

Gresham Primary School  
English Curriculum Map  
Year Three

	<b>Text and Literary form</b>	<b>Spoken Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Grammar</b>	<b>Punctuation</b>	<b>Spellings</b>
<b>Autumn 1</b>	<p>Pebble in my Pocket: A History of our Earth (<b>Non-Fiction</b>) (<a href="#">Link to Rocks and Stone age and Iron Age topics</a>)</p>	<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;</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,</p>	<p><b>Comprehension:</b></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>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,</p>	<p><b>Writing Outcomes:</b></p> <p>Free Verse Poetry Blackout Poetry Narrative Recount Explanatory Text Writing in Role Persuasive (Leaflet) Information Writing</p> <p><b>Composition:</b></p> <p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;</li> <li>discussing and recording ideas.</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures;</li> <li>organising paragraphs around a theme.</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others’ writing and suggesting improvements;</li> <li>proof-read for spelling and punctuation errors;</li> <li>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.</li> </ul> <p><b>Handwriting:</b></p>	<p>Noun phrases</p> <p>What is a sentence</p> <p>Different types of sentences</p> <p>Expanding sentences</p> <p>Past and present tense</p>	<p>Continue to recap basic punctuation</p> <p>Commas to separate items in a list and adjectives in a noun phrase</p> <p>Apostrophes for contractions and possession</p>	<p>Words with the long /ai/ sound spelt with ei</p> <p>Words with the long /ai/ sound spelt with ey</p> <p>Words with the long /ai/ sound spelt with ai</p> <p>Words with /ur/ sound spelt with ear</p> <p>Homophones &amp; near homophones</p>

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		<p>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>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>	<ul style="list-style-type: none"> <li>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;</li> <li>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].</li> </ul>			
<b>Autumn 2</b>	<p>How the Stars came to be <b>(Traditional story) (Link to light topic)</b></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><b>Comprehension:</b></p> <p>Listening to and discussing a wide range of fiction 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</p>	<p><b>Writing Outcomes:</b></p> <p>Book talk responses  Playscript  Information text  Covering letter  Annotations  Free Writing  Poetry  Writing in Role – Diary Entry  Personal Narrative  Original Creation or Pourquoi story</p> <p><b>Composition:</b></p> <p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and</li> </ul>	<p>a or an</p> <p>Recognising and using determiners</p> <p>What is a clause</p> <p>Coordinating conjunctions</p> <p>Subordinating conjunctions</p> <p>Conjunctions to express time, place and cause</p>	<p>Continue to recap basic punctuation</p> <p>Vowels and Consonants</p>	<p>Creating adverbs using the suffix -ly (no change to root word)</p> <p>Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable)</p> <p>Creating adverbs using the suffix -ly (root word ends in 'le')</p> <p>Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al')</p>

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		<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>Identifying themes and conventions in a wide range of books</p> <p>Preparing poems and play scripts to read aloud and to perform</p> <p>Discussing words and phrases that capture the reader's interest and imagination checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</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>Identifying main ideas drawn from more than one paragraph and summarising these</p> <p>Identifying how language, structure, and presentation contribute to meaning</p>	<p>learn from its structure, vocabulary and grammar;</p> <ul style="list-style-type: none"> <li>discussing and recording ideas.</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures;</li> <li>organising paragraphs around a theme.</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements;</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors;</li> <li>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.</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>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;</li> <li>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</li> </ul>			<p>Creating adverbs using the suffix -ly (exceptions to the rules)</p> <p>Statutory Spelling Words</p>
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			<p>Retrieve and record information from non-fiction</p> <p>Participate in discussion about both books that are read to them and those</p>	<p>sufficiently so that the ascenders and descenders of letters do not touch].</p>			
Spring 1	<p>Hot Like Fire <i>(Poetry) (Fruit and Veg topic link)</i></p>	<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;</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for Expressing feelings;</p>	<p><b>Comprehension:</b> Read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Learn a wider range of poetry by heart.</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so</p>	<p><b>Writing Outcomes:</b> Poems inspired by the collection Descriptive paragraphs Constructing debating arguments Note taking</p> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>Evaluate and edit by assessing the effectiveness of their own and others' writing.</li> <li>Evaluate and edit proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<p>Using adverbs to express time, place and cause</p> <p>Prepositions</p> <p>Prepositional phrases</p> <p>Using prepositions to express time, place and cause</p>	<p>Continue to recap basic punctuation and Autumn term punctuation</p>	<p>Words with short /i/ sound spelt with 'y'</p> <p>Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant)</p> <p>Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant)</p> <p>Creating negative meanings using prefix mis</p>

