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|  | **Year 3 English Curriculum Map** | | |
| Term | **Autumn** | **Spring** | **Summer** |
| Texts Used | **The Magic Finger by Roald Dahl**  **The Diary of a Killer Cat by Anne Fine** | **Accidental Trouble Magnet by Zanib Mian**  **You’re a Bad Man Mr Gum by Andy Stanton** | **Mufaro’s Beautiful Daughters: An African Tale by John Steptoe**  **The Legend of Spud Murphy by Eoin Colfer** |
| Genre Coverage | **Narrative – Story**  **Narrative – Myth or Legend**  **Narrative – Wishing Tale**  **Recount – Diary**  **Inform - Letter**  **Inform – Instructions** | **Inform – Newspaper**  **Narrative – Warning Tale**  **Narrative – Traditional Tale**  **Poetry – Free Verse**  **Inform - Brochure** | **Narrative – Journey/Adventure Story**  **Narrative – Conquering Challenge/Monster**  **Inform – Explanation**  **Inform – Leaflet/brochure**  **Poetry** |
| Suggested Write Stuff Unit Plans | **Star in a Jar – Narrative**  **Theseus and the Minotaur – Myth**  **Wisp: A Story of Hope – Wishing Tale**  **The Journey of Iliona: The Story of a Young Slave**  **The Gardener – Letter**  **My Strong Mind - Instructions** | **The True Story of the Three Little Pigs – Narrative/Newspaper**  **Flood - Tragedy**  **Skara Brae – Brochure**  **Stone Age Boy – Narrative**  **The Magic Paintbrush – Traditional Tale**  **I asked the Little Boy Who Couldn’t See - Poem** | **The Secret of Black Rock – Adventure**  **Wolves in the Walls – Suspense**  **The Colour Collector – Poem**  **The Street Beneath My Feet – Non-fiction** |
| Cross Curricular Writing Opportunities | **Letter – Science**  **Brochure/Leaflet - RE** | **Diary entry – history**  **Non-chronological report - science**  **Diary entry – PSHE** | **Newspaper report – History**  **Instructions – Science** |
| Speaking and Listening Skills and Knowledge | Use interesting adjectives, adverbial phrases and expanded noun phrases in discussion.  Use a mixture of sentence lengths to add interest to discussions and explanations. | Bring stories to life using intonation and expression.  Use intonation to emphasise grammar and punctuation when reading aloud. | Make relevant comments or ask questions in a discussion or a debate. |
| Reading Skills and Knowledge  (VIPERS) | Continue to read independently for pleasure/information, making recommendations to peers about what they have read and using reference texts for straight forward information.  Identify key literal information in fiction and non-fiction texts e.g. characters, settings, time, narrator.  Know how to locate words in a dictionary to find the meaning of some unfamiliar words  Make inferences based on what has been said and done. | Sequence events from what has been read and summarise key events  Make inferences based on what has been said and done.  Develop understanding of poetry, stories and texts of different sorts through discussion, writing and creative response.  Predict what might happen in a story from the front cover/what has been read so far. | Apply a growing knowledge of root words, prefixes and suffixes to help read aloud and understand the meaning of new words.  Reflect on reading and use reading in their own learning e.g non-fiction reference in Science.  Know how words that are chosen by the author convey a meaning to the reader  Become more receptive to the views of others and engage in discussions about comparisons in texts and their impact.  Make inferences based on what has been said and done. |
| Writing Skills and Knowledge  (ARE & GDS from writing ladders) | Organise writing using different settings and characters.  Begin to plan for an audience and consider the appropriateness of language and style.  Continue to use a range of prepositions in writing.  Continue to use co-ordinating and subordinating conjunctions.  Know when to use ‘a’ or ‘an’ depending on what the next word begins with.  Use adverbs and adverbial phrases in writing to show time and place.  Group ideas into paragraphs.  Use inverted commas to open and close speech.  Use more complex similes. | Ensure that all writing makes sense and that ideas are clear.  Organise writing using different types of plots  Shape their language with a considered reader or audience in mind.  Write narratives with clear structures, including a clear beginning, middle and end with more elaborate descriptions and details.  Express time and place using conjunctions.  Choose nouns and pronouns appropriately to avoid repetition.  Use commas to separate speech from a reporting clause.  Group ideas into paragraphs.  Begin to use repetition to emphasise key ideas. | Organise writing using headings and sub-headings.  Writing for a wider range of purposes – expressive, informational and imaginative.  In non-fiction writing, enhance meaning through details, explanations, and examples.  Vary speech within a piece of writing (reporting clauses before and/or after speech).  Write sentences which contain more than one clause by using a wider range of conjunctions e.g. when, if, because, although.  Choose nouns and pronouns appropriately to avoid repetition.  Use adverbs and adverbial phrases in writing to show time and place. |