

Class 6: Year 3

English Curriculum Map

The National Curriculum purpose of study for English:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

English: School Statement of Intent

At Fulwood and Cadley, our aim is to provide an English curriculum that engages and inspires our children's love of literature whilst also developing their fundamental skills of spoken and written language in order to become thoughtful readers and creative writers. Our curriculum is based around the principles of the Talk for Writing process which reflects the importance of spoken language that underpins the development of reading and writing, not only in English but across the whole curriculum. Our children are provided with opportunities to widen their vocabulary and develop their understanding of grammar for reading, writing and spoken language. They are taught to use discussion as a vehicle for learning moving on to developing crucial skills to allow them to write clearly, accurately and coherently for a range of context, purposes and audiences. Most importantly, our writing curriculum aims to inspire our children to feel confident in their ability to write and become passionate in their ability to be creative. We believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We strive for our pupils to develop a passion for reading and a love of books not only to support their academic ability but to develop their life-long opportunities in everyday life, further education and future employment. We believe reading is one of the most important ingredients of a successful learner and as a result, we aim to permeate our whole school curriculum with opportunities to read.

Statutory National Curriculum Summary: Year 3 and 4

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt - see [English appendix 1](#). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.



Suggested Good Quality Texts

Pie Corbett's Reading Spine For Year 3	Year 3 Top 50 Reading for Pleasure Competition									
<ul style="list-style-type: none"> ➤ The Iron Man – Ted Hughes – Spring Term ➤ Cat Tales: Ice Cat by Linda Newberry ➤ The Sheep Pig – Dick King Smith ➤ The Abominables – Eva Ibbotson ➤ The Lion, the Witch and the Wardrobe – CS Lewis ➤ The Battle of Bubble and Squeak – Philippa Pearce ➤ Hansel and Gretel – Anthony Browne 										
Pie Corbett's Page Turners For Year 3										
<ul style="list-style-type: none"> ➤ The Queen's Nose – Dick King-Smith ➤ Ice Palace – Robert Swindles ➤ Beaver Towers – Nigel Hinton ➤ The Tale of Despereaux - Kate DiCamillo ➤ The Hundred and One Dalmatians – Dodie Smith ➤ The Legend of Podkin One-Ear – Kieran Larwood 										
Pie Corbett's Poetry Spine For Year 3										
<ul style="list-style-type: none"> ➤ Quick, Let's get out of here – Michael Rosen & Quentin Blake ➤ The World's Greatest Space Cadet – Poems by James Carter ➤ Puffin Book of Utterly Brilliant Poetry – Brian Pattern ➤ Paint me a Poem – Grace Nichols 										

Subscriptions and other useful resources to teach Reading

- Literacy Shed Plus has many units of planning on there for both novels and linked to film clips. **VIPERS** is a wonderful resource to teach the key domains of reading (Vocabulary, Inference, Prediction, Explanation, retrieval, summarise) **(paid subscription)**
- Grammasarus **(paid Subscription)**
- Once upon a picture
- Read Theory – All KS2 classes are to use this as part of homework
- Ashley Booth reading scheme

Additional Text Suggestions for Year 3	Picture Books	Authors
The Varjak Paw Beast Quest Leon and the Place Between The Abominables Ice Palace Voices in the Park Mufaro’s Beautiful Daughters (also on year 4) The Magic Finger Hansel and Gretel The Battle of Bubble and Squeak The Tin Forest The Accidental Prime Minister The BFG Charlie and the Chocolate Factory The Train to Impossible Places Rumblestar Tilly and the Time Machine Flotsam The Secret of Platform 13 The Butterfly Lion	Voices in the Park The Day the War Came After the Fall Pandora The Rhythm of the Rain Street Beneath my Feet Jumanji Zathura The Polar Express Tell me a Dragon I’ll Take You to Mrs Cole! Henry’s Freedom Box Journey (y2 also) Here I am	Anthony Browne Roald Dahl Dick-King Smith Michael Foreman Benjamin Zephaniah (BAME poet) Brother’s Grimm (trad tales)
	Classic/Archaic	Cultural Diversity/Differences
	Charlotte’s Web The Children of Green Knowe Five Children and It Alice’s Adventures in Wonderland Peter Pan The Little Match Girl The Fishermen and his Wife How the Camel got his Hump The Velveteen Rabbit Topsy Turvy World (poem)	Big Brave Brian by M.P. Robertson Aladdin and Other Tales from the Arabian Nights by N.J.Dawood Butter-finger by Bob Cattell The Django by Levi Pinfold Baba Yaga Stories A Tiger Child Hey Crazy Riddle by Trish Cooke
		Refugees and Immigration
Literacy Shed Films		
Tadeo Jones Evol Treasure The Windmill Farmer The Shirt Machine The Present The Little Shoemaker (adverts)	Taking Flight Tabula Rasa So Good to Me Once in a Lifetime Marshmallows Girl and Robot For the Birds (antibullying)	The Abominables Here I am (wordless) King of the Sky by Nicola Davies

