

Year 3 English Map Autumn 1 2024-2025

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 - Comprehension
<ul style="list-style-type: none"> ▪ 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 ▪ 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 ▪ 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 ▪ 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"> ▪ 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 ▪ 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

Article 3 The best interests of the child must be a top priority in all things that affect children.

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Autumn 1 Wonders of the World Diverse Us.							
	Text Types	Suggested Texts	Word reading	Comprehension	Writing Transcription	Writing Composition	Vocab, Grammar, Punctuation
Autumn 1 – 8 weeks	Narrative x 6 weeks Poetry x 1 week	Texts linked to Black History Month and multiculturalism: <ul style="list-style-type: none"> <i>Fly Eagle Fly – An African Tale</i> <i>Planet Omar</i> <i>Gregory Cool</i> <i>Wangari's Trees of Peace</i> Poems by Joseph Coelho – Children's Laureate 2022	<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: 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 	<ul style="list-style-type: none"> Using dictionaries to check the meaning of words that they have read Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Discussing words and phrases that capture the reader's interest and imagination Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<ul style="list-style-type: none"> Use the first two or three letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> 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) Draft and write by: in narratives, creating settings, characters and plot Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements 	<ul style="list-style-type: none"> Use the correct form of 'a' or 'an' Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

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Autumn 2: To whom it may concern... Letters and Correspondence							
Autumn 2 – 7 weeks	Text Types	Suggested Texts	Word reading	Comprehension	Writing Transcription	Writing Composition	Vocab, Grammar, Punctuation
	Informal Formal	<i>National Trust: How to Help a Hedgehog and Protect a Polar Bear</i> <i>Ug (contemporary)</i> <i>The Velveteen Rabbit (classic)</i>	<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: 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 	<ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Asking questions to improve their understanding of a text Using dictionaries to check the meaning of words that they have read 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"> Spell further homophones 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 increase the legibility, consistency and quality of their handwriting Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> 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) Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> Using conjunctions, adverbs and prepositions to express time and cause Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

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Spring 1 Once Upon A Time Fairy Tales and Traditional Tales							
	Text Types	Suggested Texts	Word reading	Comprehension	Writing Transcription	Writing Composition	Vocab, Grammar, Punctuation
Spring 1 - 6 weeks	Fairy Tales and Traditional Tales Outcomes: Retelling	Pinocchio Rumpelstiltskin	<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: The suffix -ation The suffix -ly Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian 	<ul style="list-style-type: none"> Identifying main ideas drawn from more than one paragraph and summarising these Identifying and discussing themes and conventions in *and across* a wide range of writing increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> Use further suffixes and understand how to add them (English Appendix 1) Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> Plan their writing by: discussing and recording ideas 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) Draft and write by: organising paragraphs around a theme 	<ul style="list-style-type: none"> Using the present perfect form of verbs in contrast to the past tense Using conjunctions, adverbs and prepositions to express time and cause

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Spring 2: Mother Nature Adventure Stories							
	Text Types	Suggested Texts	Word reading	Comprehension	Writing Transcription	Writing Composition	Vocab, Grammar, Punctuation
Spring 2 - 6 weeks	Poetry connected to Mother Nature 1 week Plan, draft, edit and write their own adventure stories.	To be decided and agreed on with the individual classes.	<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: <ul style="list-style-type: none"> The suffix -ation The suffix -ly Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian 	<ul style="list-style-type: none"> Identifying main ideas drawn from more than one paragraph and summarising these Identifying and discussing themes and conventions in *and across* a wide range of writing 	<ul style="list-style-type: none"> Use further suffixes and understand how to add them (English Appendix 1) Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> 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) Draft and write by: in narratives, creating settings, characters and plot Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements 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 	<ul style="list-style-type: none"> Using conjunctions, adverbs and prepositions to express time and cause Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Inverted commas to punctuate direct speech Using and punctuating direct speech

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Summer 1: Travelling and explorers							
	Outcomes	Suggested Texts	Word reading	Comprehension	Writing Transcription	Writing Composition	Vocab, Grammar, Punctuation
Summer 1 - 6 weeks	Diary entry Letters Setting descriptions Comparative pieces between life now and in the Roman times Narrative writing about travel/going on a journey Persuasive writing that encourages people to visit a certain place Time travel between now and Roman times	The Green Ship Gulliver's Travels	<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: The suffix -ation The suffix -ly Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian 	<ul style="list-style-type: none"> Identifying main ideas drawn from more than one paragraph and summarising these Identifying and discussing themes and conventions in *and across* a wide range of writing 	<ul style="list-style-type: none"> Use further suffixes and understand how to add them (English Appendix 1) Spell words that are often misspelt (English Appendix 1) 	<ul style="list-style-type: none"> Plan their writing by: discussing and recording ideas 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) 	<ul style="list-style-type: none"> Using the present perfect form of verbs in contrast to the past tense Using conjunctions, adverbs and prepositions to express time and cause Using fronted adverbials

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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) Spell words that are often misspelt (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 						

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