Year 3 - English Curriculum Map 2022 - 2023

Autumn Term		Spring term		Summer term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Traditional tales **Whole School Performance Poetry Week** **Instructions – how can we make instructions clear? (cross curricular DT link)**	**Non-chronological report/fact file – link to History Stone Age topic – How did Stone Age people live?** **Setting description** **Informal letter writing – History link to Stone Age**	**Stories set in a familiar setting – Art link – How do artists portray weather?** **Calligrams – Art link to weather (Spring) Link to R.E. - Journeys**	**Myths and legends** **Create problem and resolution** **Whole School Big Write/ Book Week**	**Stories by the same author (Roald Dahl)** **Poetry – rhyming couplets – R.E. link to energy** **History link to Celts/Boudicca. What happened to Boudicca?**	**Persuasive formal letter -/History link to Romans Who was Julius Caesar?** **Blurbs/summaries**
Texts **Range of Traditional Tales: Goldilocks/Three little pigs/Cinderella/Little Red Riding Hood** **Variety of poems covered linked to Traditional Tales** **Rapunzel by Sarah Gibb**	Texts **'Stone Age Boy' Satoshi Kitamura** **A variety of information texts about 'The Stone Age'**	Texts **A variety of Calligrams** **'The Lonely Sea Dragon' Helen Dunmore**	Texts **Variety of mythical texts including; Loch Ness, Maud and the Dragon, How Darkness Came, George and the Dragon.**	**'Charlie and the Chocolate Factory'** **Historical stories – The story of Boudicca** **'Boy' Roald Dahl**	Texts **'Romans on the Rampage' Jeremy Strong** **'Escape from Pompeii'** **By Christina Balit**

Class reader:	Class reader:	Class reader:	Class reader:	Class reader:	Class reader:
'Hansel and Gretel' **By Anthony Browne**	**'The Abominables'** **By Eva Ibbotson**	'The Coral Kingdom' By Laura Knowles	'The Egg' By M. P. Robertson	**'Queen of Darkness'** **By Tony Bradman** **Link to Celts**	**'Empire's End - A Roman'Story** **Leila Rasheed**
Writing Genres: **Alternative ending to traditional tale** **Diary entry for Rapunzel** **Write instructions**	**Writing Genres:** **Letter writing – informal** **Setting description (inside a cave)** **Report – life of somebody in the Stone Age**	**Writing Genres:** **Character and setting descriptions** **Calligrams**	**Writing Genres:** **Whole School Big Write/ Book Week – newspaper report about characters linked to Alice in Wonderland** **Create problem and resolution for a myth**	**Writing Genres:** **Write a book review on stories by the same author** **Non Chronological Report –** Boudicca	**Writing Genres:** **Persuasive letter – formal** **Adventure story – History link to Romans**
Grammar focus Identify nouns verbs and adjectives Introduction to paragraphs as a way to group related material Headings and subheadings to aid presentation Prepositions	**Grammar focus** Fronted adverbials Expanded noun phrases Present perfect tense Paragraphs Formation of nouns using a range of prefixes (-super, -anti) A or an determiners Headings and subheadings to aid presentation	**Grammar focus** Adverbs/adverbials Determiners Conjunctions Word classes Expanded noun phrases	**Grammar focus** Speech/inverted commas Present perfect Revise grammatical terminology Range of sentence structures Use of subordinate clause	**Grammar focus** Possessive apostrophes Contractions Revision of word classes Consolidation of sentence structures Headings and subheadings to aid presentation Commas after fronted adverbials	**Grammar focus** choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Revision of all areas

Spelling focus	Spelling focus	Spelling focus	Spelling focus	Spelling focus	Spelling focus
Words with the long /ai/ sound spelt with ei Words with the long /ai/ sound spelt with ey Words with the long /ai/ sound spelt with ai Words with /ur/ sound spelt with ear Homophones & near homophones Homophones & near homophones Common words taken from ¾ spelling list	Creating adverbs using the suffix -ly (no change to root word) Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable) Creating adverbs using the suffix -ly (root word ends in 'le') Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al') Creating adverbs using the suffix -ly (exceptions to the rules) Statutory Spelling Challenge Words Common words taken from ¾ spelling list	Words with short /i/ sound spelt with 'y' Adding the vowel suffixes –er, -ed or -ing Adding suffixes beginning with a vowel (er/ed/ing/en) to words with more than one syllable (stressed last syllable - double the final consonant) Creating negative meaning using prefix mis- Creating negative meaning using prefix dis- Words with a /k/ sound spelt with 'ch' Common words taken from ¾ spelling list	Homophones & Near Homophones Homophones & Near Homophones Adding the prefixes bi- (meaning 'two' or 'twice') and re- (meaning 'again' or back') Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' Words with a /sh/ sound spelt with 'ch' Common words taken from ¾ spelling list	Words ending in -ary Words with a short /u/ sound spelt with 'o' Words with a short /u/ sound spelt with 'ou' Words families based on root words 'struct' and 'uni' Word families based on root words 'scop' and 'spect' Word families based on root words 'press' and 'vent' Common words taken from ¾ spelling list	Words ending in the suffix -al Words ending with an /zhuh/ sound spelt with 'sure' Words ending with a /chuh/ sound spelt with 'ture' Words ending with a /chuh/ sound spelt with 'ture' Silent Letters Revision Silent Letters Revision Common words taken from ¾ spelling list
Handwriting **Baseline assessment Letterjoin**	**Handwriting** **Letterjoin and Interventions**	**Handwriting** **Letterjoin and Interventions**	**Handwriting** **Letterjoin and assessment**	**Handwriting** **Letterjoin and Interventions**	**Handwriting** **End of year assessment Letterjoin**

<mark>**….. – books from reading spine**</mark>