


Year 3 English Curriculum


	Autumn			
Curriculum focus/links	Terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant letter, vowel, inverted commas (or 'speech marks')			
Genre and Text/Focus	Fiction - A Traditional Tale: Beating the Baddie story The Billy Goats Whinge, Want and Gruff	Non-fiction - Instructions How to Trap an Ogre/Troll	Fiction - A Traditional Tale: Beating the Baddie story The Billy Goats Whinge, Want and Gruff	Non-fiction - Instructions How to Trap an Ogre/Troll
Writing Outcome	Children will be able to write their own version of a traditional tale.	Children will be able to write a set of instructions.	Children will be able to write their own version of a traditional tale.	Children will be able to write a set of instructions.
Vocabulary, Grammar and Punctuation	Begin to use inverted commas to punctuate direct speech Expressing time using conjunctions Begin to organise paragraphs around a theme in narratives, creating settings, characters and plot Begin to use adverbs to express time (including those with -ly) Begin to use prepositions (such as before, after, during, in, because of)	Begin to use headings and sub-headings to aid presentation Begin to use of the forms a or an according to whether the next word begins with a consonant or a vowel Expressing time using conjunctions Begin to use adverbs to express time (including those with -ly) Begin to use prepositions (such as before, after, during, in, because of)	Begin to use inverted commas to punctuate direct speech Expressing time using conjunctions Begin to organise paragraphs around a theme in narratives, creating settings, characters and plot Begin to use adverbs to express time (including those with -ly) Begin to use prepositions (such as before, after, during, in, because of)	Begin to use headings and sub-headings to aid presentation Begin to use of the forms a or an according to whether the next word begins with a consonant or a vowel Expressing time using conjunctions Begin to use adverbs to express time (including those with -ly) Begin to use prepositions (such as before, after, during, in, because of)
Transcription- handwriting	Pen Pals letter formation plus: <ul style="list-style-type: none"> • 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 • 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] 1 Practising joining through a word in stages: no ascenders or descenders 2 Practising joining through a word in stages: parallel ascenders 3 Introducing joining from s to ascender: sh, sl, st, sk 4 Introducing joining from s, no ascender: sw, si, sj, sm, sn, sp, su 5 Introducing joining from s to an anticlockwise letter: sa, sc, sd, sg, so, sq 6 Introducing joining from r to an ascender: rb, rh, rk, rl, rt 7 Introducing joining from r, no ascender: ri, ru, rn, rp 8 Introducing joining from r to an anticlockwise letter: ra, rd, rg, ro 9 Introducing joining from r to e: are, ere, ure, ore, ire 10 Introducing break letters: g, j, y, f, b, p, x, z			

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<p>Transcription - spelling</p>	<ul style="list-style-type: none"> • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far <p>Twinkl Autumn 1a Overview</p> <p>1. Words with the long /ai/ sound spelt with ei 2. Words with the long /ai/ sound spelt with ey 3. Words with the long /ai/ sound spelt with ai 4. Words with /ur/ sound spelt with ear 5. Homophones & near homophones 6. Homophones & near homophones 7. Review Week</p> <p>Twinkl Autumn 1b Overview</p> <p>1. Creating adverbs using the suffix -ly (no change to root word) 2. Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable) 3. Creating adverbs using the suffix ly (root word ends in 'le') 4. Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al') 5. Creating adverbs using the suffix -ly (exceptions to the rules) 6. Statutory Spelling Challenge Words 7. Review</p>			
<p>Reading- key objectives</p>	<p>Reading objectives will be covered through a range of reading activities including Floppy's Phonics, reading for pleasure and whole class reading.</p> <p>Pupils should be taught to:</p> <p><u>Word reading</u></p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p><u>Comprehension</u></p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-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 • 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 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] <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • 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 <p>retrieve and record information from non-fiction</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>Reading spine text</p>	<p>**See Reading Overview for choice of texts</p>	<p>**See Reading Overview for choice of texts</p>	<p>**See Reading Overview for choice of texts</p>	<p>**See Reading Overview for choice of texts</p>
<p>Focus (highlight chosen focus)</p>	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective

