

Year 3 English Curriculum

	Write to inform/explain	Write to entertain	Write to entertain	Write to discuss	Write to entertain	Write to persuade
	<ul style="list-style-type: none"> Topic based texts <p>Stone age Boy</p>	<p>Choose one from:</p> <ul style="list-style-type: none"> The Tunnel (Anthony Browne) <p>OR</p> <ul style="list-style-type: none"> Hansel and Gretel (Anthony Browne) 	<p>Choose one from</p> <ul style="list-style-type: none"> The Firework Maker's Daughter (Phillip Pullman) <p>OR</p> <ul style="list-style-type: none"> Oliver and the Seawigs (Phillip Reeve) <p>OR</p> <ul style="list-style-type: none"> The Iron-Man (Ted Hughes) 	<p>Several picture books by the same author. Choose from</p> <ul style="list-style-type: none"> Anthony Browne (The Tunnel, Hansel and Gretel, Gorilla) <p>OR</p> <ul style="list-style-type: none"> Helen Ward (Tin Forest and Varmints) 	<p>Choose one from:</p> <ul style="list-style-type: none"> Hodgeheg <ul style="list-style-type: none"> Fog Hounds (Joan Aitkin) <p>OR</p> <ul style="list-style-type: none"> The Firework Maker's Daughter (Phillip Pullman) <p>OR</p> <ul style="list-style-type: none"> 	<p>Topic linked Choose one from:</p> <ul style="list-style-type: none"> Continuation of the text from Autumn 1 <p>OR</p> <ul style="list-style-type: none"> Topic based texts <p>or continuation of text)</p>
	<ul style="list-style-type: none"> Non chronological reports 	<ul style="list-style-type: none"> Descriptive opening using character and setting Alternative version of the story 	<ul style="list-style-type: none"> Informal letter from, mm one character to another Additional chapter for the story of 'untold' events' 	<ul style="list-style-type: none"> Book reviews Debate 	<ul style="list-style-type: none"> Own story based on similar themes Poems with a structure based inspired by the text 	<ul style="list-style-type: none"> Adverts Formal letter to persuade

	<ul style="list-style-type: none"> ● Use of lists – what is needed/lists of steps to be taken ● Bullet points for facts ● Make a final comment to the reader ● Secure use of planning through story maps and boxed up plans ● Paragraphs to organise ideas around a theme ● Develop hook in introduction to introduce and tempt reader in (Who...? What...? Where...? When...? Why...? How...?) ● Group related facts and ideas into paragraphs ● Topic sentences to introduce 	<ul style="list-style-type: none"> ● Secure use of planning through story maps and boxed up plans ● Plan opening around character, setting, time of day and type of weather ● Paragraphs to organise ideas into each story part ● Extended vocabulary to introduce the 5 story parts: Introduction, build-up, Problem/Dilemma, Resolution, Ending 	<ul style="list-style-type: none"> ● Secure use of planning through story maps and boxed up plans ● Paragraphs to organise ideas into each story part 	<ul style="list-style-type: none"> ● Secure use of planning through story maps and boxed up plans ● Paragraphs to organise ideas around a theme ● Group related facts and ideas into paragraphs ● Personal response in the ending ● Extra information/ reminders in ending 	<ul style="list-style-type: none"> ● Secure use of planning through story maps and boxed up plans ● Extended vocabulary to introduce the 5 story parts: Introduction, build-up, Problem/Dilemma, Resolution, Ending 	<ul style="list-style-type: none"> ● Secure use of planning through story maps and boxed up plans ● Paragraphs to organise ideas around a theme ● Group related facts and ideas into paragraphs ● Personal response in the ending ● Extra information/ reminders in ending ● Use of perfect form of verbs to mark relationships between time and cause
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	<ul style="list-style-type: none"> ● Demarcation of sentences ● Use of the continuous form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting ● Similes using like ● Two adjectives to describe a noun ● Adverbs for description and for information ● Vary long and short sentences. Long- to add description or information. Short – for emphasis making key points ● Compound sentences (co-ordination) using co-ordinating conjunctions (FANBOYS) ● Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave ● Use of commas after fronted adverbials. ● Secure use of inverted commas for direct speech 	<ul style="list-style-type: none"> ● Demarcation of sentences ● Consistent use of present tense and past tense throughout work. ● Use of the continuous form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting ● Commas to separate items in a list ● Generalisers for information e.g. Most cats.... ● Compound sentences (co-ordination) using co-ordinating conjunctions (FANBOYS) ● Adverbial phrases (fronted adverbials) used as a ‘where’, ‘when’, ‘how’ starter (A few days ago, At the back of the eye, In a strange way) ● Use of commas after fronted adverbials. 	<ul style="list-style-type: none"> ● Demarcation of sentences ● Use of the continuous form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting ● Adverbial phrases (fronted adverbials) used as a ‘where’, ‘when’, ‘how’ starter (A few days ago, At the back of the eye, In a strange way) ● Use of commas after fronted adverbials. ● Ellipses to keep the reader hanging on ● Secure use of inverted commas for direct speech ● Powerful verbs 	<ul style="list-style-type: none"> ● Demarcation of sentences ● Use of the perfect form of verbs to marks relationships of time and cause e.g. I have written it down so I can check what it said ● Use of present perfect instead of simple past e.g. He has left his hat behind as opposed to he left his hat behind ● Use of determiners a or an a. 	<ul style="list-style-type: none"> ● Demarcation of sentences ● Use of the continuous form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting ● Adverbial phrases (fronted adverbials) used as a ‘where’, ‘when’, ‘how’ starter (A few days ago, At the back of the eye, In a strange way) ● Use of commas after fronted adverbials. ● Ellipses to keep the reader hanging on ● Secure use of inverted commas for direct speech ● Prepositions 	<ul style="list-style-type: none"> ● Demarcation of sentences ● Consistent use of present tense and past tense throughout work. ● Use of the continuous form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting ● Commas to separate items in a list ● Use of the perfect form of verbs to marks relationships of time and cause e.g. I have written it down so I can check what it said ● Use of present perfect instead of simple past e.g. He has left his hat behind as opposed to he left his hat behind ● Powerful verbs ● Boastful language
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	Paragraphs Bullet points Present tense Past tense Continuous form (future tense) Co-ordinating conjunctions Adverbial phrases Colon Commas Capital letters Full stops Question marks Exclamation marks Generalisers	Paragraphs Present tense Past tense Compound sentences Co-ordinating conjunctions Adverbs Inverted commas commas Prepositions Similes Adjectives Nouns Adverbs Capital letters Full stops Question marks Exclamation marks	Continuous form Adverbial phrases Ellipses Inverted commas commas Capital letters Full stops Question marks Exclamation marks	Perfect form Determiners Capital letters Full stops Question marks Exclamation marks	Continuous form Adverbial phrases Ellipses Inverted commas commas Prepositions Capital letters Full stops Question marks Exclamation marks	Perfect tense Past tense Commas Capital letters Full stops Question marks Exclamation marks
	<ul style="list-style-type: none"> Year 2 suffixes - -s, -es, -er, -ed, -ing Prefix – un Apostrophes for contractions Prefix –dis Words with ‘ei’ (vein, eight etc) Homophones 	<ul style="list-style-type: none"> Year 2 prefixes and suffixes Apostrophes to mark singular possession Homophones Prefixes –mis and –re The sound ‘l’ spelt ‘y’ Words ending with the sound spelt –gue and -que 	<ul style="list-style-type: none"> Year 2 suffixes –ness and –ful following a consonant Prefixes Sub- and Tele- Words with ch making a s or ss sound Suffixes –less and -ly 	<ul style="list-style-type: none"> Prefixes Super- and Auto- Homophones Words with the ‘K’ sound spelt ch 	<ul style="list-style-type: none"> Vowel digraphs Apostrophes for contractions Suffixes –ed, -ing, -es, -s, -ness, -ful, -less, -ly Suffix –ly ending in –le and –ic 	<ul style="list-style-type: none"> Sound spelt ou Homophones

