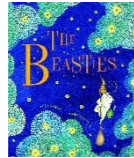

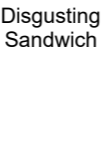
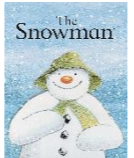



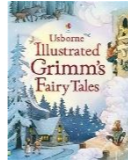
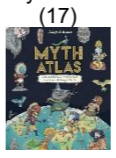
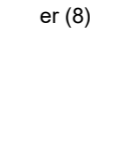

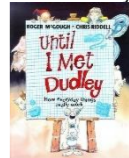


Year 3 English Curriculum

Requirement	Term	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Genre	Narrative	Instructions	Narrative	Description	Poetry	Narrative		Fairy tales	Story from another culture	Poetry	Non-fiction	Explanation
	Source text/stimulus												
	Outcome	Children individually to write their own Beastie story to go into a class book	To write own page(s) of advice on looking after a creature		To write a section of the film to include in the book	To write about a journey through different landscapes.	All children to create their own versions of Leon's story from the point the portal is reached	All children to create their own versions of Leon's story from the point the portal is reached	to write an alternative ending to a fairy tale (Tom Thumb) in the style of the model text and using key characteristics of the genre	To write a myth based on one of the characters from one of the cultures in the book.	To write a poem about found objects, real or imagined, and express some feelings about them from the perspective of an autobiographical or fictional narrator.	To create your own 'Interview with...' (could be an animal, person or even an inanimate object)	To write own imaginary (and real) explanation
	OW links					Rivers		Mountains?				Hindu mythical creature?	
	Purpose	To write a story using simple sentences accurately with conjunctions.	To write instructions for looking after a creature using headings and sub-headings, and conjunctions.		To write a section of the story using verb choice and paragraphs.	To write a poem of an imaginary journey using subordinating conjunctions	To write a magical adventure story using direct speech and prepositional phrases		To write an alternative ending using direct speech to show how the characters feel.	To write one of Maui's myths..	To write a poem about found objects on the way to school showing how the writer feels using expanded noun phrases.	To write a humorous interview with a favourite animal showing personality through vocabulary choices.	To write imaginary explanation of a household appliance using conjunctions and paragraphs.
Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.			Headings and sub-headings to aid presentation				Choose adverbial/prepositional phrases to create particular images/impact for the reader about the magical world.	Choose adverbial/prepositional phrases to create particular images/impact for the reader about the magical world.	Write from a particular person's perspective (it could be your own) so the reader gets to know the narrator a little.			Headings and sub-headings to aid presentation	Headings and sub-headings to aid presentation
Write using a rich and varied vocabulary appropriate to purpose and form.			use technical and precise vocabulary (though some terminology may be invented) in order to sound like an expert		Convey the feeling of excitement and when something happened through choice of verb form.				Use fairy tale vocabulary and traditional features of the genre			Choose vocabulary to reflect the personality and characteristics of the character.	
Write narratives with a clear plot, and describe settings and characters.									Establish setting with adverbs and prepositional	Create a well linked myth using	Add detail by expanding	noun phrases expanded	

									phrases to entice the reader;	adverbials to link ideas and add detail	noun phrases with well-chosen words.	by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to <i>the strict maths teacher with curly hair</i> )		
Make effective choices about using direct speech within narratives.							Use and punctuate direct speech.		Direct speech Include appropriate amount of dialogue with speech mark					
Use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative.			use headings and subheadings to group and link related information		[introduction of] paragraphs as a way to group related material		Introduction of paragraphs as a way to group related material							
Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition.					choosing nouns or pronouns accurately within and across sentences for clarity and cohesion and to avoid repetition				Choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition			choosing nouns or pronouns appropriately within and across sentences for clarity and cohesion and to avoid repetition		
Evaluate the effectiveness of writing and suggest improvements.	Throughout													
Write a range of sentences with more than one clause by using a wider range of conjunctions ( <i>when, before, after, while, so because, although</i> ).		1 of 7 extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. <i>when, if, because, although</i>	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i> Using conjunctions ( <i>when, before, after, while, so, because</i> ), adverbs ( <i>then, next, soon, therefore</i> ) and prepositions ( <i>before, after, during, in, because of</i> ) to express time, place and cause				Using conjunctions, adverbs and prepositions to express time, place and cause			using conjunctions (e.g. <i>when, before, after, while, so, because</i> ), adverbs (e.g. <i>then, next, soon, therefore</i> ) and prepositions (e.g. <i>before, after, during, in because of</i> ) to express time, place and cause (Y3)		Using conjunctions, adverbs ( <i>then, next, soon, therefore</i> ) and prepositions ( <i>before, after, during, in because of</i> ) to express time, place and cause (Y3)	using conjunctions (e.g. <i>when, before, after, while, so, because</i> ), adverbs (e.g. <i>then, next, soon, therefore</i> ) and prepositions (e.g. <i>before, after, during, in, because of</i> ) to express time, place and cause (Y3).	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if because, although</i>
Add detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun).							create a journey that uses prepositional phrases/adverbials to show the sense of movement		Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases			noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases		

Make accurate use of present and past tense including simple, progressive and perfect forms (secure from Year 2 and 3).					The present and past tenses correctly and consistently including the [past] progressive form instead of the past simple tense (adapted from Y2 for Y3)	precise verb choice							To write in the present tense
Use Standard English verb inflections, instead of local dialect forms ( <i>we were</i> instead of <i>we was</i> ; <i>I did</i> instead of <i>I done</i> ).	Throughout												
Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases (e.g. <i>therefore</i> , <i>soon</i> , <i>finally</i> , <i>before dark</i> , <i>during break</i> , <i>in the cave</i> , <i>because of Fred</i> ).		Include adverbial phrases of where, when and how to show setting and add atmosphere.								Establish setting with adverbs and prepositional phrases to entice the reader;			
Demarcate sentences accurately throughout using capital letters and end punctuation (secure from Year 2).		To punctuate simple sentences accurately			Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including commas for lists (Revision from Y2)						(revision/extension from Y2) learning how to use familiar punctuation correctly [and effectively], including commas for lists		Use a range of punctuation accurately
Use inverted commas and other punctuation to indicate direct speech accurately.								Use and punctuate direct speech	Direct speech Include appropriate amount of dialogue with speech mark				
Use apostrophes correctly (contraction, singular and plural possession).									Indicating possession by using the possessive apostrophe with singular (KS1 revision)				