







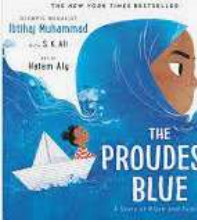

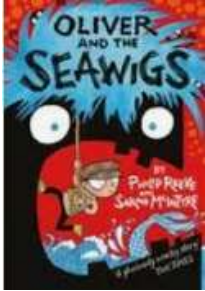














Hayes Primary School
Year 3 English Curriculum 2022-2023

Writing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core English texts	  	 	 	 	  	
Non text based		 <p>Winter poetry</p>  <p>Recount from Shang Dynasty workshop</p>		 <p>Campfire Day Writing</p>  <p>Recount from geologist visitor</p>		 <p>Animal riddle poetry</p>  <p>Recount from Roman Villa Trip</p>  <p>Recount from Stone/Ice Age</p>

						immersion day
Genre and plot structure	Non-fiction Fairy tale – journey Family and make believe - adventures	Traditional story (spin off) - fiction Picture book - fiction	Science fiction Picture book - fiction	Adventure fiction Fiction	Fiction Picture book of biography	Adventure fiction
Extended writing outcomes	-guide for protecting the planet -diary entry -letter of apology -own innovated story	-diary entry -vehicle description -innovated version of a story -poem using figurative language, alliteration and repetition	-character description -diary entry -letter -innovated version of the story	-character description -ending of a story - diary entry -biography of the author	-setting description -diary entry -travel brochure -biography -newspaper report	-creating a seawig instructions -character description -story ending -letter of apology -animal riddle poem
Vocab, grammar and punctuation focus	Embedding skills: - expanded noun phrases -subordinating conjunctions Coordinating conjunction Sentence types New learning: -coordinating conjunctions -subordinating conjunctions -using a/an - peer editing writing for errors -apostrophes for possession -contractions	Embedding skills: -past tense -expanded noun phrases -basic punctuation New learning: -determiners -conjunctions -paragraphs -verses -coordinating and subordinating conjunctions -using adverbs to add detail -figurative language -alliteration -repetition -peer and self-editing writing for errors	Embedding skills: -basic punctuation -past tense -editing skills -paragraphs -expanded noun phrases New learning: -adverbs -prepositions -editing skills -speech -paragraphs to organise information with support	Embedding skills: -adverbs -adjectives -basic punctuation -coordinating and subordinating conjunctions New learning: -speech -tenses -grammatical features of a newspaper report -effective description -paragraphs to organise information with support -peer and self-editing writing for errors	Embedding skills: -past tense -basic punctuation - speech(inverted commas) -editing skills -determiners New learning: -nouns and determiners -paragraphs -identifying features of a brochure -paragraphs to organise information -peer and self-editing writing for errors -Speech – using inverted commas and beginning to show conversations between characters	Embedding skills: -punctuation -adjectives -contractions Subordinating conjunctions -organising information into paragraphs -speech to show conversations -peer and self-editing New learning: -word families -prefixes -homophones -suffixes

Spelling focus	-double s,f,k,z,k -syllable division -spelling tch -spelling s,es -split diagraoh	-ee spelt y -spelling oy,oi -ed suffix -er, est suffix -ing suffix	-j ending -ll ending - contractions -suffixes after 'y' -less, ment, ful, ness suffixes	-ly suffix -tion, sion -prefixes -sure, ture -vowel suffixes (1)	-cian, ssion -cial, tial -cious, tious -ant, ent, ancy, ency	-vowel suffixes (2) -ei or ie -hyphens -silent letters
Handwriting	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● 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, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] 					
Composition	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● plan their writing by: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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 ● proofread for spelling and punctuation errors 					

						
	Pet Care of a Dog (nonfiction) The Tinderbox (fiction) Muscles (nonfiction) Coasts (nonfiction) Diwali (nonfiction) Ruby Bridges (Biography/nonfiction)	The Sound collector (poem) Pet care of a cat (nonfiction) Shang Dynasty - Lady Fu Hao (nonfiction) The Green Ship (adventure fiction) Garden Birds (nonfiction) Little Red Riding Hood (Newspaper Report - fiction) Winter Wonderland (poetry)	Treasure Island (adventure fiction) Roman Coin (newspaper report-fiction) Iron Man (science fiction) Alice In Wonderland (adventure fiction) Sharks (nonfiction) Stig of the Dump (fiction)	George the Tortoise (fiction) Arthur and the Golden Rope (adventure fiction) King Midas (Greek Myth) Arthur and the Golden Rope (adventure fiction) Lucy and the Leprechaun (fiction) Marie Curie (nonfiction)	The Tortoise and the Hare (fiction) The Happy Prince (fiction) Spring (nonfiction) The Owl and the Pussycat (poetry) Matilda (fiction)	Oliver and the Seawigs (adventure fiction) Julius Ceaser (nonfiction) Oliver and the Seawigs (adventure fiction) Boudicca (nonfiction) George's Marvellous Medicine (fiction)
Word reading	Pupils should be taught to: <ul style="list-style-type: none"> ● apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet ● read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 					
Comprehension	Pupils should be taught to: <ul style="list-style-type: none"> ● develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> ○ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ○ reading books that are structured in different ways and reading for a range of purposes ○ using dictionaries to check the meaning of words that they have read ○ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, 					

and retelling some of these orally

- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - 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
 - identifying main ideas drawn from more than 1 paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- 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