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	Spring			
Curriculum focus/links			Terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant letter, vowel, inverted commas (or 'speech marks')	
Genre and Text/Focus	Fiction - A Warning Tale Escape from Pompeii by Christian Balit	Non-fiction - Discussion text Why do people live near volcanoes?	Fiction - A Warning Tale Escape from Pompeii by Christian Balit	Non-fiction - Discussion text Why do people live near volcanoes?
Writing Outcome	Children will be able to write their own narrative in the style of a warning tale.	Children will be able to write a non-fiction discussion text.	Children will be able to write their own narrative in the style of a warning tale.	Children will be able to write a non-fiction discussion text.
Vocabulary, Grammar and Punctuation	<p>Expressing time and place using conjunctions</p> <p>Begin to use adverbs to express time and manner (including those with -ly)</p> <p>Showing character through reaction</p> <p>Write an ending which shows how the character feels or what has been learned</p>	<p>Expressing time, place and cause using conjunctions</p> <p>Begin to use adverbs to express time and manner (including those with -ly)</p> <p>Use a greater range of prepositions Use of the forms a or an according to whether the next word begins with a consonant or a vowel</p> <p>Nouns and pronouns for clarity and cohesion</p>	<p>Practise using paragraphs as a way to group related material (use a topic sentence and related sentences)</p> <p>Expressing time, place and cause using conjunctions</p> <p>Choose an interesting name for your setting e.g. Hangman's Wood; Sandy Cove; Crystal Castle</p> <p>Think about the time of day and the weather</p> <p>Begin to use inverted commas to punctuate direct speech</p> <p>Prepositions</p> <p>Adverbs to show manner</p>	<p>Practise using paragraphs as a way to group related material (use a topic sentence and related sentences)</p> <p>Expressing time, place and cause using conjunctions</p> <p>Use headings and sub-headings to aid presentation</p> <p>Nouns and pronouns for clarity and cohesion</p>
Transcription - handwriting	<p>Pen Pals letter formation plus:</p> <ul style="list-style-type: none"> • 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 • 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>11 Introducing joining to f: if, ef, af, of</p> <p>12 Introducing joining from f to an ascender: fl, ft</p> <p>13 Introducing joining from f, no ascender: fe, fi, fu, fr, fy</p> <p>14 Introducing joining from f to an anticlockwise letter: fo, fa</p> <p>15 Introducing ff</p> <p>16 Introducing rr</p>			


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	<p>17 Introducing ss</p> <p>18 Introducing qu</p> <p>19 Revising parallel ascenders and descenders</p> <p>20 End-of-term check</p>
Transcription - spelling	<ul style="list-style-type: none">• use the first two or three letters of a word to check its spelling in a dictionary• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far <p>Twinkl Spring 2a Overview</p> <p>1. Words with short /i/ sound spelt with 'y' 2. 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) 3. Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant) 4. Creating negative meanings using prefix mis- 5. Creating negative meanings using prefix dis- 6. Words with a /k/ sound spelt with 'ch' 7. Review</p> <p>Twinkl Spring 2b Overview</p> <p>1. Homophones & near homophones 2. Homophones & near homophones 3. Adding the prefix bi- (meaning 'two' or 'twice') and adding the prefix re- (meaning 'again' or 'back') 4. Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' 5. Words with a /sh/ sound spelt with 'ch' 6. Statutory Spellings Challenge Words 7. Review</p>
Reading- key objectives	<p>Reading objectives will be covered through a range of reading activities including Floppy's Phonics, reading for pleasure and whole class reading.</p> <p>Pupils should be taught to:</p> <p><u>Word reading</u></p> <ul style="list-style-type: none">• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p><u>Comprehension</u></p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none">• listening to and discussing a wide range of fiction, poetry, plays, non-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• 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 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] <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none">• 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

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	<ul style="list-style-type: none"> • 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 <p>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</p>			
Reading spine text	**See Reading Overview for choice of texts	**See Reading Overview for choice of texts	**See Reading Overview for choice of texts	**See Reading Overview for choice of texts
Focus (highlight chosen focus)	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective

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	Summer			
Curriculum focus/links			Terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant letter, vowel, inverted commas (or 'speech marks')	
Genre and Text/Focus	Fiction - A suspense story, tale of fear Isis and Osiris	Non-fiction - Explanation A guide to mummification	Fiction - A suspense story, tale of fear Isis and Osiris	Non-fiction - Explanation A guide to mummification
Writing Outcome	Children will be able to write their own version of a suspense story.	Children will be able to write a non-fiction explanation text.	Children will be able to write their own version of a suspense story.	Children will be able to write a non-fiction explanation text.
Vocabulary, Grammar and Punctuation	Use paragraphs as a to group related material - aim for topic sentence and at least 3 supporting sentences) Expressing time, place and cause using conjunctions Embed use of inverted commas to punctuate speech Begin to organise paragraphs around a theme in narratives, creating settings, characters and plot Begin to connect paragraphs with adverbials Begin to use adverbs to express time, place and manner (including those with -ly)	Further practise use of inverted commas to punctuate speech Expressing time, place and cause using conjunctions Use paragraphs as a to group related material - aim for topic sentence and at least 3 supporting sentences) Begin to use adverbs to express time, place and manner (including those with -ly)	Use paragraphs as a to group related material - aim for topic sentence and at least 3 supporting sentences) Expressing time, place and cause using conjunctions Embed use of inverted commas to punctuate speech Begin to organise paragraphs around a theme in narratives, creating settings, characters and plot Begin to connect paragraphs with adverbials Begin to use adverbs to express time, place and manner (including those with -ly)	Further practise use of inverted commas to punctuate speech Expressing time, place and cause using conjunctions Use paragraphs as a to group related material - aim for topic sentence and at least 3 supporting sentences) Begin to use adverbs to express time, place and manner (including those with -ly)
Transcription - handwriting	Pen Pals letter formation plus: <ul style="list-style-type: none"> • 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 • 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] 21 Revising joins: letter spacing 22 Revising joins: spacing between words 23 Revising joins: consistency of size 24 Revising joins: fluency 25 Revising joins: parallel ascenders 26 Revising joins: parallel ascenders and descenders 27 Revising horizontal join from r to an anticlockwise letter: r>[

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	<p>28 Revising break letters</p> <p>29 Assessment</p> <p>30 Revising capital letters</p>			
<p>Transcription - spelling</p>	<ul style="list-style-type: none"> • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far <p>Twinkl Summer 3a Overview</p> <p>1. Words ending in -ary 2. Words with a short /u/ sound spelt with 'o' 3. Words with a short /u/ sound spelt with 'ou' 4. Word families based on common words, showing how words are related in form and meaning. 5. Word families based on common words, showing how words are related in form and meaning 6. Word families based on common words, showing how words are related in form and meaning 7. Review</p> <p>Twinkl Summer 3b Overview</p> <p>1. Words ending in the suffix -al 2. Words ending with an /zhuh/ sound spelt with 'sure' 3. Words ending with a /chuh/ sound spelt with 'ture' 4. Words ending with a /chuh/ sound spelt as 'ture' 5. Silent Letters Revision 6. Silent Letters Revision 7. Review</p>			
<p>Reading- key objectives</p>	<p>Reading objectives will be covered through a range of reading activities including Floppy's Phonics, reading for pleasure and whole class reading.</p> <p>Pupils should be taught to:</p> <p><u>Word reading</u></p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p><u>Comprehension</u></p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-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 • 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 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] <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • 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 <p>retrieve and record information from non-fiction</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>Reading spine text</p>	<p>**See Reading Overview for choice of texts</p>	<p>**See Reading Overview for choice of texts</p>	<p>**See Reading Overview for choice of texts</p>	<p>**See Reading Overview for choice of texts</p>

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Focus (highlight chosen focus)	<ul style="list-style-type: none">- Structure of text- Role of character/issues/information- Role of setting/mood/tone- use of language, including figurative language- writer's perspective	<ul style="list-style-type: none">- Structure of text- Role of character/issues/information- Role of setting/mood/tone- use of language, including figurative language- writer's perspective	<ul style="list-style-type: none">- Structure of text- Role of character/issues/information- Role of setting/mood/tone- use of language, including figurative language- writer's perspective	<ul style="list-style-type: none">- Structure of text- Role of character/issues/information- Role of setting/mood/tone- use of language, including figurative language- writer's perspective
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