Year 3 (2024-2025) – English Curriculum

Year 3	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Writing	**Writing** **'Into the Forest' by Anthony Brown** Purpose: To entertain. Audience: People who enjoy stories inspired by traditional tales. Form: A third person narrative. Taught writing objectives: • L.O: To analyse a third person narrative. • To identify features of a third person narrative. • L.O: To identify prepositions. • L.O: To use prepositions to express place (next to, underneath, in, on top) • L.O: To identify expanded noun phrases. • L.O: To create expanded noun phrases to describe (To describe = A sentence where additional descriptive information (in the form of adjectives) is added between the determiner and the noun) • L.O: To create expanded noun phrases to specify(To specify (with an expanded noun phrase after the noun) • L.O: To create expanded noun phrases to specify(To specify (with a prepositional phrase) • L.O: To create expanded noun phrases for impact ('Ad, same ad sentence' - This sentence has two identical adjectives, the first adjective appears within an expanded noun phrase, and is then repeated shortly after the other with the subordinating conjunction 'because' being used to join a clause that offers an explanation.) • L.O: To use apostrophes for contractions. • L.O: To use apostrophes singular possession.	**Writing** **'The Lion, The Witch and the Wardrobe' by C.S. Lewis** Purpose: To describe. Audience: People who enjoy stories in the fantasy genre. Form: A first person narrative. Taught writing objectives: • L.O: To analyse the opening of a story. • To identify features of a setting description. • L.O: To identify adverbs. • L.O: To use and apply adverbs effectively. (often, quickly, very, then next, soon, therefore)(Use adverbs effectively) • L.O: To use adverbs to create fronted adverbials(A fronted adverbial (one word) / a fronted adverbial phrase (more than one word), used at the start of the sentence and punctuated with a comma to show that it is separate to the main clause.) to express: • •Time (how) • •Place (where)(using a prepositional phrase) • •Manner (how) • L.O: To create expanded noun phrases to describe (To describe = A sentence where additional descriptive information (in the form of adjectives) is added between the determiner and the noun) • L.O: To create expanded noun phrases to specify(To specify (with an expanded noun phrase after the noun) • L.O: To create expanded noun phrases to specify(To specify (with a prepositional phrase) • L.O: To create expanded noun phrases for impact ('Ad, same ad sentence')	**Writing** **'The Miraculous Journey of Edward Tulane' by Kate Dicamillo** Purpose: To entertain. Audience: People who enjoy poetry. Form: A poem. Taught writing objectives: • L.O: To analyse a range of different poems. • To identify the stylistic features of a range of different poems. • To discuss different poetic forms (haikus, rhymes, free-verse) • L.O: To imitate the style and structure of different poetic forms (haikus, rhymes, free-verse) • L.O: To identify figurative language. (similes, metaphors, onomatopoeia) • L.O: To create and use similes for effect ('as a' / 'like a' sentence' A simile is a figure of speech involving the comparison of one thing with another thing of a different kind, used to make a description more emphatic or vivid.) • L.O: To create and use metaphors for effect ('is a' / 'was a' sentence' A metaphor is a comparison which is not literally true. It suggests what something is like by comparing it with something else with similar characteristics.) • L.O: To create and use onomatopoeia for effect ('Sound! Cause sentence' This sentence opens with an attention-grabbing onomatopoeic word and then unfolds with the explanation of what caused the sound in the following sentence.)	**Writing** **'Charlotte's Web' by E.B. White** Purpose: To inform and explain. Audience: People who would like to know more about farms / farm animals. Form: A fact file. Taught writing objectives: • L.O: To analyse a fact file. • To identify features of a fact file. • L.O: To use determiners correctly. ('a' or 'an' correctly according to the beginning sound of the noun that follows) • L.O: To identify non-fiction organisational devices. (numbered lists, bullet points, headings and sub-headings) • L.O: To use non-fiction organisational devices. (numbered lists, bullet points, headings and sub-headings) • L.O: To write sentences with more than one clause. (using coordinating and subordinating conjunctions accurately, including when, before, after, while, so, because.)