


Year 3 English Curriculum Map (2022-23)

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks WBD 2 <sup>nd</sup> March	Summer 1 6 weeks	Summer 2 7 weeks (inc 1 test week)
<b>Theme</b>	Healthy Humans	King Henry V111	The Iron Man	Rock n Roll	What did the Romans do for us?	Longridge and our local area
<b>Author/ Poet</b>	Aesop's Fables	Robert Browning	Ted Hughes	Clive King Satoshi Kitamura	Christina Balit	T.S. Eliot Michael Morpurgo
<b>Focus text/ collection of stories/ poem for learning</b>	Collection of Fables The Hare and the Tortoise  Selection of fables Picture books	The Pied Piper - Various versions  Class novel: Cool by Michael Morpurgo  Poems/Songs	The Iron Man  The Iron Man  The Twits	Stig of the Dump  Stone Age Boy  Poems	Escape from Pompeii  Variety of playscripts	Macavity: The Mystery Cat OR The Spider and the Fly  Varjak Paw by SF Said OR The diary of a killer cat by Anne Fine  Class novel: The Dancing Bear
<b>Unit + skills</b>	<p><b>Fables</b> 4 weeks <i>Writing skills</i> Alphabet - capital letters Consonant/vowel a/an determiners adverbs (suffix ly ) Story map</p> <p><i>Reading skills</i></p> <ul style="list-style-type: none"> <li>Orally retell stories including all main events in sequence.</li> <li>Discuss morals in fables, e.g. The Hare and the Tortoise, The Fox and the Crow, The Lion and the Mouse.</li> <li>Identify and discuss conventions of fables e.g. animals which behave like</li> </ul>	<p><b>Fairy Tales - The Pied Piper</b> 3/4 weeks <i>Writing skills</i> Prepositions for place Main and subordinate clauses Subordinating conjunctions: I SAW A WABUB <i>when, after, before</i> <i>Plot pattern</i> <i>Develop character</i></p> <p><i>Reading skills</i></p> <ul style="list-style-type: none"> <li>Orally retell stories including detail and vocabulary from the text to engage the listener.</li> </ul>	<p><b>The Iron Man</b> 3 weeks <i>Writing skills</i> Adverbs for how - ly and when Inverted commas Subordinating conjunctions: I SAW A WABUB <i>since, until, before, if</i> Use the comma to separate clauses in complex sentences where the subordinate clause appears first.</p> <p><i>Reading skills</i></p> <ul style="list-style-type: none"> <li>Raise own questions during the reading process to deepen understanding</li> </ul>	<p><b>Stig of the Dump</b> 3/4 weeks <i>Writing skills</i> Noun phrases Prepositions Inverted commas Subordinating conjunctions: I SAW A WABUB <i>ALL</i> Chunking a plot</p> <p><i>Reading skills</i></p> <ul style="list-style-type: none"> <li>Raise own questions during the reading process to deepen understanding</li> <li>Justify responses to the text using the PE prompt (Point + Evidence).</li> </ul>	<p><b>Playscripts Escape from Pompeii</b> 2 - 3 weeks <i>Writing skills</i> Adverbs for time Playscript conventions</p> <p><i>Reading skills</i></p> <ul style="list-style-type: none"> <li>Analyse and evaluate texts looking at language, structure and presentation e.g. play scripts,</li> <li>Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</li> <li>Justify responses to the text using the PE</li> </ul>	<p><b>Classic Poetry: Macavity</b> 3 weeks <i>Writing skills</i> Nouns and noun phrases Commas Subordinating conjunctions: I SAW A WABUB <i>ALL</i></p> <p><i>Reading skills</i></p> <ul style="list-style-type: none"> <li>Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</li> <li>Make plausible predictions based on details stated.</li> <li>Discuss main events</li> </ul>

