





# English Curriculum Year 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Themes and Curricular Focus	<b>South East to Greece</b> How does my region compare to the South Aegean in Greece?	<b>It's All Greek to Me!</b> What did the Greeks do for us?	<b>Rock Solid</b> Why do people live near volcanoes?	<b>Ages Ago!</b> Would you prefer to live in the Stone Age, Bronze Age or Iron Age?	<b>What Did the Romans Do for Us?</b> Who were the Romans and why did they settle in Britain?	<b>Us in the UK</b> What's the geography of the United Kingdom like?
Science	Skeletons Nutrition and Diet, Movement	Rocks Sustainability: Food Waste	Fossils Soils	Light	Plants	Forces and Magnets Plants Sustainability (Biodiversity)
Jigsaw PHSE	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Fiction Poetry and Rhyme Information/topic-linked texts	<b>Core Texts</b>	<b>Core Texts</b>	<b>Core Texts</b>	<b>Core Texts</b>	<b>Core Texts</b>	<b>Core Texts</b>
<b>Reading Curriculum Year 3 and 4</b> Children develop positive attitudes to reading by: Listening to and discussing a wide range of texts (fiction, poetry, plays, non-fiction, reference books). Reading varied text structures for different purposes. Using dictionaries to check word meanings. Becoming familiar with books including fairy tales, myths, and legends, and retelling them orally. Identifying themes and conventions in texts. Preparing and performing poems and play scripts with expression. Discussing engaging words and phrases. Recognising different forms of poetry (e.g., free verse, narrative). Understand independently read texts by: Checking comprehension and discussing word meanings in context. Asking questions to improve understanding. Making and justifying inferences about characters and events. Predicting outcomes from stated and implied details. Summarising main ideas across paragraphs. Identifying how language, structure, and presentation add meaning. Retrieve and record information from non-fiction. Participate in discussions, listening to others, and taking turns.	 The Wild Robot by Peter Brown	 Orchard Book of Greek Myths by Geraldine McCaughrean The Butterfly Lion by Michael Morpurgo	 The Firework Maker's Daughter by Phillip Pullman	 Stig of the Dump by Clive King Stone Age Boy by Satoshi Kitamura	 The Thieves of Ostia by Caroline Lawrence Escape From Pompeii by Christina Balit	 Charlotte's Web by EB White
<b>Autumn Term</b>	<b>Supporting Texts and Reading Across the Curriculum</b>	<b>Supporting Texts and Reading Across the Curriculum</b>	<b>Supporting Texts and Reading Across the Curriculum</b>	<b>Supporting Texts and Reading Across the Curriculum</b>	<b>Supporting Texts and Reading Across the Curriculum</b>	<b>Supporting Texts and Reading Across the Curriculum</b>
	 The Dot by Peter H. Reynolds Paper World: Planet Earth by Ruth Symons	 So You Think You've Got It Bad? A Kid's Life in Ancient Greece by Chae Strathie	 The Pebble in My Pocket by Meredith Hooper	 Live Like a Hunter Gatherer by Naomi Walmsley	 The Usborne Official Roman Soldier's Handbook by Lesley Sims	 The Big Book of the UK by Imogen Russell Williams & Louise Lockhart
		<b>Spring Term</b>			<b>Summer Term</b>	