(A compound sentence / A complex sentence) **Poetry Performance Week: Rap Poems** Purpose: To entertain Audience: Other classes around the school Form: A poetry performance / recital	**Writing** **'Charlotte's Web' by E.B. White** Purpose: To entertain. Audience: People who want to know of a story sounds interesting enough to read on. Form: A narrative (an opening chapter – including dialogue). Taught writing objectives: • L.O: To analyse a range of opening chapters. • To identify what makes an effective opening chapter. • L.O: To create cohesion by using the appropriate choice of nouns and pronouns. • L.O: To identify features of direct speech. • L.O: To use inverted commas to punctuate direct speech. • L.O: To identify prepositions. • L.O: To use prepositions to express time (on Monday, during the evening, after school, at 7 o'clock.) • L.O: To use prepositions to express place (In the park, within the wooded area, on the cosy couch, under my sister's bed, by the sparkling lake) • L.O: To use prepositions to express cause. (Due to heavy rain, because of his fever, as a result of my poor time keeping) • L.O: To identify the present perfect form of verbs. • L.O: To use the present perfect form of verbs instead of the simple past.	**Writing** **'Krindlekrax' by Philip Ridley** Purpose: To entertain. Audience: People who want to know what will happen next. Form: A narrative / the next chapter of the story. Taught writing objectives: • L.O: To analyse the characters of a story. • L.O: To form nouns using a range of prefixes. (super-, auto-, pre-, mis-, dis-, re-, inter-, anti-) • L.O: To form nouns using a range of suffixes. (-sion, -sure, -ture, -ation : e.g. division, invasion, confusion, decision, collision, television, measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure, information, adoration, sensation, preparation, admiration) • L.O: To form adjectives using the suffix -ous (e.g. poisonous, dangerous, mountainous, famous, various, tremendous, enormous, jealous humorous, glamorous, vigorous, courageous, outrageous, serious, obvious, curious, hideous, spontaneous, courteous) • L.O: To create cohesion by using the appropriate choice of nouns and pronouns. • L.O: To use inverted commas to punctuate direct speech. • L.O: To create expanded noun phrases to describe (To describe = A sentence where additional descriptive information (in the form of adjectives) is added between the determiner and the noun) • L.O: To create expanded noun phrases to specify(To

	• L.O: To use possessive apostrophes for plural nouns. • L.O: To identify features of direct speech. • L.O: To use inverted commas to punctuate direct speech.		**'The Promise' by Nicola Davies** Purpose: To explain. Audience: To a character from the 'The Promise' by Nicola Davies or another book that they know (pupil's choice) Form: An informal letter. Taught writing objectives: • L.O: To analyse an informal letter. • To identify features of an informal letter. • L.O: To use apostrophes for contractions. • L.O: To use apostrophes singular possession. • L.O: To use possessive apostrophes for plural nouns. • L.O: To identify features of a persuasive letter. • L.O: To identify coordinating conjunctions. • L.O: To use coordinating conjunctions to join clauses. (for, and, nor, but, or, yet, so) (A compound sentence - 'FANBOYS sentences' • Two independent (main) clauses joined by the use of a co-ordinating conjunction 'for, and, nor, but, or, yet, so') • L.O: To identify subordinating conjunctions. • L.O: To use subordination conjunctions to join clauses. (if, then, because, when, before, after, while, even so) (A complex sentence - 'I SAW A WABUB sentences' An independent (main) clauses joined with a subordinating clause through the use of a subordinating conjunction 'if, then, because, when, before, after, while, even so') • L.O: To write sentences with more than one clause. (using coordinating and subordinating conjunctions accurately, including when, before, after, while, so, because.) • L.O: To identify word families.			specify (with an expanded noun phrase after the noun) • L.O: To create expanded noun phrases to specify(To specify (with a prepositional phrase) • L.O: To create expanded noun phrases for impact ('Ad, same ad sentence') • L.O: To create and use similes for effect ('as a' / 'like a' sentence') • L.O: To create and use metaphors for effect ('is a' / 'was a' sentence') • L.O: To create and use onomatopoeia for effect ('Sound! Cause sentence') • L.O: To use adverbs to create fronted adverbials to express: • •Time (how) • •Place (where)(using a prepositional phrase) • •Manner (how)

			L.O: To build word families based upon common root words. (solve, solution, solver, dissolve, insoluble.)			
