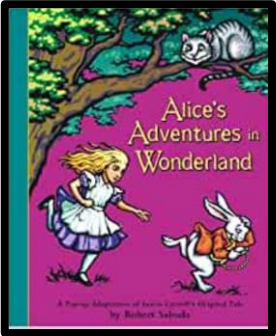
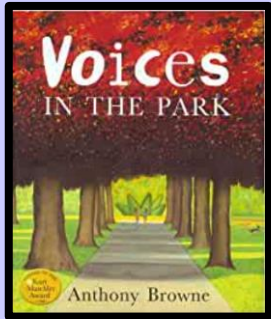


**Year 3 – English Curriculum**

**Autumn Term**

Weeks	Book Driver	Genre and Specific Writing Purpose	GPS Links	Whole Class Reading Focus/Text
3		Diary Entry	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases to describe and add detail</li> <li>• Use simple conjunctions for coordination.</li> <li>• Select language that is suitable for the reader – informal style</li> <li>• Understand and use past tense accurately forming verbs, mostly correctly and consistently.</li> <li>• Use of the forms <b>a</b> or <b>an</b> according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box).</li> <li>• To understand and use first person.</li> <li>• To revise the different word classes – noun, adjective, verb and adverb.</li> <li>• To write in an informal style.</li> <li>• Use of first person</li> <li>• Paragraphs to organise and structure writing</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>• Demarcate sentences with capital letters and full stops.</li> <li>• Use exclamation marks accurately.</li> <li>• Use commas to separate items in a list</li> <li>• Use apostrophes for contraction/omission of letters</li> </ul>	<p><b>Alice's Adventures in Wonderland</b></p> <ul style="list-style-type: none"> <li>• Skimming and Scanning</li> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Asking questions to improve their understanding</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> </ul>

3



Play script

**Grammar**

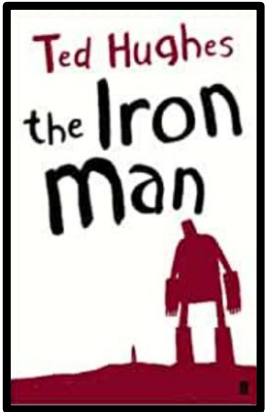
- To understand the difference between a statement, question, exclamation and command.
- To understand that in a play script, direct speech does not need inverted commas.
- To use stage directions through the use of brackets.
- Use coordinating conjunctions and begin to use subordinating conjunctions.
- To add more detail through use of adverbs and adjectives.
- To 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.


**Punctuation:**

- To understand spoken words are punctuated with inverted commas.
- Confidently use apostrophes for omission.
- Begin to use apostrophes for possession.

**Voices in the Park**

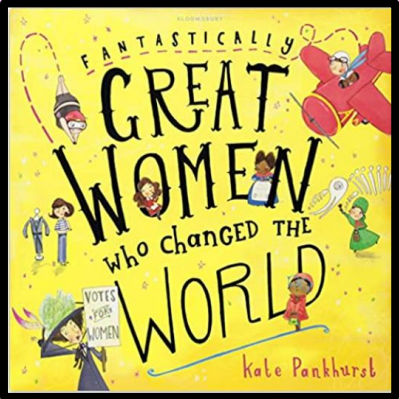
- Skimming and Scanning
- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas