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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>that the meaning is clear to an audience.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p><b>Handwriting:</b></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>			Words with a /k/ sound spelt with 'ch'
<b>Spring 2</b>	The Great Kapok Tree (A tale of the Amazon Rainforest) <b>(Fiction) (Link to plants and Rainforests Topic)</b>	<p>Listen and respond appropriately to adults and their peers;</p> <p>Ask relevant questions to extend their understanding and knowledge;</p>	<p><b>Comprehension:</b></p> <p>Listening to and discussing a wide range of fiction, <b>poetry</b>, plays, non-fiction and reference books or textbooks;</p>	<p><b>Writing Outcomes:</b></p> <p>Poetry            Performance of a poem            Explanation text            Debate            Report writing            Writing in role            Argument writing</p>	<p>Recognising and writing direct speech</p> <p>Present perfect tense</p>	<p><i>Punctuating direct speech</i></p>	<p>Homophones &amp; Near Homophones</p> <p>Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or 'back')</p>

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		<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 contributions of others.</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, preparing <b>poems</b> 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, free verse, narrative poetry];</p> <p>Asking questions to improve their understanding of a text;</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p>	<p>Making a visual text          Note of advice          Playscript          Extension of a narrative</p> <p><b>Composition:</b></p> <p><b>Plan their writing by:</b></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><b>Draft and write by:</b></p> <p>composing and rehearsing sentences orally, progressively building a varied and rich vocabulary.</p> <p><b>Handwriting:</b></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>Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'</p> <p>Words with a /sh/ sound spelt with 'ch'</p> <p>Statutory Spellings Words</p>
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<b>Summer 1</b>	<p><b>The Wild Robot (Fiction –Novel/ Modern fable)(Topic Animals including humans)</b></p>	<p>Listen and respond appropriately to adults and their peers;</p> <p>Ask relevant questions to extend their understanding and knowledge;</p> <p>Articulate and justify answers, arguments and opinions;</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</p>	<p><b>Comprehension:</b></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>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><b>Writing outcomes:</b></p> <p>Drawing and annotating</p> <p>Role on the wall and characterisation</p> <p>A variety of information texts including digital</p> <p>The robot’s backstory</p> <p>Robot’s Log entries - descriptive observations</p> <p>Advisory emails</p> <p>Poetry</p> <p>Story-mapping</p> <p>Survival manual</p> <p>Interview questions for Hot-seating</p> <p>Thought tracking</p> <p>Writing in role – log entry, letters and notes</p> <p>A Fireside Speech</p> <p>Poster for #Think. Help. Change campaign</p> <p>Robot stories</p> <p>Play script</p> <p>Party preparations</p> <p>Environmental impact report</p> <p>Book Review</p> <p>Story sequel</p> <p><b>Composition:</b></p> <p><b>Plan their writing by:</b></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><b>Draft and write by:</b></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><b>Evaluate and edit by:</b></p>	<p>Types of noun</p> <p>Abstract nouns</p> <p>Sequencing sentences</p> <p>Using paragraphs in writing for different purposes</p>	<p>Continue to look at basic punctuation, apostrophes, commas and direct speech punctuation</p>	<p>Words ending in -ary</p> <p>Words with a short /u/ sound spelt with ‘o’</p> <p>Words with a short /u/ sound spelt with ‘ou’</p> <p>Word families based on common words, showing how words are related in form and meaning.</p>
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		<p>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>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><b>Handwriting:</b></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>			
<b>Summer 2</b>	<p>The Bluest of Blues – Fiona Robinson  <b>(Non-fiction picture book)</b>  <i><b>(British Art, Scientists and inventors link)</b></i></p>	<p>Listen and respond appropriately to adults and their peers;</p> <p>Ask relevant questions to extend their understanding and knowledge;</p>	<p><b>Comprehension:</b></p> <p>Increase familiarity with a range of books;</p> <p>Identify themes and conventions;</p> <p>Prepare play scripts to read aloud;</p>	<p><b>Writing outcomes:</b></p> <p>Writing in role            Diary writing            Newspaper writing            Persuasive writing            Letter writing</p> <p><b>Composition:</b></p>	<p>Word families</p> <p>Fronted Adverbials</p>	<p>Commas for fronted adverbials</p>	<p>Words ending in the suffix -al</p> <p>Words ending with an /zhuh/ sound spelt with 'sure'</p> <p>Words ending with a /chuh/ sound spelt with 'ture'</p>



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		<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, 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>Show understanding through intonation, tone, volume and action;</p> <p>Discuss words and phrases that capture readers' interest and imagination;</p> <p>Draw inferences about characters' feelings, thoughts, emotions and actions.</p>	<ul style="list-style-type: none"> <li>● Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar;</li> <li>● Draft and write by composing and rehearsing sentences orally;</li> <li>● In narrative create settings, characters and plot;</li> <li>● Develop creative and imaginative writing by adopting, creating and sustaining a range of roles.</li> </ul> <p><b>Handwriting:</b></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>Words ending with a /chuh/ sound spelt as 'ture'</p> <p><i>Words with Silent letters</i></p>
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