

## English Curriculum Overview

Northwick Park Primary and Nursery Academy

### Year 3

#### Text Type Overview

Autumn	Spring	Summer
<p><b>Dictionaries/thesaurus/reference books</b> – extreme Earth (1 week)</p> <p><b>Ref books (to include writing a non-chron report</b> – extreme Earth</p> <p><b>Narrative stories with familiar settings</b> – Wizard of Oz</p> <p><b>Instructions</b> – making a game or a toy – spoken language outcome</p> <p><b>Letters</b> – Sven/ Santa</p> <p><b>Performance poems</b></p>	<p><b>Adventure stories</b> – Stone Age Boy</p> <p><b>Diaries</b> – linked to Stone Age Boy</p> <p><b>Non-chron</b> – The Stone Age</p> <p><b>Free-verse poetry</b> – spring theme spoken language</p> <p><b>Core Skills Unit</b></p>	<p><b>Explanation texts</b> – how a plant grows/ life cycle of a frog</p> <p><b>Fairy stories/folk tales</b> – 3 Billy Goats Gruff/ Hansel and Gretel – spoken language outcome</p> <p><b>Recount</b> - trip</p> <p><b>Newspaper reports</b> –3 Billy Goats Gruff/ Three Little Pigs/Alternative story 3 Little Wolves and the Big Bad Pig</p> <p><b>Poetry – Clerihew</b></p> <p>Core Skills Unit</p>

**Core Texts: (To include half the teaching time on class novels and half on ‘VIPERS’ guided reading sessions).**

	Autumn Term	Spring Term	Summer Term
Green Set:	The Firemaker’s Daughter by Philip Pullman	Stig of the Dump by Clive King	James and the Giant Peach by Roald Dahl
Orange Set:	Adventure Series Bear Grylls	The Diary of a Killer Cat by Anne Fine VIPERS	Stig of the Dump by Clive King VIPERS
Yellow Set:	RWI/ Stage 2 VIPERS	The Owl who was Afraid of the dark	Stage 3 VIPERS Short Stories Enormous Crocodile by Roald Dahl
Red Set:	Phonics teaching continues as appropriate RWI	RWI	RWI and VIPERS

Vocabulary – Year 3

New Vocabulary for This Year:			
Text Type/Reading:		GPS:	
Debate	Argument	Root word	Prefix
Performance poem	Opinion	Ambitious vocabulary	Bullet point
Free-verse	Standard English	Structure	Imperative verb
Folk tale	Play script	Paragraph	Preposition
Explanation text	Audience	Dialogue	Word family
Adventure story	Sequenced ideas	Simile/metaphor	Clause
Reference book	Formal/informal letters	Layout	Main clause
Justify	Tone	Apostrophe (for possession/omission)	Subordinate clause
Communicate	Context	Contraction	Direct speech
Genre	Inference	Common/proper/abstract/collective noun	Homophone/near homophone
Chapter	Evidence		Past/present/future tense
Familiar Vocabulary to Revise this Year:			
Text Type/Reading:		GPS	
Contents	Letter	Adjective	Pronoun
Index	Diary	Past tense	Suffix
Glossary	Non-chronological report	Present tense	Adverb
Poet	Author	Statement	Consonant
Poem	Illustrator	Question	Vowel
Verse/stanza	Playwright	Command	
Letter		Exclamation	
Rhyme		Inverted commas	
Instructions		Conjunction	
		Spelling pattern	

In addition to this subject specific vocabulary, pupils will experience a range of quality texts to ensure they encounter and learn to use an increasingly wide range of new vocabulary. Teachers encourage children to use the new words they use in their own speech and writing e.g. through the use of vocabulary walls.

