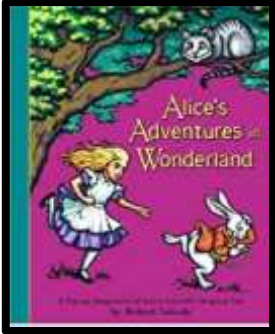
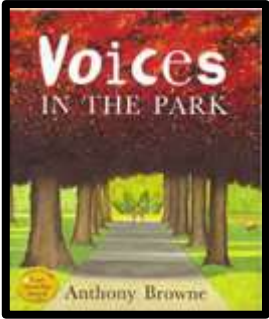
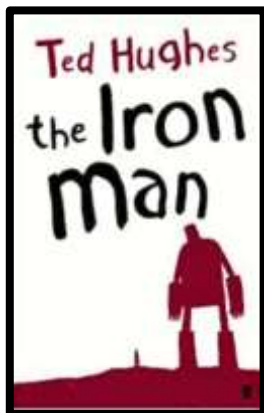


Year 3 – English Curriculum

Autumn Term

Weeks	Book Driver	Genre and Specific Writing Purpose	GPS Links	Whole Class Reading Focus/Text
4		Setting Description	<p>Grammar Word: Formation of nouns using a range of prefixes</p> <ul style="list-style-type: none"> Expanded Noun Phrases <p>Grammar Sentence: Expressing time, place and cause using Adverbs for example then, next, soon and therefore.</p> <ul style="list-style-type: none"> Similes <p>Grammar Text: Introduction to paragraphs as a way to group related material.</p> <p>Grammar Punctuation:</p> <ul style="list-style-type: none"> Sentence Types (.!?) 	<p>Alice's Adventures in Wonderland Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding</p> <p>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 Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.</p>
		Diary Entry	<p>Grammar Word: Use of the forms a or an according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box)</p> <p>Grammar Sentence: Expressing time, place and cause using conjunctions (for example, when, before, after, while, so, because) and prepositions</p>	

			<p>[for example, before, after, during, in, because of]</p> <p>Grammar Text: Use of the present perfect form of verbs instead of the simple past.</p> <ul style="list-style-type: none"> • 1st Person • Past tense <p>Grammar Punctuation:</p> <ul style="list-style-type: none"> • Commas 	
3		Play script	<p>Grammar Word: Formation of nouns using a range of prefixes</p> <p>Grammar Sentence: Expressing time, place and cause using conjunctions (for example, when, before, after, while, so, because) and adverbs (for example, then, next, soon, therefore)</p> <p>Grammar Text: Use of the present perfect form of verbs instead of the simple past.</p> <p>Grammar Punctuation:</p> <ul style="list-style-type: none"> • Stage directions through the use of brackets. • Use of colons in scripts, • Apostrophes for Contraction. 	<p>Voices in the Park Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding 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 Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p>



Instructions – how to put the Iron Man back together

Grammar Word:

Use of the forms **a** or **an** according to whether the next word begins with a consonant or a vowel.

Grammar Sentence:

Expressing time, place and cause using **conjunctions, prepositions and adverbs**.

- Rhetorical Questions
- Imperative verbs

Grammar Text:

Headings and sub-headings to aid presentation.

Use of the **present perfect** form of verbs instead of the simple past.

- Chronological order

Grammar Punctuation:

- Bullet Points

Re-write chapter 1 – from perspective of the Iron Man

Grammar Word:

Formation of nouns using a range of prefixes.

Grammar Sentence:

Expressing time, place and cause using **conjunctions**.

- Subordinating Conjunctions

Grammar Text:

Use of the **present perfect** form of verbs instead of the simple past.


The Iron Man

Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
Asking questions to improve their understanding

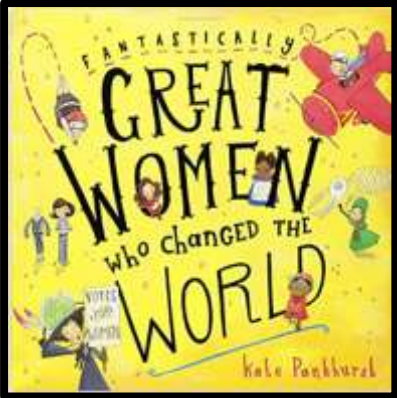

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

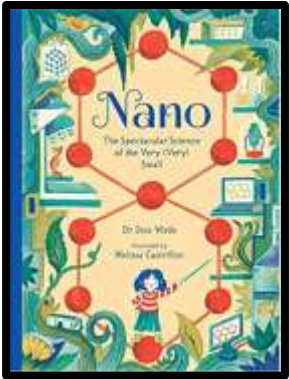
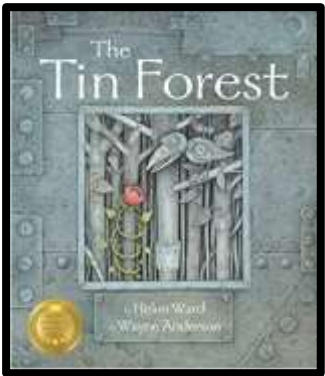
Predicting what might happen from details stated and implied

Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas

			<ul style="list-style-type: none"> • 1st and 3rd Person <p>Grammar Punctuation:</p> <ul style="list-style-type: none"> • Relative punctuation to text 	
3		Character Description	<p>Grammar Word: Formation and use of nouns.</p> <ul style="list-style-type: none"> • Expanded Noun Phrases, <p>Grammar Sentence: Expressing time, place and cause using conjunctions (for example, when, before, after, while, so, because).</p> <ul style="list-style-type: none"> • Coordinating and Subordinating Conjunctions <p>Grammar Text: To use paragraphs as a way to group related material</p> <p>Grammar Punctuation:</p>	<p>The Nightmare Before Christmas Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding 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 Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p>


Spring Term:


Weeks	Book Driver	Genre and Specific Writing Purpose	GPS Links	Whole Class Reading Focus/Text
3		Biographies of famous women.	<p>Grammar Word: Word families based on common words, showing how words are related in form and meaning.</p> <p>Grammar Sentence: Expressing time using adverbs such as then, next, soon, therefore.</p> <p>Grammar Text:</p> <ul style="list-style-type: none"> • 3rd Person Pronouns <p>Grammar Punctuation:</p> <ul style="list-style-type: none"> • Ellipses 	<p>Fantastically Great Women who Changed the World</p> <p>Checking if the children have heard of any of these women and trying to particularly inspire girls.</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Asking questions to improve their understanding.</p> <p>Summarising the main ideas. Identifying key details that support the main ideas</p>
3		Narrative It's a good day for ...	<p>Grammar Word:</p> <ul style="list-style-type: none"> • Expanded Noun Phrases <p>Grammar Sentence: Expressing time, place and cause using conjunctions such as when, before, after, while, so, because.</p> <ul style="list-style-type: none"> • Subordinating/ Coordinating Conjunctions <p>Grammar Text: Use of the present perfect form of verbs instead of the simple past.</p>	<p>Ocean Meets Sky</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p>

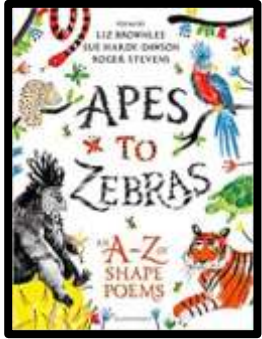

			<p>Grammar Punctuation: Introduction to inverted commas to punctuate direct speech.</p> <ul style="list-style-type: none"> • Possessive Apostrophes 	Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
3		Non-Chron report: materials in the home.	<p>Grammar Word: Use of the forms a or an according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box)</p> <p>Grammar Sentence:</p> <p>Grammar Text: Introduction to paragraphs as a way to group related material.</p> <p>Headings and sub-headings to aid presentation</p> <p>Grammar Punctuation:</p> <ul style="list-style-type: none"> • () Brackets, • - Hyphens 	<p>Nano: The Spectacular Science of the Very (Very) Small: 1 Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding Predicting what might happen from details stated and implied Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p>
3		Setting Description	<p>Grammar Word: Use of the forms a or an according to whether the next word begins with a consonant or a vowel.</p> <ul style="list-style-type: none"> • Expanded Noun Phrases <p>Grammar Sentence: Expressing time, place and cause using conjunctions (for example, when, before, after, while, so, because)</p>	<p>The Tin Forest Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>

			<p>Grammar Text: Use Paragraphs as a way to group related material.</p> <p>Grammar Punctuation:</p> <ul style="list-style-type: none">• Basic punctuation	<p>Predicting what might happen from details stated and implied</p> <p>Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p>
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Summer Term:

Weeks	Book Driver	Genre and Specific Writing Purpose	GPS Links	Whole Class Reading Focus/Text
4		Diary Entry	<p>Grammar Word: Use of the forms a or an according to whether the next word begins with a consonant or a vowel.</p> <p>Grammar Sentence: Adverbs [for example, then, next, soon, therefore]</p> <p>Grammar Text:</p> <ul style="list-style-type: none"> • 1st person, • Past tense <p>Grammar Punctuation:</p>	<p>Charlotte's Web Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding 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 Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p>
		Letter	<p>Grammar Word: Word families based on common words, showing how words are related in form and meaning.</p> <p>Grammar Sentence:</p> <ul style="list-style-type: none"> • Formal/ non formal sentences <p>Grammar Text: Use paragraphs as a way to group related material.</p>	

			Grammar Punctuation:	
3		Fantasy Narrative	Grammar Word: Use and formation of nouns <ul style="list-style-type: none"> • Descriptive Phrases Grammar Sentence: <ul style="list-style-type: none"> • Similes and Metaphors Grammar Text: Use of the present perfect form of verbs Grammar Punctuation: Use inverted commas to punctuate direct speech	Leon and the Place Between Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding 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 Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas

3		Shape Poems	<p>Grammar Word: Use consonants and vowels correctly</p> <p>Grammar Sentence:</p> <ul style="list-style-type: none"> • Alliteration • Rhyme <p>Grammar Text:</p> <p>Grammar Punctuation:</p> <ul style="list-style-type: none"> • Correct use of commas and full stops in a poem. 	<p>Apes to Zebras Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding 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 Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p>
4		Newspaper Report	<p>Grammar Word:</p> <ul style="list-style-type: none"> • Paragraphs • Present Perfect Tense <p>Grammar Sentence: Expressing time, place and cause using conjunctions, adverbs and prepositions.</p> <p>Grammar Text: Use paragraphs as a way to group related material. Use of the present perfect form of verbs instead of the simple past</p> <p>Grammar Punctuation:</p> <ul style="list-style-type: none"> • Basic Punctuation 	<p>The Accidental Prime Minister Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding 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 Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p>