time, place and cause using conjunctions
- Rhetorical question
- Precise use of nouns & noun phrases
- Subject verb agreement to ensure Standard English
- Progressive tense (consistent use of tense)

- Simile is common poetic device. The subject of the poem is described by comparing it to another object or subject, using 'as' or 'like'.
 - For example, the subject may be 'creeping as quietly as a mouse' or be 'sly, like a fox.'
- Keep the structure simple, non rhyming and explore similes first. It may take the form of a 'list poem'.
- **Examples could include:**
 - Animal simile poem
e.g. a woolly mammoth
 - Jungle/desert simile
On the ground simile poem

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Week 4	Homophones	reign; through; eight; heard, weight																																							
Week 5	extreme Assessment	extreme																																							
Reading- key objectives	<p>Reading objectives will be covered through a range of reading activities including ELS, reading for pleasure and whole class reading.</p> <p>Pupils should be taught to:</p>																																								

	<p><u>Word reading</u></p> <ul style="list-style-type: none"> • 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 <p><u>Comprehension</u></p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • 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 • discussing words and phrases that capture the reader’s interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • 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 • 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 • identifying how language, structure, and presentation contribute to meaning <p>Retrieve and record information from non-fiction</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>Focus (highlight chosen focus)</p>	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer’s perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer’s perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer’s perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer’s perspective