

**English Curriculum Map: 2024 – 2025 Year 3 Team Cowell Teacher: Mrs Graham & Miss Fahey**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **YEAR 3**  **Using a Power of Reading Teaching Sequence to Create an**  **English Curriculum** | **Autumn 1**  **Arthur and the Golden rope** | **Autumn 2**  **Wolves** | **Spring 1**  **The Wild Robot** | **Spring 2**  **The Great Kapok Tree by Lynne Cherry** | **Summer 1**  **Firebird** | **Summer 1**  **Leon and the Place Between** |
| **PSHE & Human Themes** | Empathy | Debate | Empathy, feelings | Making good choices |  |  |
| **Reading:**  **Experience, Knowledge, Skills and Strategies** | |  | | --- | | **Reading: (Word reading / Comprehension)**  Develop positive attitudes to reading and understanding of what they read by:  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  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]  what they read by:  checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding  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  participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously | |  | | **Reading: (Word reading / Comprehension)** ]  Develop positive attitudes to reading and understanding of what they read by:  Listening to and discussing a wide range of fiction, poetry, plays, on-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  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  **Understand what they read by:**  checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context  asking questions to improve their understanding  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 o identifying main ideas drawn from more than one paragraph and summarising these o identifying how language, structure and presentation contribute to meaning  retrieve and record information from non-fiction  participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously | **Reading: (Word reading / Comprehension)**  ▪ Listening to and discussing a wide range of fiction  ▪ 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  ▪ identifying themes and conventions in a wide range of books  ▪ preparing poems and play scripts to read aloud and to perform  ▪ discussing words and phrases that capture the reader’s interest and imagination  **Understand what they read 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  ▪ 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  ▪ retrieve and record information from non-fiction  ▪ 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. | **Reading: (Word reading / Comprehension)** ]  Develop positive attitudes to reading and understanding of what they read by:  Listening to and discussing a wide range of fiction, poetry, plays, on-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  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  **Understand what they read by:**  checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context  asking questions to improve their understanding  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 o identifying main ideas drawn from more than one paragraph and summarising these o identifying how language, structure and presentation contribute to meaning  retrieve and record information from non-fiction  participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously | |  | | --- | | **Reading: (Word reading / Comprehension)**  Increase familiarity with a range of books;  Identify themes and conventions  Prepare play scripts to read aloud  Show understanding through intonation, tone, volume and action  Discuss words and phrases that capture readers’ interest and imagination  Draw inferences about characters’ feelings, thoughts, emotions and actions  **Understand what they read by:**  checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context  asking questions to improve their understanding  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  retrieve and record information from non-fiction | | |  | | --- | | **Reading: (Word reading / Comprehension)**   Increase familiarity with a range of books;   Identify themes and conventions   Prepare play scripts to read aloud   Show understanding through intonation, tone, volume and action   Discuss words and phrases that capture readers’ interest and imagination   * Draw inferences about characters’ feelings, thoughts, emotions and actions   **Understand what they read by:**  checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context  asking questions to improve their understanding  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 o identifying main ideas drawn from more than one paragraph and summarising these o identifying how language, structure and presentation contribute to meaning   * ▪ retrieve and record information from non-fiction | |
| **National Curriculum**  **Vocabulary, Grammar,**  **Punctuation (and Spelling)** | Year 3   * use further prefixes and suffixes and understand how to add them * spell further homophones * spell words that are often misspelt * place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] * use the first 2 or 3 letters of a word to check its spelling in a dictionary * extend the range of sentences with more than one clause by using a wider range of conjunctions including when, fi because, although * use the present perfect forms of verbs in contrast the past tense * chose nouns and pronouns appropriately for clarity and cohesion to avoid repetition * use and punctuate direct speech | | | | | |
| **Language Competency: through reading,**  **talk and writing** | **Speaking and Listening:**   * Listen and respond appropriately to adults and their peers * Ask relevant questions to extend their understanding and knowledge * Use relevant strategies to build their vocabulary * Articulate and justify answers, arguments and opinions * Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments * Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * Speak audibly and fluently with an increasing command of Standard English * Participate constructively in discussions, performances, role play, improvisations and debates * Select and use appropriate registers for effective communication * Consider and evaluate different viewpoints, attending to and building on the contributions of others   **Writing: (Composition)**  Pupils will have the opportunity to be taught to:   * plan their writing by:   o discussing writing similar to that which they are planning to write in order to understand its structure, vocabulary and grammar discussing and recording ideas  Draft and write by:  o Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures  o Organising paragraphs around a theme  o In narrative, creating setting, characters and plot  o In non-narrative materials, using simple organisational devices (for example, headings and sub-headings)  Evaluate and edit by:  o assessing the effectiveness of their own and others’ writing and suggesting improvements  o proposing 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 | **Speaking and Listening:**  ▪ Listen and respond appropriately to adults and their peers  ▪ Ask relevant questions to extend their understanding and knowledge  ▪ Use relevant strategies to build their vocabulary  ▪ Articulate and justify answers, arguments and opinions  ▪ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  ▪ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ▪ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas  ▪ Speak audibly and fluently with an increasing command of Standard English  ▪ Participate constructively in discussions, performances, role play, improvisations and debates  ▪ Select and use appropriate registers for effective communication ▪ Consider and evaluate different viewpoints, attending to and building on the contributions of others  **Writing: (Composition)**  ▪ plan their writing by:   * discussing writing similar to that which they are planning to write in order to understand its structure, vocabulary and grammar   ▪ discussing and recording ideas  ▪ Draft and write by:   * Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures * Organising paragraphs around a theme * In narrative, creating setting, characters and plot * In non-narrative materials, using simple organisational devices (for example, headings and sub-headings) * Evaluate and edit by: assessing the effectiveness of their own and others’ writing and suggesting improvements proposing 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 | **Speaking and Listening**:  ▪ Listen and respond appropriately to adults and their peers  ▪ Participate actively in collaborative conversations  ▪ Use spoken language to develop understanding through imagining and exploring ideas ▪ Select and use appropriate registers for effective communication  ▪ Ask relevant questions to extend their understanding and knowledge  ▪ Use relevant strategies to build their vocabulary  ▪ Articulate and justify answers, arguments and opinions  ▪ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  ▪ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  ▪ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas  ▪ Participate in discussions, performances, role play, improvisations and debates  ▪ Consider and evaluate different viewpoints, attending to and building on the contributions of others  **Writing: (Transcription / Composition)**  Children should plan their writing by:  ▪ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  ▪ discussing and recording ideas  Draft and write by:  ▪ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures  ▪ organising paragraphs around a theme  ▪ in narratives, creating settings, characters and plot  ▪ in non-narrative material, using simple organisational devices Evaluate and edit by:  ▪ assessing the effectiveness of their own and others’ writing and suggesting improvements  ▪ proposing 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. | **Speaking and Listening:**  ▪ Listen and respond appropriately to adults and their peers  ▪ Ask relevant questions to extend their understanding and knowledge  ▪ Use relevant strategies to build their vocabulary  ▪ Articulate and justify answers, arguments and opinions  ▪ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  ▪ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ▪ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas  ▪ Speak audibly and fluently with an increasing command of Standard English  ▪ Participate constructively in discussions, performances, role play, improvisations and debates  ▪ Select and use appropriate registers for effective communication ▪ Consider and evaluate different viewpoints, attending to and building on the contributions of others  **Writing: (Composition)**  ▪ plan their writing by:   * discussing writing similar to that which they are planning to write in order to understand its structure, vocabulary and grammar   ▪ discussing and recording ideas  ▪ Draft and write by:   * Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures * Organising paragraphs around a theme * In narrative, creating setting, characters and plot * In non-narrative materials, using simple organisational devices (for example, headings and sub-headings) * Evaluate and edit by: assessing the effectiveness of their own and others’ writing and suggesting improvements proposing 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 | **Speaking and Listening:**  ▪ Listen and respond appropriately to adults and their peers  ▪ Ask relevant questions to extend their understanding and knowledge  ▪ Use relevant strategies to build their vocabulary  ▪ Articulate and justify answers, arguments and opinions  ▪ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  ▪ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ▪ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas  ▪ Speak audibly and fluently with an increasing command of Standard English  ▪ Participate constructively in discussions, performances, role play, improvisations and debates  ▪ Select and use appropriate registers for effective communication ▪ Consider and evaluate different viewpoints, attending to and building on the contributions of others  **Writing: (Composition)**  ▪ plan their writing by:   * discussing writing similar to that which they are planning to write in order to understand its structure, vocabulary and grammar   ▪ discussing and recording ideas  ▪ Draft and write by:   * Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures * Organising paragraphs around a theme * In narrative, creating setting, characters and plot * In non-narrative materials, using simple organisational devices (for example, headings and sub-headings) * Evaluate and edit by: assessing the effectiveness of their own and others’ writing and suggesting improvements proposing 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 | **Speaking and Listening:**   * Participate actively in collaborative conversations * Use spoken language to develop understanding through imagining and exploring ideas * Select and use appropriate registers for effective communication  |  | | --- | | **Writing: (Transcription / Composition)**   *  Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar *  Draft and write by composing and rehearsing sentences orally *  In narrative create settings, characters and plot * Develop creative and imaginative writing by adopting, creating and sustaining a range of roles. | |
| **Extended Writing Outcomes** | * Free Verse Poetry * Script for Advertisement * Narrative Voice: Storytelling * Newspaper Article * Writing in Role: journal * Letter Writing * Kenning | |  | | --- | | * Non-fiction texts: fliers, business cards, menus, etc. * Alternative ending * Poetry * Non-chronological report | | * Drawing and annotating * Role on the wall and characterisation * A variety of information texts including digital The robot’s backstory Robot’s Log entries - descriptive observations * Advisory emails * Poetry * Story mapping * Survival manual Interview questions for Hot seating * Thought tracking Writing in role – log entry, letters and notes | * Poetry * Explanation text Debate * Report writing * Writing in role Argument writing Note of advice Playscript * Extension of a narrative | |  | | --- | | * Writing a letter in role * Shared poetry writing * Report writing * Writing a diary entry in role | | * Notes on a story scene * Speech / Thought bubbles * Written predictions * List poems * Performance reading * Creating a descriptive piece about characters and events * Creating a new picturebook spread * Persuasive poster * Writing in role as a character * Creative writing – poem, news report, playscript, story narrative * Storymaps * Parallel Narrative |

