

Year 3 - English Curriculum Map 2025-2026

<u>Autumn Term</u>		<u>Spring term</u>		<u>Summer term</u>	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Traditional tales/diaries</u> <u>Whole School Performance Poetry Week</u> <u>Instructions – how can we make instructions clear? (cross curricular DT link)</u>	<u>Non-chronological report/fact file – link to History Stone Age topic – How did Stone Age people live?</u> <u>Character description</u> <u>Informal letter writing – History link to Stone Age</u>	<u>Stories set in a familiar setting – Art link – How do artists portray weather?</u> <u>Setting description</u> <u>Character description</u>	<u>Myths and legends</u> <u>Create alternative problem and resolution</u> <u>Whole School Big Write/ Book Week</u>	<u>Stories by the same author (Roald Dahl)</u> <u>Poetry – rhyming couplets</u> <u>Non-fiction History link to Celts/Boudicca. What happened to Boudicca?</u>	<u>Persuasive formal letter - /History link to Romans Who was Julius Caesar?</u> <u>Blurbs/summaries</u>
<u>Texts</u> Hansel and Gretel by Anthony Browne <u>Variety of poems covered linked to Traditional Tales</u> Rapunzel by Sarah Gibb	<u>Texts</u> ‘Stone Age Boy’ Satoshi Kitamura A variety of information texts about ‘The Stone Age’	<u>Texts</u> ‘The Lonely Sea Dragon’ Helen Dunmore ‘The Coral Fish’	<u>Texts</u> Variety of mythical texts including; Loch Ness, Maud and the Dragon, How Darkness Came, George and the Dragon ‘The Seal Children’ Jackie Morris	‘The Enormous Crocodile’ and ‘The Giraffe, The Pelly and Me’ Roald Dahl Historical stories – The story of Boudicca	<u>Texts</u> ‘Romans on the Rampage’ Jeremy Strong ‘Escape from Pompeii’ By Christina Balit

<u>Class reader:</u> 'The Snow Queen' <u>By Hans Christrian Anderson</u>	<u>Class reader:</u> 'The Abominables' <u>By Eva Ibbotson</u>	<u>Class reader:</u> 'The Coral Kingdom' By Laura Knowles	<u>Class reader:</u> 'The Egg' By M. P. Robertson	<u>Class reader:</u> 'Queen of Darkness' By Tony Bradman Link to Celts	<u>Class reader:</u> 'Empire's End - A Roman'Story Leila Rasheed
<u>Writing Genres:</u> Alternative ending to traditional tale Diary entry for Rapunzel Write instructions	<u>Writing Genres:</u> Letter writing – informal Character description Report – life of somebody in the Stone Age	<u>Writing Genres:</u> Character and setting descriptions <u>Poetry?</u>	<u>Writing Genres:</u> Whole School Big Write/ Book Week – newspaper report about characters linked to fairy tales Create problem and resolution for a myth	<u>Writing Genres:</u> Narrative poetry Write a book review on stories by the same author Explanation text – who were the Celts?	<u>Writing Genres:</u> Persuasive letter – formal Adventure story – History link to Romans Newspaper report – link to Romans
<u>Grammar focus</u> Identify nouns verbs and adjectives Introduction to paragraphs as a way to group related material Headings and subheadings to aid presentation Prepositions Fronted adverbials Expanded noun phrases	<u>Grammar focus</u> 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	<u>Grammar focus</u> Adverbs/adverbials Determiners Conjunctions Word classes Expanded noun phrases	<u>Grammar focus</u> Speech/inverted commas Present perfect Revise grammatical terminology Range of sentence structures Use of subordinate clause	<u>Grammar focus</u> Possessive apostrophes Contractions Revision of word classes Consolidation of sentence structures Headings and subheadings to aid presentation Commas after fronted adverbials	<u>Grammar focus</u> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Revision of all areas

<u>Spelling focus</u> 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	<u>Spelling focus</u> 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	<u>Spelling focus</u> 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	<u>Spelling focus</u> 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	<u>Spelling focus</u> 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	<u>Spelling focus</u> Words ending in the suffix -al Words ending with an /zuh/ 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
<u>Handwriting</u> <u>Baseline assessment</u> <u>Letterjoin</u>	<u>Handwriting</u> <u>Letterjoin and Interventions</u>	<u>Handwriting</u> <u>Letterjoin and Interventions</u>	<u>Handwriting</u> <u>Letterjoin and assessment</u>	<u>Handwriting</u> <u>Letterjoin and Interventions</u>	<u>Handwriting</u> <u>End of year assessment</u> <u>Letterjoin</u>

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