	<ul style="list-style-type: none"> ● Give well-structured descriptions and narratives for different purposes. ● Use relevant strategies to build vocabulary. ● Use spoken language to develop understanding through imagining and exploring ideas. ● Participate in discussions, presentations, performances, role play, improvisations and debates. 	<ul style="list-style-type: none"> ● Ask relevant questions to extend their understanding and knowledge. ● Give well-structured explanations for different purposes. ● Speak audibly and fluently with an increasing command of Standard English. 	<ul style="list-style-type: none"> ● Give well-structured descriptions and narratives for different purposes, including expressing feelings. ● Use relevant strategies to build vocabulary. ● Use spoken language to develop understanding through imagining and exploring ideas. ● Speak audibly and fluently with an increasing command of Standard English. 	<ul style="list-style-type: none"> ● Use spoken language to develop understanding through imagining and exploring ideas. ● Speak audibly and fluently with an increasing command of Standard English. ● Articulate and justify answers, arguments and opinions. ● Participate in discussions, presentations, performances, role play, improvisations and debates. ● Listen and respond appropriately to adults and peers. ● Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and 	<ul style="list-style-type: none"> ● Use spoken language to develop understanding through imagining and exploring ideas. ● Give well-structured descriptions and narratives for different purposes, including expressing feelings. ● Participate in discussions, presentations, performances, role play, improvisations and debates. 	<ul style="list-style-type: none"> ● Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. ● Articulate and justify answers, arguments and opinions.
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	<ul style="list-style-type: none"> ● discussing words and phrases that capture the reader's interest and imagination ● checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ● 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 ● 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. 	<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 ● identifying main ideas drawn from more than one paragraph and summarising these ● identifying how language, structure, and presentation contribute to meaning ● retrieve and record information from non-fiction ● using dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> ● discussing words and phrases that capture the reader's interest and imagination ● 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 ● 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. ● using dictionaries to check the meaning of words that they have read 	<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 ● identifying how language, structure, and presentation contribute to meaning ● retrieve and record information from non-fiction ● using dictionaries to check the meaning of words that they have read ● identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> ● preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ● recognising some different forms of poetry [for example, free verse, narrative poetry] ● discussing words and phrases that capture the reader's interest and imagination ● 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 how language, structure, and presentation contribute to meaning ● identifying themes and conventions in a wide 	<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 ● identifying main ideas drawn from more than one paragraph and summarising these ● retrieve and record information from non-fiction
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