ENGLISH CURRICULUM MAP – Year 3

LUDDENDEN CE SCHOOL

YEAR 3	Autumn 1 MOON MAN	Autumn 2 THE TIN FOREST	Spring 1 THE IRON MAN	Spring 2 PEBBLE IN MY POCKET	Summer 1 HOT LIKE FIRE	Summer 2 OLIVER AND THE SEAWIGS
Literary Form	**Fiction – Short story/Picture Book**	**Fiction – Short story/Picture book**	**Fiction – Illustrated novel**	**Non-fiction - Information text**	**Poetry**	**Fiction – Illustrated novel**
Link to main NC area of learning	Science: Space	Science & geography – impact on environment and recycling	Science – forces & magnets Geography – locating countries Art - Shading	Science – Rocks & soils Geography – Volcanoes History – continuity & change	Geography – similarities and differences	History – early civilisations Music – Sea shanties
PSED & Human themes	Fear of the unknown Prejudice Tolerance Acceptance of difference	Environmentalism Roles in a community Loneliness	Conflict resolution Friendship	Community responsibilities	Families cultural differences	Bullying Friendships Right and wrong
Reading: Experience, Knowledge, Skills & Strategies	• listening to and discussing a wide range of texts • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words • increasing their familiarity with a wide range of books and retelling some of these orally • identifying themes and conventions in a wide range of books	• continuing to read and discuss an increasingly wide range of fiction • identifying and discussing themes and conventions • making comparisons within and across books • preparing poems to read aloud and to perform, making meaning clear to an audience • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, considering the impact on the reader	• develop positive attitudes to reading by listening to and discussing a wide range of fiction • increase familiarity with a range of books Identify themes and conventions • discuss words and phrases that capture readers' interest and imagination • ask questions to improve understanding of the text • draw inferences and justify inferences with evidence • identify how language and structure contribute to meaning	• develop their understanding and enjoyment of stories and non-fiction. Developing knowledge and skills in reading non-fiction about a wide range of subjects • justify their views about what they have read: with support • listen to and discuss a wide range of non-fiction and reference books or textbooks • retrieve and record information from non-fiction • use dictionaries to check the meaning of words	• read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks • identify and discuss themes and conventions in and across a wide range of writing • learn a wider range of poetry by heart • prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	• 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 • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
National Curriculum Vocabulary, Grammar, Punctuation and Spelling	Choosing appropriate nouns or pronouns - using a range of pre-fixes and suffixes	Conjunctions – expressing time and cause – using the correct form of 'an' or 'a' - using a range of pre-fixes and suffixes	Fronted adverbials – expressing time and cause –using the possessive apostrophe - using the correct form of 'an' or 'a' – inverted commas - using a range of pre-fixes and suffixes - choosing appropriate nouns or pronouns	Paragraphs – conjunctions – fronted adverbials – present perfect tense – subheadings - using a range of pre-fixes and suffixes	Prepositions – adverbs - using the possessive apostrophe - using the correct form of 'an' or 'a' – inverted commas - using a range of pre-fixes and suffixes	Paragraphs – conjunctions – fronted adverbials – present perfect tense – subheadings - using a range of pre-fixes and suffixes using the correct form of 'an' or 'a' - Choosing appropriate nouns or pronouns
Language Competency: Through reading, talk and writing	• Participate actively in collaborative conversations; • use spoken language to develop understanding; • speak audibly and fluently with an increasing command of Standard English; • participate in discussions, presentations, performances, role play, improvisations and debates; • select and use	• Listen and respond appropriately; participate actively in collaborative conversations; • use spoken language to develop understanding; select and use appropriate registers for effective communication; ask relevant questions; • use relevant strategies to build their vocabulary; • articulate and justify answers, arguments and opinions; • give well-structured descriptions, explanations and narratives; • staying on topic and initiating and responding to comments;	• Maintain attention and participate actively in collaborative conversations, responding to comments; • ask relevant questions to extend their understanding; • listen and respond appropriately to adults and peers; • articulate and justify answers and opinions; • use spoken language to develop understanding; • speak audibly and fluently with an increasing command of Standard English; • consider and evaluate different viewpoints; • attending to the contributions of others;	• Articulate and justify answers, arguments and opinions; • use spoken language to develop understanding through imagining and exploring ideas in role play drama; • select and use appropriate registers for effective communication.	• Participate actively performance, discussion and debate; • use spoken language to develop understanding through imagining and exploring ideas in role play drama and dance; • select and use appropriate registers for effective communication.	• Participate actively in collaborative conversations; • use spoken language to develop understanding through imagining and exploring ideas; • select and use appropriate registers for effective communication.

	appropriate registers for effective communication.	• 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.	• use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama.			
Extended Writing Outcome	Poetry Diary entry News Reports - TV report Explanation writing Myth writing Persuasive writing Letter writing	Writing in role Diary entry Poetry Descriptive Writing Letter writing Book Reviews Creative Writing	Annotated drawings Recounts (diary entries) Persuasive letter List poetry Questions Newspaper report Book trailers Reviews	Poetry Story maps Fact files Instructions Writing in role Narrative descriptions Book making Diary entry	Poems inspired by the collection Descriptive paragraphs Constructing debating arguments Note taking	Writing in role Note writing Character profile Diary entry Chants Instruction writing Leaflets Poetry Argument Message in a bottle Storymapping