Whole Class Reading
Additional resources for the daily teaching of whole class reading and active comprehension

Ashley Booth's Themed Reading Lessons (Year 3)

Reading lessons which contain **extracts** that focus around a specific theme on the link below

https://docs.google.com/document/d/1qoScBdbWmRsID7uXXy96RASUfiZs_deE5BRNfZ7rB9Y/edit

Theme	Extract 1	Extract 2	Extract 3	Theme	Extract 1	Extract 2	Extract 3
Anne Fine	The Gingerbread Star Lesson	Bill's New Frock Lesson	Bill's New Frock Lesson	Greece	Moussaka Recipe Moussaka Recipe Lesson	The Role Of Women In Ancient Greece The Role of Women in Ancient Greece Lesson	Theseus and the Minotaur Ancient Greek Myth: Theseus and the Minotaur Lesson
Children's Classics Volume 1	Stuart Little by EB White Lesson	The Magic Faraway Tree by Enid Blyton Lesson	The Reluctant Dragon by Kenneth Grahame Lesson	Hearing Impairment	Freddie And The Fairy by Julia Donaldson Lesson	Dachy's Deaf by Jack Hughes Lesson	Harriet Versus The Galaxy by Samantha Baines Lesson
Children's Classics Volume 2	Winnie The Pooh by AA Milne Lesson	Stig Of The Dump by Clive King Lesson	Charlotte's Web by EB White Lesson	Internet Safety	Be Safe On The Internet by Bridget Heos Epic Lesson	Digiduck's Big Decision Written by Lindsay Buck Lesson	Digiduck's Big Decision Written by Lindsay Buck Lesson
Colours	The Colour Monster by Anna Llenas Lesson	Lucy's Blue Day by Christopher Duke Lesson	True Colours by Cyndi Lauper Lesson	Keeping Healthy	Broken Bones Broken Bones (for Kids) - Nemours KidsHealth Lesson	Bone Health In Children Boost your child's bone health Lesson	Sugar Kids' Health - Topics - Sugar - yes, you're sweet enough! Lesson
Dick King-Smith	The Hodgeheg Lesson	Henry Pond The Poet Lesson	Aristotle Lesson	Light and Shadows	The Dark by Lemony Snicket Lesson	Smoot: A Rebellious Shadow by Michelle Cuevas Lesson	My Shadow by Robert Louis Stevenson Lesson
Different Cultures	Same, Same But Different by Jenni Sue Kostechi Shaw Lesson	Planet Omar: Accidental Trouble Magnet by Zanib Mian Lesson	Anisha: Accidental Detective by Serena Patel Lesson	Lighthouses	How Does A Lighthouse Work? By Roman Balyaev Lesson	My Lighthouse by Rend Collective Lesson	The Lighthouse Keeper's Lunch by David Armitage and Rhonda Armitage Lesson
Disney Songs	The Bare Necessities (Jungle Book) Lesson	How Far I'll Go (Moana) Lesson	Try Everything (Zootropolis) Lesson	Monsters		Amelia Fang and the Unicorn Lords by Laura Ellen Anderson Lesson	The Nothing To See Here Hotel by Steven Butler and Steven Lenton Lesson