### Spoken Language Curriculum Content Year 3:

<p><b>Frequently listens and responds appropriately to adults and their peers.</b></p> <p><i>Maintains eye contact stopping anything else they may have been doing.</i></p> <p><i>Responds politely to questions and offers examples to questions, such as qualifying with because: ‘Yes, I like that character because...’</i></p>	<p><b>Frequently asks relevant questions to extend their understanding and knowledge.</b></p> <p><i>Such as seeking to clarify knowledge: ‘Is this an example of a traditional tale?’</i></p>	<p><b>Frequently uses relevant strategies to build their vocabulary.</b></p> <p><i>Uses word banks, dictionaries and thesauruses.</i></p> <p><i>Makes links to morphological spelling work to identify word families such as teach, teacher, teaching, teaches, headteacher.</i></p>	<p><b>Frequently articulates and justifies answers, arguments and opinions.</b></p> <p><i>Uses ‘because’ and the immediate evidence to support answers, arguments and opinions. E.g. ‘I think zoos are cruel because in this book it says...’</i></p> <p><i>Begins to offer opinions that aren’t their own. This could be through role play.</i></p>	<p><b>Frequently gives well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</b></p> <p><i>Organises related information using graphic organisers such as spider diagrams and mindmaps to help.</i></p> <p><i>Begins to summarise the main points.</i></p>	<p><b>Frequently maintains attention and participates actively in collaborative conversations, staying on topic and initiating and responding to comments.</b></p> <p><i>Appreciates the need to take turns.</i></p> <p><i>Uses prompts and sentence starters to encourage other children to participate.</i></p>
<p><b>Frequently uses spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</b></p> <p><i>Conditional clauses may be used to support speculation, e.g. ‘If x happens...’</i></p>	<p><b>Frequently speaks audibly and fluently with an increasing command of Standard English.</b></p> <p><i>Can control their volume to meet the level required for the interaction.</i></p> <p><i>Speaks at a measured pace.</i></p> <p><i>Chooses the correct determiner depending on the starting letter of the following word (an apple; a bat).</i></p>	<p><b>Frequently participates in discussions, presentations, performances, role play, improvisations and debates.</b></p> <p><i>Memorise and deliver lines in a performance or play.</i></p>	<p><b>Frequently gains, maintains and monitors the interest of the listener(s).</b></p> <p><i>Speaks directly to their audience. Begins to choose words for effect (e.g. alliteration, rhythm and rhyme).</i></p>	<p><b>Frequently considers and evaluates different viewpoints, attending to and building on the contributions of others.</b></p> <p><i>Is able to disagree agreeably.</i></p>	<p><b>Frequently selects and uses appropriate registers for effective communication.</b></p> <p><i>Chooses full versions of words rather than contractions when speaking more formally.</i></p>

## Reading Objectives Year 3:

Statutory Curriculum Objectives:	Statements:
<p><b>Word Reading:</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet</li> <li>▪ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul> <p><b>Reading Comprehension:</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ develop positive attitudes to reading and understanding of what they read by:           <ul style="list-style-type: none"> <li>▪ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>▪ reading books that are structured in different ways and reading for a range of purposes</li> <li>▪ using dictionaries to check the meaning of words that they have read</li> <li>▪ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>▪ identifying themes and conventions in a wide range of books</li> <li>▪ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>▪ discussing words and phrases that capture the reader’s interest and imagination</li> <li>▪ recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> </li> <li>▪ understand what they read, in books they can read independently, by:           <ul style="list-style-type: none"> <li>▪ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>▪ asking questions to improve their understanding of a text</li> </ul> </li> </ul>	<p><b>Word Reading Band 3:</b></p> <p>I can use my knowledge of root words , prefixes ( including dis-, mis-, il-, im-, ir-) and suffixes (including -ly) to help me read aloud and to understand the meaning of new words</p> <p>I can read further exception words including words that do not follow spelling patterns</p> <p><b>Reading Comprehension Band 3:</b></p> <p>I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work</p> <p>I can show that I enjoy reading by reading lots of different types of books</p> <p>I can read a wide range of books including fairy stories, myths and legends and retell some of them to others</p> <p>I can tell you what a book that I am reading is about</p> <p>I can read aloud poems and perform play scripts</p> <p>I can discuss words in the books that I read that excite me</p> <p>I can understand what I have read, checking that it makes sense by talking to others about it</p> <p>I can ask questions about the texts that I have read to help me understand them I can work out what a character in a book is feeling by the actions they take and can explain how I know</p> <p>I can predict what might happen from clues in what I have read</p> <p>I can tell someone about the main ideas in a paragraph</p> <p>I can say how a text is organised to help me understand it using paragraphs, headings, subheadings and inverted commas to show speech</p> <p>I can use non-fiction texts to find out information on a subject</p> <p>I can talk about books and poems and I can take turns in telling people about them</p>

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| <ul style="list-style-type: none"><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>▪ identifying main ideas drawn from more than one paragraph and summarising these</li><li>▪ identifying how language, structure, and presentation contribute to meaning</li><li>▪ retrieve and record information from non-fiction<ul style="list-style-type: none"><li>▪ 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.</li></ul></li></ul> |  |
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Writing Objectives Composition:

Statutory Curriculum Objectives:	Oxford Writing Criterion Scale Statements:
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- 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
  - 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](#))
  - organising paragraphs around a theme
  - in narratives, creating settings, characters and plot
  - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- 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.