	<p>humans, a lesson learnt, one or two characters only</p> <ul style="list-style-type: none"> <li>• Use expression when reading aloud</li> <li>• Take note of punctuation when reading aloud, e.g. pausing at full stops, changing voice in response to an exclamation mark.</li> </ul>	<ul style="list-style-type: none"> <li>• Raise own questions during the reading process to deepen understanding</li> <li>• Discuss conventions of fairy tales</li> <li>• Use appropriate intonation and expression when reading aloud.</li> <li>• Work out the meaning of unfamiliar words by using the context.</li> <li>• Draw inferences around characters' actions, e.g. Why did the Pied Piper take revenge?</li> <li>• Identify and discuss favourite words and phrases which capture the reader's interest and imagination</li> <li>• Take note of punctuation when reading aloud, e.g. changing voice in response to inverted commas, pausing at commas in lists and commas used to demarcate clauses.</li> </ul>	<ul style="list-style-type: none"> <li>• Make plausible predictions based on details stated.</li> <li>• Provide evidence to support a statement provided by the teacher, e.g. The Iron Man is a mysterious character. What evidence is there to support this point?</li> <li>• Use appropriate intonation, tone and volume when reading</li> <li>• Aloud</li> <li>• Work out the meaning of unfamiliar words by using the context.</li> <li>• Take note of punctuation when reading aloud, e.g. show a rising inflection in response to a question mark.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw inferences around characters' thoughts, feelings and actions, and justify with evidence from the text.</li> <li>• Work out the meaning of unfamiliar words by using the context.</li> <li>• Take note of punctuation when reading aloud.</li> </ul>	<p>prompt (Point + Evidence).</p> <ul style="list-style-type: none"> <li>• Draw inferences around characters' thoughts, feelings and actions, and justify with evidence from the text.</li> <li>• Take note of punctuation when reading aloud.</li> <li>• Make plausible predictions based on details stated.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw inferences around characters' thoughts, feelings and actions, and justify with evidence from the text.</li> <li>• Take note of punctuation when reading aloud.</li> </ul>
Unit + skills	<p><b>Poems on a theme</b> 1 week</p> <p>Writing skills Similes Adjectives, nouns and noun phrases</p> <p>Reading skills</p>	<p><b>Recounts: Biography</b> <b>Henry V111</b> 2/3 weeks</p> <p>Writing skills Past tense 3<sup>rd</sup> person Headings and subheadings</p>	<p><b>Explanations How things work</b> 3 weeks</p> <p>Writing skills Sentence openers linked to explanation texts Present tense</p>	<p><b>Instructions How to wash a woolly mammoth</b> 2 weeks</p> <p>Writing skills Adverbs for time Chronological order Present tense</p>	<p><b>Shape Poem: Volcano</b> 1 week</p> <p>Writing skills Prepositions</p> <p>Reading skills Analyse texts looking at structure and</p>	<p><b>Acrostic Poems: Longridge</b> 1 week</p> <p>Writing skills Nouns for precision</p> <p>Reading skills</p>

	Analyse texts looking at language, structure and presentation e.g. poems on a theme,	Subordinating conjunctions: I SAW A WABUB <i>until, because, while</i>  <b>Reading skills</b> <ul style="list-style-type: none"> <li>• Prepare for research by identifying what is already known and generate possible questions about the subject</li> <li>• Identify how specific information is organised within a non-fiction text e.g. sub headings, bullet points, glossaries, diagrams.</li> <li>• Record information from non-fiction texts</li> <li>• Locate features of information texts in print and on screen</li> </ul>	Subordinating conjunctions: I SAW A WABUB <i>so, because, although</i>  <b>Reading skills</b> <ul style="list-style-type: none"> <li>• Discuss the purpose of paragraphs and identify the key idea of each paragraph by labelling, e.g. explanations</li> <li>• Describe how specific information is organised within a non-fiction text e.g. text boxes, contents, bullet points, glossaries, diagrams.</li> <li>• Record information from non-fiction texts</li> <li>• Locate features of information texts in print and on screen</li> </ul>	<b>Reading skills</b> <ul style="list-style-type: none"> <li>• Describe how specific information is organised within a non-fiction text e.g. text boxes, contents, bullet points, glossaries, diagrams.</li> <li>• Record information from non-fiction texts</li> <li>• Locate features of information texts in print and on screen</li> </ul>	presentation e.g., shape poems and calligrams	Analyse texts looking at structure and presentation
<b>Unit + skills</b>	<b>Persuasion - letter for younger children on persuading them to clean their teeth</b> <b>2 weeks</b>  <b>Writing skills</b> Adjectives including suffixes <i>er/est</i> Coordinating conjunctions <i>and/but/so/or</i> (Y2)  <b>Reading skills</b> <ul style="list-style-type: none"> <li>• Discuss the purpose of paragraphs in non-fiction texts and identify the key idea of each paragraph</li> </ul>	<b>Shape Poem: Fireworks (week 1)</b>  <b>Reading skills</b> Analyse texts looking at structure and presentation e.g., shape poems and calligrams			<b>Non Chronological Report: Link with Romans</b> <b>2 weeks - take into next half term)</b>  <b>Writing skills</b> Headings and subheadings Paragraphs Past tense  <b>Reading skills</b> <ul style="list-style-type: none"> <li>• Prepare for research by identifying what is already known about the subject, generate key questions to</li> </ul>	<b>Non Chronological Report: Cats or Longridge</b>  Writing skills Headings and subheadings Paragraphs Prepositions Adverbs for how and when Perfect form of verbs  <b>Reading skills</b> <ul style="list-style-type: none"> <li>• Prepare for research by identifying what is already known about the subject and key</li> </ul>

