

Gresham Primary School
English Curriculum Map
Year Three

	Text and Literary form	Spoken Language	Reading	Writing	Grammar	Punctuation	Spellings
Autumn 1	<p>Moon Man <i>(Fiction –Picture book)</i></p>	<p>Listen and respond appropriately to adults and their peers;</p> <p>Ask relevant questions to extend their understanding and build vocabulary and knowledge;</p> <p>Articulate and justify answers, arguments and opinions;</p> <p>Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama;</p> <p>Speak audibly and fluently with an increasing command of Standard English;</p> <p>Participate in discussions, performances, role play, improvisations and debate about what has been read</p> <p>Select and use appropriate registers for effective communication.</p>	<p>Comprehension:</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;</p> <p>Reading books that are structured in different ways and reading for a range of purposes;</p> <p>Using dictionaries to check the meaning of words that they have read;</p> <p>Increasing their familiarity with a wide range of books and retelling some of these orally;</p> <p>Identifying themes and conventions in a wide range of books.</p>	<p>Outcomes:</p> <p>Poetry Diary entry News Reports Explanation writing Myth writing Persuasive writing Letter writing</p> <p>Composition:</p> <p>Plan their writing by:</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;</p> <p>discussing and recording ideas.</p> <p>Draft and write by:</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures;</p> <p>organising paragraphs around a theme.</p> <p>Evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements;</p> <p>proof-read for spelling and punctuation errors;</p> <p>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.</p>	<ul style="list-style-type: none"> ▪ extending the range of sentences with more than one clause by using a wider range of conjunctions including: when, if, because, although; 	<p>Secure use of Y1 & Y2 punctuation: Capital letters, full stops, question marks, exclamation marks, commas for lists & apostrophes for contraction and singular possession.</p>	<p><i>Revision of work from Years 1 & 2 (Pay special attention to the rules for adding suffixes.</i></p> <p>Learning the spellings from the Year 3 & 4 word list;</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable: <i>(forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation);</i></p> <p>The /i/ sound spelt y elsewhere than at the end of words: <i>(myth, gym, Egypt, pyramid, mystery);</i></p> <p>The /ʌ/ sound spelt ou: <i>(young, touch, double, trouble, country);</i></p> <p>More prefixes: <i>dis-: disappoint, disagree, disobey;</i></p>

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				<p>Handwriting:</p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined;</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>			<p><i>mis-</i> misbehave, mislead, misspell (<i>mis</i> + <i>spell</i>);</p> <p><i>in-</i>: inactive, incorrect;</p> <p><i>il</i> -illegal, illegible;</p> <p><i>im-</i> immature, immortal, impossible, impatient, imperfect ;</p>
Autumn 2	Stone Age Boy (<i>Historical Fiction</i>)	<p>Listen and respond appropriately to adults and their peers;</p> <p>Ask relevant questions to extend their understanding and build vocabulary and knowledge;</p> <p>Articulate and justify answers, arguments and opinions;</p> <p>Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama;</p> <p>Speak audibly and fluently with an increasing command of Standard English;</p> <p>Participate in discussions, performances, role play, improvisations</p>	<p>Comprehension:</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;</p> <p>Increasing their familiarity with a wide range of books and retelling some of these orally;</p> <p>Identifying themes and conventions in a wide range of books;</p> <p>Discussing words and phrases that capture the reader’s interest and imagination;</p> <p>Asking questions to improve their understanding of a text;</p>	<p>Writing Outcomes:</p> <p>Newspaper articles Diaries Instruction writing</p> <p>Composition:</p> <p>Plan their writing by:</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;</p> <p>discussing and recording ideas.</p> <p>Draft and write by:</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures;</p> <p>organising paragraphs around a theme.</p> <p>Evaluate and edit by:</p> <p>assessing the effectiveness of their own and others’ writing and suggesting improvements;</p>	<ul style="list-style-type: none"> ▪ using the present perfect form of verbs in contrast to the past tense; 	<ul style="list-style-type: none"> ▪ using commas after fronted adverbials; 	<p><i>ir-</i> irregular, irrelevant, irresponsible;</p> <p><i>re-</i>: redo, refresh, return, reappear, redecorate;</p> <p><i>sub-</i>: subdivide, subheading, submarine, submerge</p> <p><i>inter-</i>: interact, intercity, international, interrelated (<i>inter</i> + <i>related</i>);</p> <p><i>super-</i>: supermarket, superman, superstar;</p>

