

Year 3 (2024-2025) – English Curriculum Map

Year 3	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Writing	<p>WHOLE SCHOOL WRITING ASSESSMENT Stimulus: 'How to be an awesome Primley Pupil' Purpose: To inform Audience: Children and Parents at Primley Wood Form: Instructions</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To identify prepositions. To use prepositions to add detail and cohesion. (next to, before, during, after, in, because of, underneath, with) To create cohesion by showing how one event leads to another. (using appropriate conjunctions and adverbials) <p>To use non-fiction organisational devices. (numbered lists, bullet)</p> <p>Ug The Stone Age Boy – Raymond Briggs Purpose: To entertain Audience: Children in Year 4 Form: A Setting Description</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To discuss different poetic forms and specific language choices. (author's use of figurative language) To identify figurative language. (similes, metaphors, personification, repetition, onomatopoeia) – Y3 recap To identify expanded noun phrases. To create expanded noun phrases (to describe, to specify, for impact) <p>Ug The Stone Age Boy – Raymond Briggs Purpose: To entertain</p>	<p>The Iron Man – Ted Hughes Purpose: To inform Audience: People who want to find out information about current events Form: A Newspaper Report</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To identify coordinating conjunctions. To use coordinating conjunctions to join clauses. (for, and, nor, but, or, yet, so) To identify subordinating conjunctions. To use subordination conjunctions to join clauses. (if, then, because, when, before, after, while, even so) To write sentences with more than one clause. (using coordinating and subordinating conjunctions accurately, including when, before, after, while, so, because.) To use non-fiction organisational devices. (numbered lists, bullet points, headings and sub-headings) – Y3 Recap <p>The Iron Man – Ted Hughes Purpose: To entertain. Audience: People who enjoy quest / adventure stories. Form: A Narrative (story starter)</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To create cohesion by using the appropriate choice of nouns and pronouns. To use inverted commas to punctuate direct speech. To identify prepositions. To use prepositions to express time, place and cause. (next to, before, during, after, in, 	<p>WHOLE SCHOOL WRITING ASSESSMENT Stimulus: Taking Flight - https://www.literacyshed.com/takingflight.html Purpose: To entertain Audience: People who enjoy adventure stories Form: A recount/narrative retelling</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To form nouns using a range of prefixes. (super-, auto-, pre-, mis-, dis-, re-, inter-, anti-) To form nouns using a range of suffixes. (-sion, -sure, -ture, -ation : e.g. 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) To create cohesion by using the appropriate choice of nouns and pronouns. <p>Charlotte's Web – E. B Hughes Purpose: To persuade Audience: Child Choice Form: Persuasive text</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To identify coordinating conjunctions. To use coordinating conjunctions to join clauses. (for, and, nor, but, or, yet, so) To identify subordinating conjunctions. To use subordination conjunctions to join clauses. (if, then, because, when, before, after, while, even so) To write sentences with more than one clause. (using coordinating and subordinating conjunctions accurately, including when, before, after, while, so, because.) 	<p>Charlotte's Web – E. B Hughes Purpose: To explain. Audience: Pupil's choice. Form: A non-chronological report. Taught writing objectives:</p> <ul style="list-style-type: none"> To use appropriate informative word choices To build word families based upon common root words. (solve, solution, solver, dissolve, insoluble.) To identify non-fiction organisational devices. (numbered lists, bullet points, headings and sub-headings) To use non-fiction organisational devices. (numbered lists, bullet points, headings and sub-headings) To use the correct form of verbs To use prepositions to describe and specify <p>Charlotte's Web – E. B Hughes Purpose: To entertain / to explain Audience: The narrator's diary (pupils to choose whose perspective they would like to write from). Form: A diary entry.</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To use apostrophes for contractions. To use apostrophes singular possession To use apostrophes for plural nouns. <p>Charlotte's Web – E. B Hughes Purpose: To entertain Audience: Children who might be in Year 3 next year. Form: A 1st Person Narrative</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To use a range of figurative language 	<p>WHOLE SCHOOL WRITING ASSESSMENT Stimulus: Fairy Tale Story Opening Purpose: To entertain Audience: People who enjoy Fairy Tales Form: A narrative (dramatic scene / opening of a narrative).</p> <p>Mouse, Bird, Snake, Wolf – David Almond Purpose: To entertain. Audience: People who enjoy the form and style of narrative poetry. Form: A narrative poem.</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To use a range of figurative language devices and vocabulary choices to describe. (characters / settings - make it more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including simile, metaphor and personification, repetition, onomatopoeia) To use a range of figurative language devices and sentence structures to create mood and atmosphere. (similes, metaphors, personification, repetition, onomatopoeia) (e.g. short sentences for impact).) To suggest and describe a character through narrative and dialogue. <p>Mouse, Bird, Snake, Wolf – David Almond Purpose: To entertain. Audience: People who want to know what happens in the next chapter. Form: A chapter of narrative</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To identify adverbs. 	<p>Gorilla – Anthony Browne Purpose: To entertain. Audience: People who want to know what happens in the next chapter. Form: An action sequence of Narrative</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To use a range of figurative language devices and vocabulary choices to describe. (characters / settings - make it more vivid using specific nouns, adjectives, expanded noun phrases and <p>Gorilla – Anthony Browne Purpose: To entertain. Audience: Reader's of KrindleKrax Form: A full 3rd Person Narrative</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To use a range of figurative language devices and vocabulary choices to describe. (characters / settings - make it more vivid using specific nouns, adjectives, expanded noun phrases and