3		<p>Instructions – how to put the Iron Man back together</p>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Use of the forms <b>a</b> or <b>an</b> according to whether the next word begins with a consonant or a vowel.</li> <li>• Expressing time, place and cause using prepositions and adverbs.</li> <li>• To use 'Rhetorical Questions' to engage readers</li> <li>• To understand and use imperative verbs</li> <li>• Use simple organisational devices - Headings and sub-headings to aid presentation.</li> <li>• To present ideas in a chronological order.</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>• Accurately use bullet Points</li> <li>• Recap of using commas in a list.</li> <li>• Use commas after fronted adverbials</li> <li>• Demarcate sentences accurately using full stops, question marks or exclamation marks.</li> <li>• Develop understanding of apostrophes – both omission and possession.</li> </ul>	<p><b>The Iron Man</b></p> <ul style="list-style-type: none"> <li>• Skimming and Scanning</li> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Asking questions to improve their understanding</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> </ul>
		<p>Re-write chapter 1 (Narrative) – from perspective of the Iron Man</p>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• To describe settings and characters using expanded noun phrases.</li> <li>• To use a range of co-ordinating and subordinating conjunctions</li> <li>• To use adverbs to express time</li> <li>• To use prepositions to express place and time</li> </ul>	

			<ul style="list-style-type: none"> <li>To use correct tense consistently – Use of the <b>present perfect</b> form of verbs instead of the simple past.</li> <li>Begin to use paragraphs to structure writing.</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>Relative punctuation to text</li> <li>Demarcate sentences with capital letters and full stops, question marks, exclamation marks.</li> <li>To use commas to separate items in a list.</li> <li>To use commas to indicate a fronted adverbial.</li> <li>To use apostrophes correctly.</li> </ul>	
3		Character Description	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Formation of nouns using a range of prefixes</li> <li>Expanded Noun Phrases</li> <li>Expressing time, place and cause using <b>Adverbs</b> for example then, next, soon and therefore.</li> <li>Similes to compare objects</li> <li>Use prepositions to express place</li> </ul> <p>Maintain Standard English forms, e.g. using a/an correctly</p> <ul style="list-style-type: none"> <li>Use a range of co-ordinating and subordinating conjunctions to join clauses within a sentence.</li> <li>Use sub-headings to plan and organise information into clear sections</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>Demarcate sentences with capital letters, full stops and exclamation marks for effect.</li> </ul>	<p><b>The Nightmare Before Christmas</b></p> <ul style="list-style-type: none"> <li>Skimming and Scanning</li> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> </ul>

			<ul style="list-style-type: none"><li>• Commas to separate items within a list</li><li>• Confidently use apostrophes for omission and possession.</li><li>• Using commas accurately for fronted adverbials</li></ul>	
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**Spring Term:**

Weeks	Book Driver	Genre and Specific Writing Purpose	GPS Links	Whole Class Reading Focus/Text
3		<p>Biographies of famous women – children to write about Michelle Obama.</p>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>To use paragraphs and sections with appropriate headings to organise ideas.</li> <li>To include an introductory paragraph summarising the events from a person’s life.</li> <li>Edit writing to correct punctuation and spelling errors</li> <li>Use a range of personal pronouns to avoid repetition</li> <li>Adverbials to sequence events.</li> <li>Maintain third person and formal tone.</li> <li>Use of a range of conjunctions to join clauses within a sentence.</li> <li>proof-read for spelling and punctuation errors</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Use commas after fronted adverbials with a reported clause</li> <li>Commas to separate items within a list</li> <li>Apostrophes to indicate possession and omission</li> </ul>	<p><b>Fantastically Great Women who Changed the World</b></p> <ul style="list-style-type: none"> <li>Checking if the children have heard of any of these women and trying to particularly inspire girls.</li> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>Asking questions to improve their understanding.</li> <li>Summarising the main ideas. Identifying key details that support the main ideas</li> </ul>

3



Narrative  
It's a good day for ...

