

Year 3 English Map 2023-24

Objectives typed in blue are the key performance indicators (KPIs).

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 - Decoding
<ul style="list-style-type: none"> ▪ Apply phonic knowledge and skills as the route to decode words ▪ Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ▪ Read accurately by blending sounds in unfamiliar words containing GPCs2 that have been taught (e.g. coach, morning, cried) ▪ Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words ▪ Re-read these books to build up their fluency and confidence in word reading
Reading - Comprehension
<ul style="list-style-type: none"> ▪ Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ▪ Develop pleasure in reading, motivation to read, vocabulary and understanding by: being encouraged to link what they read or hear read to their own experiences ▪ Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ▪ Participate in discussion about what is read to them, taking turns and listening to what others say
Writing - Transcription
<ul style="list-style-type: none"> ▪ Spell words containing each of the 40+ phonemes already taught ▪ Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far (RWI – hold a sentence)

Summer 2: Follow the Rules							
	Outcomes	Suggested Texts	Word reading	Comprehension	Writing Transcription	Writing Composition	Vocab, Grammar, Punctuation
Summer 2 – 7 weeks	<ul style="list-style-type: none"> Two Big Write pieces. Writing a biography for people such as: Nicola Adams, Sachin Tendulkar or Usain Bolt. Writing the rules for a game. 	<ul style="list-style-type: none"> Writing newspaper articles/match reports for different sporting events. You may wish to use video stimulus for this or a key sporting moment from history - Euros 1996, England Vs Germany and the penalty shoot-out. The 2012 Olympic Super Sunday, the Paralympics etc. 	<ul style="list-style-type: none"> 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: More prefixes – examples and further details can be found in appendix 1 	<ul style="list-style-type: none"> Identifying and discussing themes and conventions in *and across* a wide range of writing Identifying how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> Use further prefixes and understand how to add them (English Appendix 1) 	<ul style="list-style-type: none"> 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 Proof-read for spelling and punctuation errors Draft and write by: in non-narrative material, using simple organisational devices: e.g. as headings and sub-headings 	<ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Form nouns using prefixes (super-, anti-) Inverted commas to punctuate direct speech
Year group non-negotiables to be taught through every lesson							
Spoken language	Pupils should be taught to: <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 						