<p>Audience: People who are interested in fantasy stories Form: A Character Description</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To identify adverbs. To use and apply adverbs effectively, quickly, slowly, carefully, sneakily. To use adverbs to create fronted adverbials. 	<p>because of, underneath, with</p> <ul style="list-style-type: none"> To identify the present perfect form of verbs. To use the present perfect form of verbs instead of the simple past. <p>The Iron Man – Ted Hughes Purpose: To inform Audience: Child choice Form: A Formal Letter</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To identify coordinating conjunctions. To use coordinating conjunctions to join clauses. (for, and, nor, but, or, yet, so) To identify subordinating conjunctions. To use subordination conjunctions to join clauses. (if, then, because, when, before, after, while, even so) To write sentences with more than one clause, (using coordinating and subordinating conjunctions accurately, including when, before, after, while, so, because.) 		<p>devices and vocabulary choices to describe, (characters / settings - make it more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including simile, metaphor and personification, repetition, onomatopoeia)</p> <ul style="list-style-type: none"> To use a range of figurative language devices and sentence structures to create mood and atmosphere. (similes, metaphors, personification, repetition, onomatopoeia) (e.g. short sentences for impact.) 	<ul style="list-style-type: none"> To use and apply adverbs effectively, (often, quickly, very, then next, soon, therefore) To use adverbs to create fronted adverbials. 	<p>figurative language including simile, metaphor and personification, repetition, onomatopoeia)</p> <ul style="list-style-type: none"> To use a range of figurative language devices and sentence structures to create mood and atmosphere. (similes, metaphors, personification, repetition, onomatopoeia) (e.g. short sentences for impact.) To suggest and describe a character through narrative and dialogue. To identify fronted adverbials and phrases To create and accurately punctuate fronted adverbials and fronted adverbials phrases. (use commas to separate them from the rest of the sentence.) <p>Gorilla – Anthony Browne Purpose: To describe / to entertain. Audience: People who enjoy the poetry. Form: A setting description through poetry.</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To discuss different poetic forms (haikus, rhymes, free-verse) To imitate the style and structure of different poetic forms (haikus, rhymes, free-verse) To identify figurative language. (similes, metaphors, personification, repetition, onomatopoeia) To create and use figurative language for effect. (similes, metaphors, personification, repetition, onomatopoeia)
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<p style="text-align: center;">Reading</p>	<p>Book Talk: Ug The Stone Age Boy – Raymond Briggs</p> <p>Non-Fiction Texts History:</p> <ul style="list-style-type: none"> - Hillforts - Stone Age Houses - The Stone Age 	<p>Book Talk: The Iron Man – Ted Hughes</p> <p>Teacher Read Class Stories:</p> <p>Science Texts:</p> <ul style="list-style-type: none"> - The Eye - Optical Wonders - What is light 	<p>Book Talk: Charlotte's Web – E. B Hughes</p> <p>Teacher Read Class Stories:</p> <p>Science Texts:</p> <ul style="list-style-type: none"> - Gravity - Why we need Magnetism - The Three Laws 	<p>Book Talk: 'Charlotte's Web' by E.B. White</p> <p>Teacher Read Class Stories:</p> <p>Science Texts:</p> <ul style="list-style-type: none"> - How a predator catches prey - Predators of prehistory - The Pest Controllers 	<p>Book Talk: 'Charlotte's Web' by E.B. White</p> <p>Teacher Read Class Stories:</p> <p>Science Texts:</p> <ul style="list-style-type: none"> - Moving Water - Plants and Us - Parts of a flower 	<p>Book Talk: Gorilla – Anthony Browne</p> <p>Teacher Read Class Stories:</p>
<p style="text-align: center;">Spelling Rules</p>	<ol style="list-style-type: none"> 1. Words with long ai sound spelled with ei. 2. Words with long ai sound spelled with ey 3. Words with long ai sound spelled with ai 4. Words with ur sound spelled with ear 5. Homophones and near homophones 6. Homophones and near homophones 7. Review week 	<ol style="list-style-type: none"> 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 week 	<ol style="list-style-type: none"> 1. Words with short 'l' sounds spelled 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 last consonant. 3. Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (stressed last syllable) – Double the last syllable)(4. Creating negative meanings using the prefix mis-. 5. Creating negative meanings using the prefix dis- 6. Words spelled with a 'k' sound spelled with 'ch' 7. Review week 	<ol style="list-style-type: none"> 1. Homophones and near homophones. 2. 1. Homophones and near homophones 3. Adding the prefix bi- and adding the prefix re- 4. Words ending in the 'g' sound spelled 'gue' and the 'k' sound spelled 'que' 5. Words with a 'sh' sound spelled 'ch' 6. Statutory challenge spelling words 7. Review week 	<ol style="list-style-type: none"> 1. Words ending in – ary 2. Words with a short 'u' sound spelled with 'o' 3. Words with a short 'u' sound spelled 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 week 	<ol style="list-style-type: none"> 1. Words ending in the suffix '-al' 2. Words ending with a zhuh sound spelled with 'sure' 3. Words ending with a zhuh sound spelled with 'ture' 4. Words ending with a zhuh sound spelled with 'ture' 5. Silent Letters revision 6. Silent letters revision 7. Review Week