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		<p>and debate about what has been read</p> <p>Select and use appropriate registers for effective communication.</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</p> <p>Predicting what might happen from details stated and implied;</p> <p>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.</p>	<p>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.</p> <p>Handwriting:</p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined;</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>			
Spring 1	<p>Pebble in my Pocket: A History of our Earth (Non-Fiction)</p>	<p>Listen and respond appropriately to adults and their peers;</p> <p>Ask relevant questions to extend their understanding and knowledge;</p>	<p>Comprehension:</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;</p> <p>Increasing their familiarity with a wide range of books and</p>	<p>Writing Outcomes:</p> <p>Free Verse Poetry Blackout Poetry Narrative Recount Explanatory Text Writing in Role Persuasive (Leaflet) Information Writing</p> <p>Composition:</p> <p>Plan their writing by:</p>	<ul style="list-style-type: none"> ▪ using fronted adverbials ▪ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition; 	<ul style="list-style-type: none"> ▪ indicating possession by using the possessive apostrophe with plural nouns; ▪ using and punctuating direct speech. 	<p>anti-: <i>antiseptic, anti-clockwise, antisocial;</i></p> <p>auto-: <i>autobiography, autograph;</i></p> <p>The suffix -ation: <i>(information, adoration, sensation,</i></p>

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		<p>Use relevant strategies to build their vocabulary;</p> <p>Articulate and justify answers, arguments;</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for Expressing feelings;</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments;</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Consider and evaluate different viewpoints, attending to and building on the</p>	<p>retelling some of these orally;</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Identifying themes and conventions in a wide range of books;</p> <p>Asking questions to improve their understanding of a text;</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context;</p> <p>Identifying how language, structure, and presentation contribute to meaning;</p> <p>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.</p>	<p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;</p> <p>discussing and recording ideas.</p> <p>Draft and write by:</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures;</p> <p>organising paragraphs around a theme.</p> <p>Evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements;</p> <p>proof-read for spelling and punctuation errors;</p> <p>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.</p> <p>Handwriting:</p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined;</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>			<p><i>preparation, admiration);</i></p> <p>The suffix –ly: <i>(sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly);</i></p> <p>Changing the y to an i: <i>(happily, angrily);</i></p> <p>Changing le from root word to ly: <i>(gently, simply, humbly, nobly)</i></p> <p>If root word ends in ic adding 'ally': <i>(basically, frantically, dramatically);</i></p>
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		contributions of others.					
Spring 2	A Nest Full of Stars (Poetry)	<p>Listen and respond appropriately to adults and their peers;</p> <p>Ask relevant questions to extend their understanding and knowledge;</p> <p>Use relevant strategies to build their vocabulary;</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates;</p> <p>Gain, maintain and monitor the interest of the listener(s);</p> <p>consider and evaluate different viewpoints, attending to and building on the</p>	<p>Comprehension:</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;</p> <p>Increasing their familiarity with a wide range of books (including poetry) and retelling some of these orally;</p> <p>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;</p> <p>Discussing words and phrases that capture the reader's interest and imagination;</p> <p>Recognising some different forms of poetry [for example,</p>	<p>Writing Outcomes:</p> <p>Whole class poems Individual poems Poems for performance</p> <p>Composition:</p> <p>Plan their writing by:</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;</p> <p>discussing and recording ideas.</p> <p>Draft and write by:</p> <p>composing and rehearsing sentences orally, progressively building a varied and rich vocabulary.</p> <p>Handwriting:</p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined;</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<ul style="list-style-type: none"> ▪ using conjunctions: when, before after, while, because etc; adverbs including: then, next, soon, so etc; prepositions: before, after, during, in, because of etc to express time and cause. 	Capital letters, full stops, question marks, exclamation marks, commas for lists & apostrophes for contraction and singular possession.	<p>Words with endings sounding like /ʒə/ or /tʃə/:</p> <p><i>(measure, treasure, pleasure, enclosure);</i></p> <p><i>(creature, furniture, picture, nature, adventure);</i></p> <p>Endings which sound like /ʒən/:</p> <p><i>division, invasion, confusion, decision, collision, television);</i></p> <p>The suffix –ous:</p> <p><i>(poisonous, dangerous, mountainous, famous, various, tremendous, enormous, jealous, humorous, glamorous, vigorous, courageous, outrageous, serious, obvious, curious, hideous, spontaneous, courteous);</i></p> <p>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian:</p>

