

English Curriculum – Year 3



Reading - Core texts



Oliver and the Seawigs – Philip Reeve and Sarah McIntyre

The Worst Witch – Jill Murphy

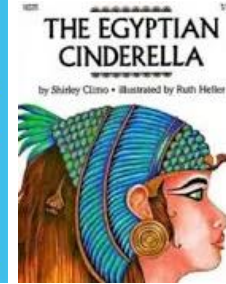
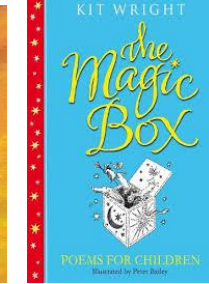
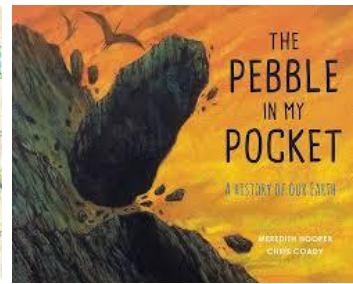
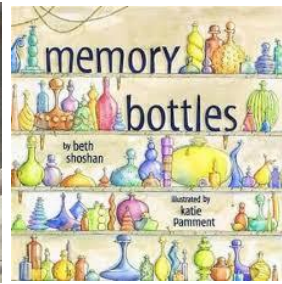
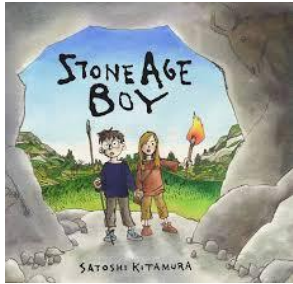
Esio Trot – Roald Dahl

Toto the Ninja Cat – Dermot O'Leary

Mr Penguin – Alex T Smith

The Hodgeheg – Dick King Smith

Additional Texts



Poems to Learn and Perform

The Magic Box – Kit Wright

The Sound Collector by Roger McGough

Cross Curricular Writing Opportunities

Geography – Letter Writing

Science – Explanation Text, Letter Writing

History – Non-chronological reports, persuasive writing, Instructions

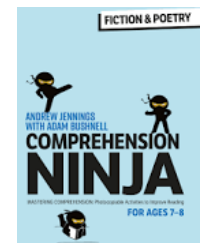
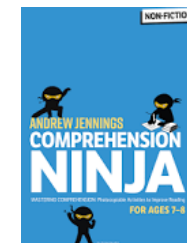
Computing – Biography

Reading is taught using the core texts alongside resources from Comprehension Ninja and Literacy Shed Plus.

Activities include: Labelling, Fill in the Gap, True or False, Sequencing, Matching, Multiple Choice, Find and Copy, Underline or Highlight.

Approximate Length of texts 300 – 400 words.

Additional cross curricular texts are taken from Oddizzi (Geography).



Reading Comprehension – Content Domain Coverage – Year 3

Vocabulary	Retrieval	Sequencing and Summarising	Inference	Prediction	Explain how information is related / Make comparisons	Authorial Intent
To check that the text makes sense to them, discussing the meaning of words in context.	To ask and answer a range of questions with evidence including quotes.	To discuss the sequence of events in texts and how items of information are related.	To justify inferences using a point from a text.	To justify predictions from details stated and implied.	To make links between the text they are reading and other texts they have read.	To discuss authors' choice of words and phrases for effect.
To find the meaning of new words using substitution within sentences.	To locate relevant information from both fiction and non-fiction texts.	To give a brief verbal or written summary of a fiction or non-fiction extract or text.	To ask and answer questions appropriately, including some inference questions based on characters' feelings, thoughts and motives.	To use relevant prior knowledge to make predictions and discuss their justification	To recognise and comment on features of stories / non-fiction texts.	To identify and discuss the words in a text that make specific contributions to meaning.
To use dictionaries to check the meaning of words that they have read.	To use appropriate terminology when discussing texts (plot, character and setting)				To discuss favourite text types	
To begin to discuss and analyse the meaning of words that they have read, using morphology and etymology.	To retrieve and record information from non-fiction texts using contents pages and indexes.	To make simple notes when reading.	To make more subtle inferences about actions and events.		To distinguish between the most and least important information within a text.	
	To begin to skim and scan to retrieve information.				To identify different character types.	

Year 3 - Writing				
Term				Grammar and Punctuation
Autumn 1	Write a description of the contents of a memory bottle in the style of the book by Beth Shoshan. Descriptive writing	Write a diary in role as Stone Age Boy. Diary Entry	Write a letter / postcard from the perspective of the pebble in the book 'Pebble in my Pocket' Recount - Letter	Capital letters and full stops (revision) Punctuation Adverbs Contractions Conjunctions Simple past tense
Autumn 2	Write a short story based on the book 'Into the Forest' Narrative	Write a letter home in role as Stanley from the book 'Flat Stanley' Letter	Write a poem from the perspective of an oak tree. Poem	Subordinating conjunctions Expanded noun phrases Direct Speech
Spring 1	Write a non-chronological report about the Iron Age. Non-chronological report	Write a rallying speech in role as Boudicca. Persuasive writing		Paragraphs (Headings and Subheadings) Prepositions Rhetorical Questions Adverbs of time
Spring 2	Write a persuasive letter to the Prime Minister. Persuasive writing	Write a list poem in the style of the Magic Box by Kit Wright. Poetry		Present perfect tense Adverbs Determiners (a/an)
Summer 1	Write the biography of Ada Lovelace. Biography	Write a diary entry in role describing the discovery of Tutankhamun's tomb. Diary Entry		Conjunctions Nouns / Pronouns Possessive apostrophe Prepositions Adverbs to express cause Tenses
Summer 2	Write a set of instructions for mummification. Instructions	Write a story in the style of the Egyptian Cinderella. Narrative		Direct and indirect speech Word families Prefixes

Spelling - Spelling Shed - Stage 3



Children in Year 3 follow the Spelling Shed scheme of work for their weekly spellings. They are taught a rule, exposed to the definitions of the words and the etymology, practise at both home and school and are then tested the following week.

Some children may have a smaller set of spellings or separate spellings to learn each week depending upon their learning needs.