

Literacy Curriculum Map

Year 3

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Three	Books	<p>Theme: Helping others Books: This Moose Belongs to Me – Oliver Jeffers Roald Dahl Week: Matilda Poetry Week: The Lost Words – Robert McFarlane Black History Month: Benjamin Zephaniah We sail across the Sea. The Empire Windrush and Me. Little Leaders Bold Women in Black History Little Leaders Exceptional Men in Black History</p>	<p>Theme: Appreciation Books: Based on The Ages Stone Age Boy by Satoshi Kitamura Stig of the Dump – Clive King Other books: Ug: Boy Genius of the Stone Age and His Search For Soft Trousers by Raymond Briggs</p>	<p>Theme: Environmental Issues Books: The Great Kapok Tree Lights on Cotton Rock Poetry Week: What a waste by Jess French</p>	<p>Theme: Friendship Ottoline and The Yellow Cat by Chris Riddell Theme: Environmental Issues Leaf by Sandra Dieckmann</p>	<p>Books: The Legend of Spud Murphy. There is a snake in my school by David Walliams Poetry Week: Stars with Flaming Tails by Valerie Bloom</p>	<p>Theme: Ancient Egypt Books: Cinderella of the Nile – Beverly Naidoo Malala’s Magic Pencil Other books: The Egyptian Cinderella by Shirley Climo</p>
	Writing outcomes	Diary entry Creative story writing Formal letter	Setting description Instruction writing Newspaper report Creative story writing Diary entry Poetry	Recount Setting description Diary entry Persuasive writing Creative story writing Newspaper report Informal letter Poetry	Diary entry Creative story writing Poetry Newspaper report	Persuasive letter Creative story writing Diary entry	Diary entry Report writing Newspaper report Creative story writing
	Reading (Word Reading & Comprehension)	For children who are working towards the expected standard we use PM Benchmarking to assess their word reading and comprehension ability. Children are then given Oxford Reading Tree Reading books to match their ability. We use NFER reading assessment to assess children’s reading comprehension ability. We promote reading for pleasure and children have a free choice of books to take home.					
	Destination Reader	Destination Reader allows children to access real books of a high quality that are engaging and exciting. As talk is made central, partner reading is continued and children are given ample opportunities to discuss books with their partners. Children practise seven key skills identifies within the national curriculum to support the reading and understanding of a wide range of texts. The skills are: predicting, making connections, asking questions, evaluating, inferring, summarising, clarifying.					
	Writing (Transcription-Spelling)	use further prefixes and suffixes and understand how to add them (English Appendix 1)	spell more complex word forms and start to use dictionaries. use the first two or three letters of a word to check its spelling in a dictionary	spelling words that are often misspelt (word list for year 1, 2 and 3)	using the possessive apostrophe with regular and irregular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]	Spelling lots of homophones correctly	Consolidation of Year 3 curriculum
	Writing (Transcription - Handwriting)	We follow the Penpals handwriting programme					

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	Writing (Composition)	composing and rehearsing sentences orally (including dialogue) building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) poetry writing	discussing and recording ideas (ongoing) creating settings, characters and plot in narratives	organising paragraphs around a theme non-narrative material, using simple organisational devices [for example, headings and sub-headings]	proof-read for spelling and punctuation errors	editing skills 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	Consolidation of Year 3 curriculum
	Writing (Vocabulary, grammar and punctuation)	Revision of work done in previous years	adverbs (e.g. then, next, therefore, soon) Vary sentence structure by expressing time and cause using: conjunctions (e.g. so, when, before, after, while, because)	prepositions (e.g. before, after, during, in, because of) direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	Use adverbials of time, place and manner (e.g. at midnight, over the hill) Consistent use of past and present tense, including irregular forms prepositions	word family, prefix clause, subordinate clause conjunctions adverbs present perfect form of verbs inverted commas for direct speech	Consolidation of Year 3 curriculum and grammar from English Appendix 2 in NC document.