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		contributions of others.	free verse, narrative poetry]; Asking questions to improve their understanding of a text; Identifying how language, structure, and presentation contribute to meaning.				(<i>invention, injection, action, hesitation, completion</i>); (<i>expression, discussion, confession, permission, admission</i>); (<i>expansion, extension, comprehension, tension</i>); (<i>musician, electrician, magician, politician, mathematician</i>); Words with the /k/ sound spelt ch (Greek in origin): (<i>scheme, chorus, chemist, echo, character</i>);
Summer 1	The Wild Robot (<i>Fiction –Novel/ Modern fable</i>)	Listen and respond appropriately to adults and their peers; Ask relevant questions to extend their understanding and knowledge; Articulate and justify answers, arguments and opinions; Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings;	Comprehension: Increasing their familiarity with a wide range of books including fairy stories, myths and legends and retelling some of these orally; Identifying themes and conventions in a wide range of books, preparing play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action;	Writing outcomes: 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 A Fireside Speech Poster for #Think. Help. Change campaign Robot stories Play script Party preparations Environmental impact report Book Review	<ul style="list-style-type: none"> ▪ extending the range of sentences with more than one clause by using a wider range of conjunctions including: when, if, because, although; ▪ using the present perfect form of verbs in contrast to the past tense; 	<ul style="list-style-type: none"> ▪ indicating possession by using the possessive apostrophe with plural nouns; ▪ using and punctuating direct speech. 	Words with the /ʃ/ sound spelt ch (mostly French in origin): (<i>chef, chalet, machine, brochure</i>); Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin): (<i>league, tongue, antique, unique</i>); Words with the /s/ sound spelt sc (Latin in origin):

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		<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments;</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates;</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others;</p> <p>Select and use appropriate registers for effective communication.</p>	<p>Discussing words and phrases that capture the reader's interest and imagination;</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</p> <p>Predicting what might happen from details stated and implied.</p>	<p>Story sequel</p> <p>Composition:</p> <p>Plan their writing by:</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;</p> <p>discussing and recording ideas.</p> <p>Draft and write by:</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures;</p> <p>organising paragraphs around a theme.</p> <p>Evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements;</p> <p>proof-read for spelling and punctuation errors;</p> <p>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.</p> <p>Handwriting:</p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined;</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant;</p>			<p><i>(science, scene, discipline, fascinate, crescent)</i> ;</p> <p>Words with the /ei/ sound spelt ei, eigh, or ey: <i>(vein, weigh, eight, neighbour, they, obey)</i>;</p> <p>Possessive apostrophe with plural words: <i>(girls', boys', babies', children's, men's, mice's)</i>;</p> <p>Homophones and near-homophones: <i>(accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's).</i></p>
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				that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].			
Summer 2	I was a Rat! Or The Scarlett Slippers <i>(Fiction- humorous adventure story)</i>	<p>Listen and respond appropriately to adults and their peers;</p> <p>Ask relevant questions to extend their understanding and knowledge;</p> <p>Use relevant strategies to build their vocabulary;</p> <p>Articulate and justify answers, arguments and opinions;</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;</p> <p>Speak audibly and fluently with an increasing command of Standard English;</p> <p>Participate in discussions,</p>	<p>Comprehension:</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;</p> <p>Using dictionaries to check the meaning of words that they have read;</p> <p>Increasing their familiarity with a wide range of books including fairy stories, myths and legends and retelling some of these orally;</p> <p>Identifying themes and conventions in a wide range of books, preparing play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action;</p>	<p>Writing outcomes:</p> <p>Writing in role Diary writing Newspaper writing Persuasive writing Letter writing</p> <p>Composition:</p> <p>Plan their writing by:</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;</p> <p>discussing and recording ideas.</p> <p>Draft and write by:</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures;</p> <p>organising paragraphs around a theme.</p> <p>Evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements;</p> <p>proof-read for spelling and punctuation errors;</p>		<ul style="list-style-type: none"> ▪ using commas after fronted adverbials. ▪ using and punctuating direct speech. 	

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		<p>presentations, performances, role play, improvisations and debates;</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>	<p>Discussing words and phrases that capture the reader's interest and imagination;</p> <p>Asking questions to improve their understanding of a text;</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</p> <p>Predicting what might happen from details stated and implied;</p> <p>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.</p>	<p>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.</p> <p>Handwriting:</p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined;</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>			
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VIPERS Texts:

Buried Alive – Jacqueline Wilson
Flat Stanley – Jeff Brown
Butterfly Lion - Michael Morpurgo

Class Readers:

The Accidental Prime Minister – Tom McLaughlin
Leon and the Place Between – Angela McAllister
The World According to Humphrey – Betty G Birney
All Because of Jackson – Dick King Smith
The Secret Lake – Karen Inglis

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