

Year 3 English Map



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| Text-types covered in Year 3 English lessons: fables, explanation texts, classic narratives, poetry, traditional tales (legends and myths), non-chronological reports, autobiographies, persuasion |
| Objectives which must be promoted/taught throughout the year: |
| Spoken Language (Years 1-6) |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ listen and respond appropriately to adults and their peers ▪ ask relevant questions to extend their understanding and knowledge ▪ use relevant strategies to build their vocabulary ▪ articulate and justify answers, arguments and opinions ▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ▪ speak audibly and fluently with an increasing command of Standard English ▪ participate in discussions, presentations, performances, role play, improvisations and debates ▪ gain, maintain and monitor the interest of the listener(s) ▪ consider and evaluate different viewpoints, attending to and building on the contributions of others ▪ select and use appropriate registers for effective communication |
| Reading - Comprehension |
| <ul style="list-style-type: none"> ▪ 3.2.a.1 Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ▪ 3.2.a.2 Develop positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes ▪ 3.2.b.1 Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ▪ 3.2.j.1 Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say |
| Writing - Transcription |
| <ul style="list-style-type: none"> ▪ 3.1.d.1 Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ▪ 3.1.d.2 Increase the legibility, consistency and quality of their handwriting: e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch |

| | Word reading | Comprehension | Writing Transcription | Writing Composition | Vocab, Grammar, Punctuation |
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| Autumn 1 | <p>3.1.a.1 Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet:</p> <ul style="list-style-type: none"> • Adding suffixes beginning with vowel letters to words of more than one syllable (forgetting, forgotten, beginning, beginner, prefer, preferred, gardening, gardener, limiting, limited, limitation) • Words with the /s/ sound spelt sc (Latin in origin) - science, scene, discipline • Possessive apostrophe with plural words | <p>3.2.d.1 Using dictionaries to check the meaning of words that they have read</p> <p>3.2.e.1 Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>3.2.h.1 Discussing words and phrases that capture the reader's interest and imagination</p> <p>3.2.f.1 Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> | <p>3.1.b.4 Use the first two or three letters of a word to check its spelling in a dictionary</p> | <p>3.2.b.2 Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p>3.2.b.4 Draft and write by: in narratives, creating settings, characters and plot</p> <p>3.2.c.1 Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</p> | <p>3.3.b.5 Use the correct form of 'a' or 'an'</p> <p>3.3.b.1 Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> |
| Autumn 2 | <p>3.1.a.1 Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet:</p> <ul style="list-style-type: none"> • Words with the /k/ sound spelt ch (Greek in origin) - scheme, chorus, chemist, echo, character • Words with the /j/ sound spelt ch (mostly French in origin) - chef, chalet, machine, brochure • Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) - league, tongue, antique, unique | <p>3.2.f.1 Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>3.2.e.2 Asking questions to improve their understanding of a text</p> <p>3.2.c.2 Recognising some different forms of poetry, (e.g. free verse, narrative poetry)</p> | <p>3.1.a.2 Spell words that are often misspelt (English Appendix 1)</p> <p>3.1.b.1 Place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys' and in words with irregular plurals: e.g. children's</p> | <p>3.2.b.4 Draft and write by: in narratives, creating settings, characters and plot</p> <p>3.2.c.2 Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>3.2.c.3 Proof-read for spelling and punctuation errors</p> | <p>3.3.c.1 Inverted commas to punctuate direct speech</p> |

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| Spring 1 | <p>3.1.a.1 Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet:</p> <ul style="list-style-type: none"> • The /ɪ/ sound spelt y elsewhere than at the end of words (myth, gym, Egypt, pyramid, mystery) • The /ʌ/ sound spelt ou (young, touch, double, trouble, country) • Words with the /eɪ/ sound spelt ei, eigh, or ey - vein, weigh, eight, neighbour, they, obey | <p>3.2.e.2 Asking questions to improve their understanding of a text</p> <p>3.2.e.3 Identifying main ideas drawn from more than one paragraph and summarising these</p> <p>3.2.g.1 Predicting what might happen from details stated and implied</p> | <p>3.1.a.2 Spell words that are often misspelt (English Appendix 1)</p> | <p>3.2.a.1 Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>3.2.b.3 Draft and write by: organising paragraphs around a theme</p> <p>3.2.c.3 Proof-read for spelling and punctuation errors</p> | <p>3.3.b.1 Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>3.3.b.4 Using the present perfect form of verbs in contrast to the past tense</p> |
| Spring 2 | <p>3.1.a.1 Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet:</p> <ul style="list-style-type: none"> • The suffix -ation • The suffix -ly • Endings which sound like /jən/, spelt -tion, -sion, -ssion, -cian | <p>3.2.e.3 Identifying main ideas drawn from more than one paragraph and summarising these</p> <p>3.2.b.2 Identifying and discussing themes and conventions in *and across* a wide range of writing</p> | <p>3.1.b.3 Use further suffixes and understand how to add them (English Appendix 1)</p> | <p>3.2.b.1 Plan their writing by: discussing and recording ideas</p> <p>3.2.b.2 Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> | <p>3.3.b.4 Using the present perfect form of verbs in contrast to the past tense</p> <p>3.3.b.3 Using conjunctions, adverbs and prepositions to express time and cause</p> |

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| Summer 1 | <p>3.1.a.2 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (e.g. business, medicine, separate, surprise.)</p> <p>3.1.a.1 Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet:</p> <ul style="list-style-type: none"> Homophones and near-homophones (see list in NC appendix 1) | <p>3.2.g.1 Predicting what might happen from details stated and implied</p> <p>3.2.h.1 Discussing words and phrases that capture the reader's interest and imagination</p> <p>3.2.c.1 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>3.2.c.2 Recognising some different forms of poetry, (e.g. free verse, narrative poetry)</p> | <p>3.1.a.1 Spell further homophones</p> <p>3.1.c.1 Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> | <p>3.2.a.1 Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>3.2.b.1 Plan their writing by: discussing and recording ideas</p> <p>3.2.b.3 Draft and write by: organising paragraphs around a theme</p> <p>3.2.d.1 Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> | <p>3.3.b.2 Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>3.3.b.3 Using conjunctions, adverbs and prepositions to express time and cause</p> <p>3.3.a.2 Word families based on common words (solve, solution, dissolve, insoluble)</p> |
| Summer 2 | <p>3.1.a.1 Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet:</p> <ul style="list-style-type: none"> More prefixes – examples and further details can be found in appendix 1 | <p>3.2.b.2 Identifying and discussing themes and conventions in *and across* a wide range of writing</p> <p>3.2.h.2 Identifying how language, structure, and presentation contribute to meaning</p> <p>3.2.i.1 Retrieve and record information from non-fiction</p> <p>3.2.e.1 Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> | <p>3.1.b.2 Use further prefixes and understand how to add them (English Appendix 1)</p> | <p>3.2.a.1 Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>3.2.c.3 Proof-read for spelling and punctuation errors</p> <p>3.2.b.5 Draft and write by: in non-narrative material, using simple organisational devices: e.g. as headings and sub-headings</p> | <p>3.3.b.2 Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>3.3.a.1 Form nouns using prefixes (super-, anti-)</p> <p>3.3.c.1 Inverted commas to punctuate direct speech</p> |