

English Curriculum

Year 3		
Autumn	Spring	Summer
Absolute Power – The Tudors and Henry VIII	What have the Victorians ever done for us?	The Birth of Democracy – Ancient Greece

Key Technical Vocabulary in red bold.

Text Level/Genres

Write for a range of contexts, purposes and audiences

Revise and evaluate their writing

Ensure a range of forms are covered: letter, email, leaflet, poster, message, diary entry, newspaper article, information text, menu, play script, flier, advertisement, presentation. etc.

Narrative		Instruction	
<p>1 – Myths and Legends</p> <p>2 – Adventure and Mystery</p> <p>3 – Familiar Setting</p>	<ul style="list-style-type: none"> Consolidate understanding of sequential story structure Identify elements in story openings and endings and typical features of particular types of story; notice common themes, similar key incidents and typical phrases or expressions. Recognise that authors make decisions about how the plot will develop and use different techniques to provoke readers’ reactions; Notice the difference between 1st and 3rd person accounts; Take part in dramatised readings using different voices for the narrator and main characters. Identify examples of a character telling the story in the 1st person; Make deductions about characters’ feelings, behaviour and relationships based on descriptions and their actions in the story; Identify examples of stereotypical characters; Make judgements about a character’s actions, demonstrating empathy or offering alternative solutions to a problem; Analyse the way that the main character(s) usually talks and look for evidence of the relationship between characters based on dialogue. Look at how settings are used to create atmosphere; Look at examples of scene changes that move the plot on, relieve or build up the tension. Tell stories based on own experience and oral versions of familiar stories; 		<ul style="list-style-type: none"> Read and follow instructions. Give clear oral instructions to members of a group. Read and compare examples of instructional text, evaluating their effectiveness. Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys. Research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions. Try out with other children, giving instructions and listening and following theirs. Evaluate effectiveness of instructions. Write clear written instructions using correct register and devices to aid the reader.

	<ul style="list-style-type: none"> • Include dialogue to set the scene and present characters; • Sequence events clearly and have a definite ending; • Write complete stories with a full sequence of events in narrative order; include a dilemma or conflict and resolution; • Write an opening paragraph and further paragraphs for each stage of the story; • Use either 1st or 3rd person consistently; • Use conventions for written dialogue and include some dialogue that shows the relationship between two characters. 		
<p>Poetry</p> <p>1 – Performance Poetry 2 – Shape poetry 3 - Calligrams</p>	<ul style="list-style-type: none"> • Describe the effect a poem has and suggest possible interpretations; • Discuss the choice of words and their impact, noticing how the poet creates ‘sound effects’ by using alliteration, rhythm or rhyme and creates pictures using similes; • Explain the pattern of different simple forms • Perform individually or chorally; vary volume, experimenting with expression and use pauses for effect • Use actions, voices, sound effects and musical patterns to add to a performance • Invent new similes and experiment with word play; • use powerful nouns, adjectives and verbs; experiment with alliteration; • write free verse; borrow or create a repeating pattern 	<p>Persuasion</p>	<ul style="list-style-type: none"> • Read and evaluate a wide range of simple persuasive texts and devices, explaining and evaluating responses orally. E.g. adverts, posters both on TV and written. • Begin to use words to persuade others e.g. persuading a child to go to bed. • Create simple signs, posters and adverts.
<p>Reports (non-chronological)</p>	<ul style="list-style-type: none"> • Analyse a number of report texts and note their function, form and typical language features: <ul style="list-style-type: none"> - Use an introduction indicating an overall classification of what is being described - Use of short statement to introduce each new item - Use language (specific and sometimes technical) to describe and differentiate - Use impersonal language - Use mostly present tense • Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information. 		