Reading	**Book Talk:** 'Into the Forest' by Anthony Brown 'The Great Kapok Tree' by Lynne Cherry 'The Lion, The Witch and the Wardrobe' by C.S. Lewis **Teacher Read Class Stories:** 'The Nothing to See Here Hotel' by Steven Butler **Science Texts:** 'Magnet Max' by Monica Lozano Hughes & Holly Weinstein (Forces and Magnets)	**Book Talk:** 'The Lion, The Witch and the Wardrobe' by C.S. Lewis 'UG - Boy Genius of the Stone Age' by Raymond Briggs 'The Miraculous Journey of Edward Tulane' by Kate Dicamillo **Teacher Read Class Stories:** 'You're a Bad Man, Mr Gum' by Andy Stanton **Science Texts:** 'Lubna and Pebble' by Wendy Meddour & Daniel Egneus (Rocks)	**Book Talk:** 'The Miraculous Journey of Edward Tulane' by Kate Dicamillo 'The Promise' by Nicola Davies **Teacher Read Class Stories:** 'The Boy Who Grew Dragons' by Andy Sheperd **Science Texts:** 'Can I Build Another Me?' by Shinsuke Yoshitake (Animals, including humans)	**Book Talk:** 'Charlotte's Web' by E.B. White **Teacher Read Class Stories:** 'The Abominables' by Eva Ibbotson **Science Texts:** 'The Story of Frog Belly Rat Bone' by Timothy Basil Ering (Plants)	**Book Talk:** 'Charlotte's Web' by E.B. White **Teacher Read Class Stories:** 'The Wild Robot' by Peter Brown **Science Texts:** 'Oscar and the Moth: A Book About Light and Dark' by Geoff Waring (Light)	**Book Talk:** 'Krindlekrax' by Philip Ridley **Teacher Read Class Stories:** 'Leonora Bolt' by Lucy Brandt
Spelling Rules	1.The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words. 2.The /u/ sound spelled 'ou.' This digraph is only found in the middle of words. 3.Spelling Rule: The /i/ sound spelled with a 'y.' 4.Words with endings that sound like /ze/ as in measure are always spelled with '-sure.' 5. Words with endings that sound like /ch/ is often spelled –'ture' unless the root word ends in (t)ch. 6.Challenge words. 7.Words with the prefix 're-' 're-' means 'again' or 'back.'	8.The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree. 9.The prefix 'mis-' This is another prefix with negative meanings. 10.Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed. 11.Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled. 12.Challenge words. 13.The long vowel /a/ sound spelled 'ai'	14.The long /a/ vowel sound spelled 'ei.' 15.The long /a/ vowel sound spelled 'ey.' 16.Adding the suffix –ly. Adding the –ly suffix to an adjective turns it into an adverb. 17. Homophones – words which have the same pronunciation but different meanings and/or spellings. 18.Challenge Words	19.The /l/ sound spelled '-al' at the end of words. 20.The /l/ sound spelled '-le' at the end of words. 21.Adding the suffix '–ly' when the root word ends in '-le' then the '-le' is changed to '-ly.' 22.Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '–ic.' 23.Adding the suffix –ly. Words which do not follow the rules.	24.Challenge Words 25.Words ending in '-er' when the root word ends in (t)ch. 26.Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language. 27.Words ending with the /g/ sound spelled '–gue' and the /k/ sound spelled '–que.' These words are French in origin. 28.Words with the /s/ sound spelled 'sc' which is Latin in its origin. 29.Homophones: Words which have the same pronunciation but different meanings and/or spellings.	30.Challenge Words. 31.The suffix '–sion' pronounced /ʒən/ 32.Revision – spelling rules we have learned in Stage 3. 33.Revision – spelling rules we have learned in Stage 3. 34.Revision – spelling rules we have learned in Stage 3. 35.Revision – spelling rules we have learned in Stage 3.