	<ul style="list-style-type: none"> <li>Analyse texts looking at structure and presentation e.g. persuasive letters</li> </ul>				<p>structure the task, e.g. create a KWL grid. Complete the KWL grid with answers to questions generated.</p> <ul style="list-style-type: none"> <li>Discuss the purpose of paragraphs and identify the key idea of each paragraph by labelling, e.g. information texts</li> <li>Describe how specific information is organised within a non-fiction text e.g. text boxes, contents, bullet points, glossaries, diagrams.</li> <li>Locate features of information texts in print and on screen</li> <li>Record information from non-fiction texts</li> </ul>	<p>questions to structure the task.</p> <ul style="list-style-type: none"> <li>Discuss the purpose of paragraphs and identify the key idea of each paragraph by labelling, e.g. information texts</li> <li>Evaluate how specific information is organised within a non-fiction text e.g. text boxes, contents, bullet points, glossaries, diagrams.</li> <li>Locate features of information texts in print and on screen</li> <li>Record information from non-fiction texts</li> </ul>
<p><b>Writing opportunities</b></p>	<p><u>Scaffolded outcomes</u></p> <ul style="list-style-type: none"> <li>A fable based on the Hare and the Tortoise.</li> <li>A simile poem</li> <li>A persuasive advert/leaflet</li> </ul> <p><u>Independent</u> Fiction: Penguin and the ostrich OR alter the 2 animals with different characteristics and write another fable</p>	<p><u>Scaffolded outcomes</u></p> <ul style="list-style-type: none"> <li>Follow plot pattern and create own PP character</li> <li>Biography of Henry V111</li> </ul> <p><u>Independent</u> PP - view another fairy tale eg The Little Match Girl OR Rewrite PP from the view of townsfolk/mayor/PP - same plot pattern <b>Non Fiction: Biography</b></p>	<p><u>Scaffolded outcomes</u></p> <ul style="list-style-type: none"> <li>A diary based on the Iron Giant</li> <li>An explanation</li> </ul> <p><u>Independent</u> Film clip - The Girl and the Fox <b>Non Fiction: The shirt Machine</b></p>	<p><u>Scaffolded outcomes</u></p> <ul style="list-style-type: none"> <li>Based on chapter 1</li> <li>Instructions</li> </ul> <p><u>Independent</u> Fiction: Stone Age Boy - travel back in time to Stone Age</p>	<p><u>Scaffolded outcomes</u></p> <ul style="list-style-type: none"> <li>Short playscript</li> <li>Shape poem</li> <li>Non Chron Report</li> </ul> <p><u>Independent</u> Fiction: Escape from Pompeii - narrative from Tranio's point of view.</p>	<p><u>Scaffolded outcomes</u></p> <ul style="list-style-type: none"> <li>Acrostic poem</li> <li>Non Chron Report</li> </ul> <p><u>Independent</u> A character description <b>Non Fiction: Non Chronological Report on Longridge</b></p>

<p><b>Ongoing reading skills</b></p>	<p><u>Guided Reading /Circle Time/Paired work/Whole class/1:1</u></p> <p><u>Participating in Discussion</u> Participate in discussion about what is read to them and books they have read independently. Develop and agree on rules for effective discussion, taking turns and listening to what others say Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups,</p> <p><u>Word Reading</u> Use knowledge of root words to understand meanings of words Use prefixes and suffixes to understand meanings Use prefixes to understand meanings e.g. un-, dis-, mis-, re-, pre-, im-, in-. □Use suffixes to understand meanings e.g. -ly, -ous Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list).</p> <p><u>Understanding the text</u> Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination Use the first two letters to locate words in a dictionary - use dictionaries to understand the meaning of words (IPADS - Word Hippo) Discuss their understanding of the text. Use intonation, tone and volume when reading aloud Take note of punctuation when reading aloud.</p> <p><u>Non Fiction</u> Quickly appraise a text to evaluate usefulness. Blurb, contents,title,cover</p>					
<p><b>Ongoing Writing skills</b></p>	<p><u>Planning</u> Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up.</p> <p><u>Drafting and writing</u> Create and develop settings for narrative. Create and develop characters for narrative. Improvise, create and write dialogue. Create and develop plots based on a model. Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type.</p> <p><u>Evaluating and Editing</u></p> <p><u>Performing</u></p>					
<p><b>Enrichments</b></p>	<p>Dentist visit Supermarket visit - Farm to Fork</p>	<p>Pantomime</p>	<p>Iron Man -DT link</p>	<p>WBD  Make a woolly mammoth</p>	<p>Roman shields Roman soldiers  Visit to Ribchester</p>	<p>Theatre production - Jungle Book Outdoor learning.  Longridge walk  Heritage centre?</p>