**Grammar:**

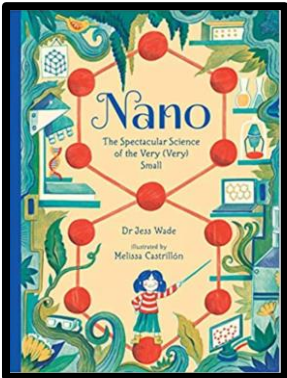
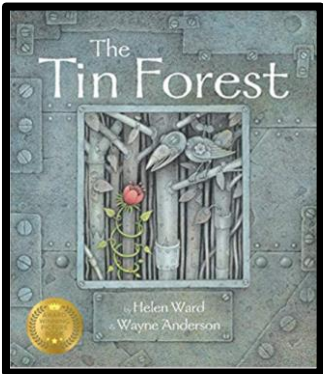
- Use expanded noun phrases to describe and add detail to setting and character
- Prepositions to express place and time
- A range of conjunctions to join clauses together within a sentence (coordinating and subordinating)
- Edit writing to correct punctuation and spelling errors.
- Maintain standard English forms correctly - Use of the **present perfect** form of verbs instead of the simple past.
- proof-read for spelling and punctuation errors

**Punctuation:**

- Apostrophes for omission (contracted words) and possession
- Apostrophes for possession
- Commas after fronted adverbials.
- Demarcate sentences with capital letters, full stops and exclamation marks for effect.
- Use inverted commas accurately to depict dialogue

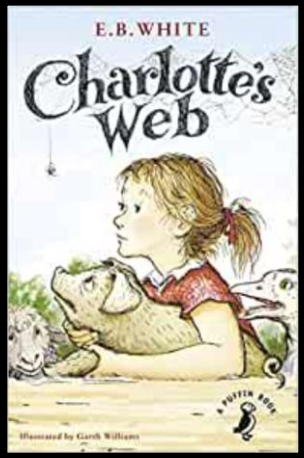
**Ocean Meets Sky**

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas

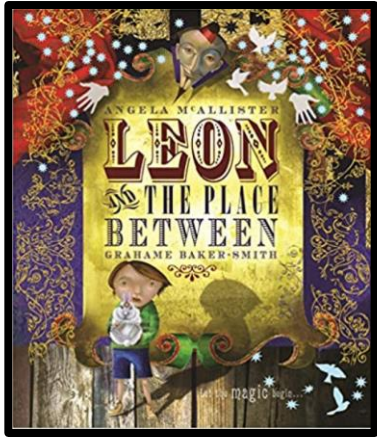
<p>3</p>		<p>Non-Chron report: materials in the home.</p>	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Use of the forms <b>a</b> or <b>an</b> according to whether the next word begins with a <b>consonant</b> or a <b>vowel</b></li> <li>• To use paragraphs and organisational devices (headings and subheadings)</li> <li>• Edit writing to correct punctuation and spelling errors</li> <li>• Maintaining a formal tone.</li> <li>• Use present tense verb forms accurately.</li> <li>• Factual and Technical language to provide information and detail.</li> <li>• Use of prepositions to express place and time.</li> <li>• proof-read for spelling and punctuation errors</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>• Apostrophes to indicate plural possession</li> <li>• Commas to separate items within a list.</li> </ul>	<p><b>Nano: The Spectacular Science of the Very (Very) Small: 1</b></p> <ul style="list-style-type: none"> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Asking questions to improve their understanding</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> </ul>
<p>3</p>		<p>Setting Description</p>	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Using nouns and pronouns to avoid repetition and support cohesion</li> <li>• Use of the forms <b>a</b> or <b>an</b> according to whether the next word begins with a consonant or a vowel.</li> <li>• Fronted adverbials punctuated with a comma and followed by a reported clause</li> </ul>	<p><b>The Tin Forest</b></p> <ul style="list-style-type: none"> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Asking questions to improve their understanding</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>

			<ul style="list-style-type: none"><li>• Use expanded noun phrases to describe and add detail to setting and character</li><li>• Expressing time, place and cause using <b>conjunctions</b> (for example, when, before, after, while, so, because)</li><li>• A range of conjunctions to join clauses together within a sentence (coordinating and subordinating)</li><li>• Adverbs to add information and describe action.</li><li>• Use <b>Paragraphs</b> as a way to group related material</li><li>• proof-read for spelling and punctuation errors</li></ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"><li>• Using commas accurately for fronted adverbials</li><li>• Apostrophes for omission (contracted words)</li><li>• Demarcate sentences with capital letters, full stops and exclamation marks for effect.</li><li>• Commas to separate items within a list.</li><li>• Commas to demarcate fronted adverbials</li></ul>	<ul style="list-style-type: none"><li>• Predicting what might happen from details stated and implied</li><li>• Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li></ul>
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**Summer Term:**

