

English Curriculum Map: Year 3

This map outlines the English that will be taught in English lessons, covering the teaching of reading, writing and spoken language. In addition to this, children will be taught specific aspects of English through guided reading, independent reading, listening to books read aloud, and standalone spelling and handwriting lessons.

The two right-side columns focus on Standard English and should be read in conjunction with the programmes of study in the National Curriculum as it sets out the statutory requirements. The columns show when concepts should be introduced first, not necessarily when they should be completely understood. It is very important, therefore, that the content in earlier years be revisited in subsequent years to consolidate knowledge and build on pupils' understanding. Teachers should also go beyond the content set out here if they feel it is appropriate.

| Unit | Time | Texts | Outcomes | English Language Opportunities | On-going Language Teaching |
|-------------------------|-----------------------|--------------------------------------|--|--|--|
| Contemporary Narratives | Autumn 1 (4 weeks) | Stone Age Boy by Satoshi Kitamura | Describe a setting Write a letter home to 21 st century family. | In narratives, create settings, characters and plot Learn how to use the present and past tenses correctly and consistently including in the progressive form | Learn how to use correctly: full stops, capital letters, exclamation/question marks, commas for lists, apostrophe for contracted forms/possessive Use the diagonal and horizontal strokes |

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| | | | | | that are needed to join letters |
| Poetry | Autumn 1 (2 Weeks) | A selection of Autumn themed poems. | Recognising some different forms of poetry and preparing poems to read aloud and perform. Write our own Autumn poems. | Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. | Increase the legibility, consistency and quality of their handwriting Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements |
| Non-fiction: Instructions | Autumn 2 (4 Weeks) | This Little Pebble by Anna Claybourne and Sally Garland | Write to inform- Write an information text explaining rock formation. | Organise paragraphs around a theme In non-narrative material, using simple organisational devices such as headings and sub-headings | Use further prefixes and suffixes and understand how to add them Spell further homophones |
| Narrative | Autumn 2 (3 weeks) | Stone Girl Bone Girl: The Story of Mary Anning of Lyme Regis | Diary entry written as Mary Anning. | In narratives, create settings, characters and plot | Spell words that are |

| | | By Laurence Anholt. | Retell the story of Mary Anning. | | often misspelt |
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| Narrative | Spring 1 (4 Weeks) | Jack Stalwart: The Mystery of the Mona Lisa by Elizabeth Singer Hunt | Adventure story written in the same style. Extended writing. | Use inverted commas to punctuate direct speech Use conjunctions, adverbs and prepositions to express time and cause Learn how to use expanded noun phrases to describe and specify | Use the first two or three letters of a word to check its spelling in a dictionary Proof-read for spelling and punctuation errors Read aloud own writing to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear |
| Non Fiction | Spring 1 (2 Weeks) | A range of non-fiction texts focussing on European countries. | An information text about a European country linked to Topic work. | Organise paragraphs around a theme In non-narrative material, using simple organisational | |

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| | | | | devices such as headings and sub-headings | |
| Fiction | Spring 2 (4 Weeks) | Hetty Feather by Jacqueline Wilson | Letter from a Victorian servant . Diary entry as Hetty Feather. Write a story with a historical setting. (Victorian) | Indicate possession by using the possessive apostrophe with singular nouns and regular plurals Begin to identify main and subordinate clauses | |
| Non- Fiction | Spring 2 (2 Weeks) | Biographies of Famous Victorians. | Biography of Famous Victorian Linked to topic. | Organise paragraphs around a theme | |
| Fiction | Summer 1 (4 Weeks) | James and the Giant Peach by Roald Dahl | Character and setting description. To write a fantasy adventure. | Use inverted commas to punctuate direct speech Learn how to use expanded noun phrases to describe and specify | |

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| Poetry | Summer 1 (2 Weeks) | Selection of Haiku poems. | To write Haiku poems. | | |
| Non fiction | Summer 2 (4 Weeks) | What Happens to the Food We Eat? | Write a set of instructions An information leaflet on how to eat a balanced diet | Organise paragraphs around a theme In non-narrative material, using simple organisational devices such as headings and sub-headings | |