	<ul style="list-style-type: none"> • Distinguish between generalisations and specific information and between recounts and reports, using content taken from another area of the curriculum. • Teacher demonstrates how to write non-chronological report using notes in a spidergram; draws attention to importance of subject verb agreements with generic participants (e.g.) family is..., people are... • Write own report independently based on notes from several sources. 		
Punctuation		Handwriting	
<p><i>Ensure Year 2 learning is consolidated – control, accuracy, consistency, application.</i></p> <ul style="list-style-type: none"> • Inverted commas to punctuate direct speech. • Use commas after fronted adverbials, e.g. <i>Later that day, I heard the news</i> 		<p><i>Ensure Year 2 learning is consolidated – control, accuracy, consistency, application.</i></p> <ul style="list-style-type: none"> • Continue to develop their joined up handwriting. • Increase the legibility, consistency and quality of their handwriting. 	
Spelling		Grammar	
<p><i>Ensure Year 2 learning is consolidated – control, accuracy, consistency, application.</i></p> <ul style="list-style-type: none"> • the l sound spelt y other than at the end of words; • Prefixes re, dis, mis, in, super • Suffix ly and exceptions • Endings spelt sion. • Suffix ous with root words • Words ending with the g sound spelt gue. • Words with the s sound spelt sc • Words with the ay sound spelt ei, eigh, ey • Possessive apostrophe with plural words. • Homophones and near homophones • Spellings – sentence, separate, special, surprise, various, weight, woman, women, fruit, grammar, group, guard, guide, heard, heart, height, island, learn, library, natural, often, ordinary, particular, peculiar, popular, promise, purpose, question, recent, regular. • Common exception words – actual, actually, address, answer, appear, arrive, believe, bicycle, breathe, build, busy, business, calendar, consider, continue, describe, disappear, early, earth, eight, eighth, enough, extreme, famous, February, forward/s. 		<p><i>Ensure Year 2 learning is consolidated – control, accuracy, consistency, application.</i></p> <ul style="list-style-type: none"> • Formation of nouns using a range of prefixes – super, anti, auto. • Use of the forms a and an according to whether the next word begins with a consonant or a vowel, e.g. <i>a rock, an open box</i> • Word families based on common words, showing how words are related in form and meaning, e.g. <i>solve, solution, solver, dissolve, insoluble.</i> • Express time, place and cause using conjunctions, e.g. when, before, after, while, so, because. Adverbs, e.g. then, next, soon, therefore. Prepositions, e.g. before, after, during, in, because of • Introduction to paragraphing as a way to group related material and ideas. • Headings and subheadings to aid presentation • Use of the present perfect form of verbs, e.g. <i>he has gone out to play</i> • Possessive apostrophe for plural words • Extend sentences with more than 1 clause • Comparative • Superlative 	

Texts to support teaching and learning

Theme	Narrative Myths and legends Adventure and Mystery Familiar settings	Poetry Performance/Shape/Calligrams	Non fiction Instructions/Reports/Persuasion
Absolute Power – The Tudors and Henry VIII	Night of the Gargoyles: Bunting Jack and the Baked Beanstalk: Stimpson The Egg/The Dragon Snatcher: Robertson Quest: Becker Melisande: Nesbitt/Lynch Kai and the Monkey King: Todd-Stanton The Paper Bag Princess: Munsch George and the Dragon: Wormell King Arthur and the Knights of the Round Table: Williams	The Secret Lives of Princesses: Lechermeier Tell Me a Dragon: Morris	
What have the Victorians ever done for us?	Street Child by B Doherty Gaslight by E Williams Cogheart by P Brunzl		A Port Through Time: Millard/Noon A Street through Time
The Birth of Democracy – Ancient Greece	Who let the Gods out? By M Evans Beasts of Olympus – Beast Keeper by L Coats		Greek Gods and Heroes by S Bausser Mythologica By Dr. S Kershaw
BFI films	Flat Life Lucky Dip		Rescued by Rover Fatal Sneeze

	<p>An Interesting Story Mavis and the Mermaid The Tortoise's Idea Dangle Rescued by Rover</p>		<p>Growing Tom Sweep</p>
<p>Other films</p>	<p>Charlotte's Web Babe Sword in the Stone Mulan Jason and the Argonauts Hercules The Iron Giant Polar Express Curse of the Were Rabbit A Close Shave The Wrong Trousers</p>		<p>Cracking Contraptions</p>