1. Can produce work which is organised, imaginative and clear (e.g. simple opening and ending).
2. Can usually join handwriting.
3. Can use a range of chosen forms appropriately and consistently (If the writing is a narrative, simple report or recount of a known story, this cannot be ticked. If it is another genre, it can be ticked).
4. Can adapt their chosen form to the audience (e.g. provide information about characters or setting, make a series of points, use brackets for asides etc).
5. Can sometimes use interesting and ambitious vocabulary (they should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'evaporate' in science).
6. Can develop and extend ideas logically in sequenced sentences (but they may still be overly detailed or brief).
7. Can extend sentences using a wider range of connectives to clarify relationships between points and ideas.
8. Can usually use correct grammatical structures in sentences (nouns and verbs generally agree).
9. Can use pronouns appropriately to avoid the awkward repetition of nouns.
10. Can use most punctuation accurately (full stop and capital letter, question mark, exclamation mark, comma, apostrophe).
11. Can structure and organise work clearly (e.g. beginning, middle, end; letter structure; dialogue structure).
12. Is beginning to use paragraphs.
13. Can adapt form and style for purpose (e.g. there is a clear difference between formal and informal letters; use of abbreviated sentences in notes and diaries etc.).
14. Can write neatly, legibly and accurately, mainly in a joined style.
15. Can use adjective and adverbs for description.
16. Can spell phonetically regular or familiar common polysyllabic words accurately, and most of the Year 3 High Frequency Words and the Year 3 words in the NC Appendix 1.
17. Can develop characters and describe settings, feelings and/or emotions etc.
18. Can link and relate events, including past, present and future, sensibly (afterwards, before, also, after a while, eventually etc.).
19. Can attempt to give opinion, interest or humour through detail.
20. Can use generalizing words for style (e.g. sometimes, never, always, mainly, mostly, generally etc) and/or modal verbs/the conditional tense (e.g. might do it, may go, could rain, should win).
21. Is beginning to develop a sense of pace (writing is lively and interesting).

Vocabulary, Grammar and Punctuation

Autumn Term	Spring Term	Summer Term	Statements:
<p><b>Teach:</b> Formation of nouns using a range of prefixes e.g. super, anti, auto, Introduction to paragraphs as a way to group related material. Use of inverted commas to mark speech.</p> <p><b>Revise:</b> Subordination and correct use of tenses from Year2 Use of capital letters, full stops, question marks, exclamation marks and use of apostrophe to mark possession and omission.</p>	<p><b>Teach:</b> Use of headings and subheadings to aid presentation. Expressing time, place and cause using conjunctions (for example when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in, because of) Use of the forms of 'a' or 'an' according to whether the next word begins with a consonant or vowel (e.g. a rock, an open box)</p> <p><b>Revise:</b> Paragraphs Use of inverted commas.</p>	<p><b>Teach:</b> Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play) Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, dissolve, insoluble)</p> <p><b>Revise:</b> Expressing time, place and cause using conjunctions (for example when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in, because of) Use of the forms of 'a' or 'an' according to whether the next word begins with a consonant or vowel (e.g. a rock, an open box)</p>	<p><b>Band 3 Statements:</b> I can create new words using a range of prefixes including super-, anti-, auto- I can understand when to use 'a' or 'an' in front of a word I can identify word families based on root words &lt;eg&gt;solve, solution, dissolve, insoluble&lt;/eg&gt; I can talk about time, place and cause using these words: when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because of I can use paragraphs I can use headings and sub-headings I can use the present perfect form of verbs &lt;eg&gt;He has gone out to play contrasted with He went out to play&lt;/eg&gt; I can use speech marks correctly I can understand what the following words mean: word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas</p>

## Spelling:

### Statutory Objectives:

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- 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.

Autumn Rising Stars Year 3	Spring Year 3	Summer Year 3
Test 1: Year 2 review of suffixes (-ed, -ing, -er, and –est) Test 2: Year 2 review of suffixes (-ness, -ment, -ful, -less) Test 3: 'i' spelt 'y' Test 4: 'u' spelt 'ou' Test 5: 'ai' sound spelt 'ei', 'eigh' or 'ey' Test 6: un-prefix Test 7: dis- prefix Test 8: mis- prefix Test 9: re- prefix Test 10: word families	Test 1: spelling review Test 2: super- prefix Test 3: anti- and sub- prefixes Test 4: auto- prefix and review work on prefixes Test 5: -ly suffix (change the 'y' to an 'l') Test 6: -ly suffix (-le changed to -ly) Test 7: -ally suffix Test 8: -ation suffix Test 9: Double consonants Test 10: split digraphs – long vowel sounds	Test 1: -ly suffix and spelling review Test 2: in- prefix Test 3: il- and im- prefixes Test 4: ir- prefix Test 5: inter-prefix Test 6: homophones and near-homophones Test 7: homophones and near-homophones Test 8: words from across the curriculum Test 9: suffixes (vowel letters) Test 10: -sion and -tion endings

**NB the school chosen spelling pattern will cover all the statutory spelling objectives, including the statutory word lists. 30 weeks' worth of spelling lists are provided, allowing up to 9 additional weeks for topic based spelling, filling learning gaps or revision.**

## Handwriting

- 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 [for example, 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].

### **Additional Guidance:**

Additional guidance – Please see additional document for text type progression.

When planning, please note that the statutory requirements are in black, additional guidance is in blue.