Weeks	Book Driver	Genre and Specific Writing Purpose	GPS Links	Whole Class Reading Focus/Text
3		Letter	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases to describe and add detail to setting and character</li> <li>• Past tense</li> <li>• First person using pronouns to avoid repetition and support cohesion</li> <li>• Paragraphs to organise and structure writing</li> <li>• Co-ordinating and Subordinating conjunctions including a variety of sentence structures.</li> <li>• Use of prepositions to express place and time</li> <li>• Maintain an informal style</li> <li>• Use of the forms <b>a</b> or <b>an</b> according to whether the next word begins with a consonant or a vowel.</li> <li>• proof-read for spelling and punctuation errors</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>• Apostrophes for omission (contracted words)</li> <li>• Commas after fronted adverbials with a reported clause.</li> <li>• Apostrophes to indicate plural possession</li> <li>• Commas to separate items within a list</li> </ul>	<p><b>Charlotte's Web</b></p> <ul style="list-style-type: none"> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Asking questions to improve their understanding</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> </ul>

3



Fantasy Narrative

**Grammar:**

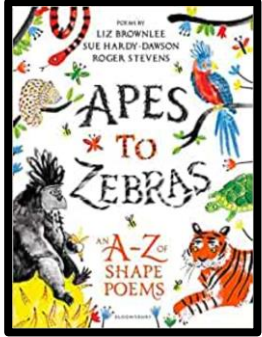

- Use dialogue sparingly to move a story forward.
- Use a wider range of coordinating and subordinating conjunctions.
- Use a range of precise vocabulary - nouns, verbs adverbs and adjectives.
- Fronted adverbials to sequence events.
- Edit writing to correct punctuation and spelling errors
- proof-read for spelling and punctuation errors

**Punctuation:**

- Using inverted commas to accurately punctuated dialogue
- Fronted adverbials punctuated using a comma.
- Apostrophes for omission in contracted words

**Leon and the Place Between**

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas

3		Shape Poems	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Use similes to describe likenesses</li> <li>• To incorporate rhyme, pattern and sound (alliteration)</li> <li>• Use of repetition and word play for effect</li> <li>• Make simple additions, revisions and proof-reading correcting their own work.</li> <li>• To 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.</li> <li>• proof-read for spelling and punctuation errors</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>• Correct use of commas within a poem and to separate items within a list</li> <li>• Apostrophes for omission</li> </ul>	<p><b>Apes to Zebras</b></p> <ul style="list-style-type: none"> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Asking questions to improve their understanding</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> </ul>
4		Newspaper Report	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• write effectively for the audience, selecting language that shows good awareness of the reader.</li> <li>• Use dialogue sparingly so it effectively adds detail to the writing</li> <li>• use a wide range of co-ordinating and subordinating conjunctions within and across sentences</li> <li>• use a range of precise vocabulary (nouns, verbs, adjectives and adverbs)</li> <li>• Use paragraphs as a way to group related material.</li> </ul>	<p><b>The Accidental Prime Minister</b></p> <ul style="list-style-type: none"> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Asking questions to improve their understanding</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Summarising the main ideas drawn from more than 1</li> </ul>

			<ul style="list-style-type: none"><li>• Use of the present perfect form of verbs instead of the simple past</li><li>• proof-read for spelling and punctuation errors</li></ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"><li>• accurately use sentence punctuation – full stops, capital letters, question exclamation marks, commas</li></ul>	paragraph, identifying key details that support the main ideas
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