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Forces	Sir Isaac Newton and the Apple Story Isaac Newton Lesson	Egg Drop by Mini Grey Lesson	Magnes The Shepherd and the discovery of magnets Lesson	Plants	Du Iz Tak? by Carson Ellis Lesson	A Seed Is Sleepy by Dianna Hutts Aston Lesson	Why Are Tomatoes A Fruit? Why Are Tomatoes A Fruit?
Noble People Volume 1	Bessie Coleman Bessie Coleman Facts for Kids Lesson	Katherine Johnson Counting on Katherine by Helene Becker Lesson	David Attenborough Twinkl Lesson	Poetry Volume 1	The Owl and the Pussycat by Edward Lear Lesson	The Sound Collector by Roger McGough Lesson	Matilda Who Told Lies And Was Burned To Death by Hillaire Belloc Lesson
Noble People Volume 2	Grace Darling Twinkl Lesson	Hatshepsut Hatshepsut Lesson	Louis Braille Twinkl Lesson	Poetry Volume 2	From A Railway Carriage by Robert Louis Stevenson Lesson	Walking With My Iguana by Brian Moses Lesson	Be Glad Your Nose Is On Your Face by Jack Prelutsky Lesson
Novels Volume 1	Sam Wu Is Not Afraid Of Zombies by Katie and Kevin Tsang Lesson	The Legend Of Spud Murphy by Eoin Coifer Lesson	Ottoline and the Yellow Cat by Chris Riddell Lesson	Prehistoric Britain	How To Wash A Woolly Mammoth by Michelle Robinson and Kate Hindley Lesson	Stone Age Boy by Satoshi Kitamura Lesson	Stonehenge by Elizabeth Raum Epic Lesson
Novels Volume 2	The Wild Robot by Peter Brown Lesson	The Brilliant World Of Tom Gates by Liz Pichon Lesson	Fortunately, The Milk by Neil Gaiman Lesson	Roald Dahl	BFG by Roald Dahl Lesson	Fantastic Mr Fox by Roald Dahl Lesson	The Dentist and the Crocodile Lesson
Philip Reeves and Sarah McIntyre	Jinks and O'Hare Funfair Repair Lesson	Pugs Of The Frozen North Lesson	Oliver and the Seawigs Lesson	Robots	Rusty The Squeaky Robot by Neil Clark Lesson	The Iron Man by Ted Hughes Lesson	The Iron Woman by Ted Hughes Lesson
Picture Books Volume 1	The Man Who Walked Between The Towers by Mordica Gerstein Lesson	The Tunnel by Anthony Brown Lesson	Henry's Freedom Box by Ellen Levine Lesson	Rocks and Fossils	The Pebble In My Pocket by Meredith Hooper and Chris Coady Lesson	The Pebble In My Pocket by Meredith Hooper and Chris Coady Lesson	The Pebble In My Pocket by Meredith Hooper and Chris Coady Lesson
Picture Books Volume 2	The Day The Crayons Quit by Drew Daywalt Lesson	Masai and I by Nancy Carpenter Lesson	I'll Take You To Mrs Cole by Nigel Gray Lesson	Shang Dynasty	Mandate Of Heaven Mandate Of Heaven Lesson	Tools and Treasures Of Ancient China by Candice Ransom Epic Lesson	The Yellow River The Yellow River Lesson

Theme	Extract 1	Extract 2	Extract 3	Theme	Extract 1	Extract 2	Extract 3
Songs	Count On Me by Bruno Mars Lesson	Rise Up by Andrea Day Lesson	Fight Song by Rachel Platten Lesson	Towns, Cities and Villages	Settlements Settlements Lesson	Tokyo Tokyo Lesson	Town Is By The Sea by Joanne Schwarz Lesson
Songs from Musicals	'When I Grow Up' from Matilda Lesson	'It's a Hard-Knock Life' from Annie Lesson	'This is Me' from The Greatest Showman Lesson	Weather	Cloudy With A Chance Of Meatballs by Judi Barrett Lesson	Raindrops Keep Falling On My Head by BJ Thomas Lesson	How Are Rainbows Formed How Are Rainbows Formed? Lesson
Spiders	The Spider and the Fly by Mary Howitt Lesson	Milton The Mighty by Emma Read Lesson	Milton The Mighty by Emma Read Lesson				