<p>Poetry</p> <p>Limerick/clerihew</p> <p>Kennings and quatrains</p> <p>Question and answer poetry</p> <p>Free verse</p> <p>Performance poetry</p>	<p><b>Free verse</b></p> <p>Where My Wellies Take Me by Michael and Claire Morpurgo</p>  <p><b>Quatrains</b></p> <p>The Chimney Sweeper by William Blake</p> <p>Yesterday by Michael Rosen</p> <p>Albatross by Laura Mucha</p>	<p><b>Kennings</b></p> <p>Beware! From Zim Zam Zoom by James Carter</p>  <p>The Lost Words by Robert MacFarlane</p> <p>Kenn Nesbitt</p> <p>Poetry 4Kids.com</p>  <p>Brave Boy Rap by Tony Mitton (from Once Upon a Poem)</p>	<p><b>Classic poetry</b></p> <p>Old Possum's Book of Practical Cats by T.S. Eliot</p>  <p><b>Classic Poetry</b></p> <p>The Owl and the Pussy Cat by Edward Lear (from Once Upon a Poem)</p> 	<p><b>Limericks</b></p> <p>There Was a Small Boy of Quebec by Rudyard Kipling</p> <p>There Was an Old Man with a Beard by Edward Lear</p> <p><b>Clerihew</b></p> <p>Kenn Nesbitt</p> <p>Poetry 4Kids.com</p>	<p><b>Classic poetry</b></p> <p>Poetry 2 – Brian Moses and David Orme</p>  <p><b>Question and answer poetry</b></p> <p>Registration by Allan Ahlberg (from Heard it in the Playground)</p> <p>Christina Rossetti – What is Pink? What is Heavy? Who Has Seen the Wind?</p>	<p><b>Classic poetry</b></p> <p>From a Railway Carriage by Robert Louis Stevenson</p> <p>Night Mail by W.H. Auden</p>
Possible Writing Outcomes	<p>Narrative</p> <p>Description</p> <p>Poetry</p> <p>Poster</p>	<p>Description</p> <p>Biography</p> <p>Recount</p> <p>Poetry</p>	<p>Letter</p> <p>Narrative</p> <p>Description</p> <p>Poetry</p>	<p>Diary</p> <p>Information</p> <p>Narrative</p> <p>Poetry</p>	<p>Narrative</p> <p>Recount</p> <p>Poetry</p>	<p>Character description</p> <p>Diary</p> <p>Newspaper report</p>
Spelling Curriculum taught through Spelling With the Jungle Club	<p>Endings on split digraph words</p> <p>Endings on single-syllable words ending in a consonant</p> <p>-ed endings</p> <p>Words beginning with wh and wr</p> <p>Words ending in -le, -el, -al, -il</p> <p>Homophones</p> <p>Year 3 / 4 spelling words</p>	<p>Suffixes – ment, -nes,,</p> <p>Negative prefixes un-, dis-, mis-</p> <p>'u' sound spelt o and ou</p> <p>Homophones</p> <p>Year 3 / 4 spelling words</p>	<p>Adverbs ending in -ly and on words ending in -y and -le</p> <p>'ch' sound spelt ch and 'ch</p> <p>'che' ending spelt ture and tcher</p> <p>Homophones</p> <p>Year 3 / 4 spelling words</p>	<p>Endings on multi-syllable words ending in a consonant</p> <p>'j' sound spelt j, g, ge, dge</p> <p>'zhe' sound (e.g. treasure, vision)</p> <p>Prefix re-</p> <p>Homophones</p> <p>Year 3 / 4 spelling words</p>	<p>Spellings with -tion and -sion</p> <p>'s' sound spelt s, ss, c, ce, sc</p> <p>'k' and 'sh' sounds spelt ch</p> <p>Homophones</p> <p>Year 3 / 4 spelling words</p>	<p>'ai' sound spelt ei, eigh, aigh, ey</p> <p>Prefixes super-, sub-</p> <p>Possessive apostrophes for regular and irregular plurals</p> <p>Homophones and near homophones</p> <p>Year 3 / 4 spelling words</p>

**Year 3 and 4 Statutory Spelling Word List – taught through Literacy Shed / Spelling With the Jungle Club**

Colour coding: taught in school in Year 3/Year 4

accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women

**Year 3 and 4 Writing Curriculum**

<p><b>Transcription - Spelling</b></p> <p>Use further prefixes and suffixes and understand how to add them (English Appendix 1 and taught through Spelling With the Jungle Club)</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p><b>Transcription - Handwriting</b></p> <p>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</p> <p>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].</p>	<p><b>Composition</b></p> <p>Planning Writing:</p> <p>Discuss similar writing to understand structure, vocabulary, and grammar.</p> <p>Discuss and record ideas.</p> <p>Drafting and Writing:</p> <p>Compose and rehearse sentences orally, including dialogue.</p> <p>Build a rich vocabulary and use varied sentence structures.</p> <p>Organise paragraphs around a theme.</p> <p>In narratives: develop settings, characters, and plot.</p> <p>In non-narratives: use simple organisational devices (e.g., headings, sub-headings).</p> <p>Evaluating and Editing:</p> <p>Assess the effectiveness of their own and others' writing.</p> <p>Suggest improvements.</p> <p>Make grammar and vocabulary changes for consistency (e.g., correct use of pronouns).</p> <p>Proofreading: Check for spelling and punctuation errors.</p> <p>Reading Aloud: Read their writing aloud with appropriate intonation, tone, and volume to convey meaning clearly.</p>
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**Year 3 Writing Progression - Vocabulary, Grammar and Punctuation** taught discretely through Literacy Shed / Spelling With the Jungle Club and applied within writing genres as appropriate

Word	Punctuation	Sentence	Text	Statutory Terminology For pupils
Formation of nouns using a range of prefixes, such as super-, anti-, auto-	Introduction to inverted commas to punctuate direct speech	Expressing time, place and cause using conjunctions (e.g. when, so, before, after, while, because)	Introduction to paragraphs as a way to group related material	Adverb, preposition, conjunction word family, prefix
Use of forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)		adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in because of)	Headings and sub-headings to aid presentation	clause, subordinate clause, direct speech inverted commas (or 'speech marks')
Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)			Use of the perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play)	consonant, consonant letter, vowel, vowel letter