

Year 3 English Curriculum Map

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A range of non-fiction texts about class birds The Red Prince by Charlie Roscoe Where do you get your ideas? By Sue Hardy-Dawson	The Magic Box by Kit Wright On the Way Home by Jill Murphy Stone Age Boy by Satoshi Kitamura	The Tiger Child: a folktale from India Magical Myths and Legends chosen by Michael Morpurgo	There's a Viking in my Bed by Jeremy Strong Arthur and the Golden Rope by Joe Todd Stanton	Rainstorm by Barbara Lehman The Great Kapok Tree by Lynne Cherry	A range of instructions The Chocolate Tree: a Mayan Folktale
<i>Non-chronological report</i> <i>Narrative (setting focus)</i> <i>Rhyming poetry</i>	<i>Free verse poetry</i> <i>Narrative</i>	<i>Own folktale</i> <i>Own myth</i>	<i>Narrative</i> <i>Newspaper article</i>	<i>Narrative</i> <i>Own persuasive chapter</i>	<i>Instructions</i> <i>Conversation (argument)</i>
Express time and cause using conjunctions, adverbs and prepositions. Use sub-headings and headings to organise texts. Begin to use paragraphs as a way of grouping related material.	Express place using prepositions. Begin to use inverted commas to punctuate direct speech. Begin to use paragraphs as a way of grouping related material. Use noun phrases and expanded noun phrases for description.	Increase his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Draft and write narratives, creating settings, characters and plot.	Begin to use paragraphs as a way of grouping related material. Use 'a' and 'an' accurately in front of a word. Draft and write narratives, creating settings, characters and plot.	Draft and write narratives, creating settings, characters and plot. Use the present perfect form of verbs in contrast to the past tense. Draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary.	Use sub-headings and headings to organise texts. Begin to use inverted commas to punctuate direct speech. Identify word families based on common root words.

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Retrieve and record information from non-fiction.	Use adverbs and the correct grammatical form of words by adding -ly.	Begin to use inverted commas to punctuate direct speech.	Understand what they read by predicting what might happen from details stated.	Begin to use paragraphs as a way of grouping related material.	Plan writing by discussing and recording ideas within a given structure.
Identify how language, structure and presentation contribute to meaning, including headings, sub-headings and paragraphs.	Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying these with evidence.	Draft and write by organising writing into paragraphs as a way of grouping related material.	Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying these with evidence.	Plan writing by discussing and recording ideas within a given structure.	Express time, place and cause using conjunctions, adverbs and prepositions.
Use noun phrases and prepositional phrases to describe settings.	Use the first two or three letters of a word to check its spelling in a dictionary.	Use expanded noun phrases, adverbs and prepositions to add detail and interest to writing.	Identify how language, structure and presentation contribute to meaning, including the use of paragraphs, headings, sub-headings and inverted commas to punctuate speech.	Use conjunctions, adverbs and prepositions to extend sentences and add detail to writing.	Understand what they read by predicting what might happen from details stated.
Draft and write narratives, creating settings, characters and plot.	Recognise some different forms of poetry and discuss their features.	Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying these with evidence.	Discuss words and phrases that capture the reader's interest and imagination.	Develop positive attitudes to reading by discussing a wide range of fiction and non-fiction texts.	Draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary.
Discuss words and phrases that capture the reader's interest and imagination.		Identify themes in books.	Plan writing by discussing and recording ideas within a given structure.	Discuss and record ideas for persuasive writing using facts, opinions and direct address.	Draft and write non-narrative material using simple organisational devices, including headings and sub-headings.
		Ask questions to improve their understanding of a text.			

Throughout the academic year, in each term children in Year 3 are taught to:

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- Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure and vocabulary
- Plan their writing by discussing and recording ideas within a given structure
- Draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary and using sentences structure from English Appendix 2
- Evaluate and edit by assessing the effectiveness of their own writing
- Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions.
- Proof-read for spelling and punctuation errors – including full stops, apostrophes, commas, question marks, exclamation marks and inverted commas for speech.
- Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- Understand the following terminology: Preposition, conjunction. Word family, prefix. Clause, subordinate clause. Direct speech. Consonant, consonant letter, vowel, vowel letter. Inverted commas (or speech marks).
- Participate in reasoned discussion about books, poems and other materials that are read to them and those they can read for themselves, taking turns and listening to what others say.

Understand what they read by:

- 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.
- Identifying main ideas drawn from within one paragraph and summarise these.
- Identifying how language, structure, and presentation contribute to meaning, including the use of paragraphs, headings, sub-headings and inverted commas to punctuate speech.
- Asking questions to improve their understanding of a text.
- Checking that the text makes sense to him/her, discussing his/her understanding of words.

Maintain positive attitudes to reading and understanding of what they read by:

- Listening to and discussing a wide range of fiction, poetry, plays and non-fiction.
- Reading aloud poems and performing play scripts.
- Discussing words that capture the reader's interest and imagination.
- Identifying themes in books.

At Roecroft, we believe it is very important, that the content taught in earlier years is revisited in subsequent years to consolidate children's knowledge and build on pupils' understanding. Therefore, throughout the academic year spelling patterns, handwriting, vocabulary and grammar from Key Stage 1 will be interwoven into the year 3 curriculum. For further details of when knowledge and skills are first introduced, please refer to our Roecroft Skills Progression Maps.