



Copplesstone English Curriculum

Year 3

Overview						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • English text • Author • Key Learning Outcome 	<p>Non-Fiction: Pre-historic creatures - <i>Grammarsaurus</i> Key Learning Outcome: To write a non-chronological report on prehistoric creatures</p> <p>Fiction: Ratpuzel - <i>Charlotte Guillain</i> Key Learning Outcome: Expand a story, adding detail through noun phrases, adverbials and sentence construction</p>	<p>Poetry: The Magic Box - <i>Kit Wright</i> Key Learning Outcome: To write their own version of The Magic Box</p> <p>Fiction: Mog's Christmas Calamity - <i>Sainsbury's Christmas advert</i> Key Learning Outcome: To write the story of the Christmas Calamity</p>	<p>Fiction: Leon and the Place Between - <i>Angela McAllister</i> Key Learning Outcome: To write a version of Leon's story from the point the portal is reached</p>	<p>Non-fiction: Fantastically Great Women Who Changed the World - <i>Kate Pankhurst</i> Key Learning Outcome: To write a biography of a famous person, choosing elements of layout, presentation and language to match the chosen personality and their achievements</p> <p>Fiction: I Don't Believe It, Archie! - <i>Andrew Norriss</i> Key Learning Outcome: Write a funny story about a series of events that ends up with Archie not doing the thing he set out to do</p>	<p>Fiction: Oliver and the Seawigs - <i>Philip Reeve</i> Key Learning Outcome: To write the story from a different point of view</p> <p>Non-fiction: The Bee Book - <i>Charlotte Milner</i> Key Learning Outcome: To write a non-chronological report about bees</p>	<p>Non-fiction: A Walk in London - <i>Salvatore Rubbino</i> Key Learning Outcome: To write an information leaflet about the UK</p> <p>Poetry: What Shape is a Poem? - <i>Paul Cookson</i> Key Learning Outcome: To write and perform their own poetry</p>



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Writing

Writing composition taught in every unit

Planning writing:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Discussing similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discussing and recording ideas
- Noting and developing initial ideas, drawing on reading and research where necessary

Drafting writing:

- Craft first and second drafts, making improvements by rereading to check that the meaning is clear
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

Evaluate and Edit:

- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Proofread for spelling and punctuation errors

Handwriting & Presentation

Throughout the year children will be taught to:

- 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; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]



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Writing			
Term	Autumn	Spring	Summer
<p>Writing: Grammar & Punctuation</p>	<p>Prehistoric Creatures:</p> <ul style="list-style-type: none"> • Use paragraphs to organise ideas around a theme • Extend the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although • Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositions • Use precise and technical vocabulary • Use the present perfect form of verbs instead of the simple past tense • Indicate possession by using the possessive apostrophe with singular and plural nouns • Use headings and sub- headings to aid presentation • Revision of using commas for lists <p>Ratpuzel:</p> <ul style="list-style-type: none"> • Expand a story, adding detail through noun phrases, adverbials and sentence construction • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because</i> and <i>although</i> • Use speech to move parts of the story on • Add sufficient detail in the story so that the reader is not left with questions about what or how things happened 	<p>Leon and the Place Between:</p> <ul style="list-style-type: none"> • Use noun phrases to clarify and describe with both pre- and post-modification • Use some correctly punctuated speech • Use paragraphs to organise the sections of the story • Use prepositional phrases to describe the how and where in the magical world • Plan writing by discussing writing similar to that which they are planning to write • Compose and rehearse sentences orally. • In narratives, create settings, characters and plot. • Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositions • Use conjunctions, adverbs and prepositions to express time, place and cause • Use and punctuate direct speech • Use paragraphs as a way to group related material • Use paragraphs to organise ideas around a theme • Use fronted adverbials 	<p>Oliver and the Seawigs:</p> <ul style="list-style-type: none"> • Write the story from a different point of view, using the perfect form where appropriate • Describe the Seawigs using prepositions • Use punctuated speech to show character • Write in paragraphs • Organise paragraphs around a theme • In narratives, creating settings, characters and plot • Use the present perfect form of verbs instead of the simple past tense • Use conjunctions, adverbs and prepositions to express time, place and cause • Indicate grammatical and other features by using and punctuating direct speech • Use paragraphs as a way to group related material <p>The Bee Book:</p> <ul style="list-style-type: none"> • Use noun phrases to clarify and describe with both pre- and post-modification • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i> • Use the present perfect form of verbs instead of the simple past tense • Use headings and sub- headings to aid presentation • Use paragraphs as a way to group related material



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	<p>Poetry: The Magic Box:</p> <ul style="list-style-type: none">Recite the poem and one of their own out loud to an audience using intonation, rhythm, rhyme and phrasing expressively to communicate and enhance meaningChoose vocabulary precisely to convey the images or ideas to the readerUse some of the following to create specific effects:<ul style="list-style-type: none">- placing of words on the page- alliterationNoun phrases with pre- and post- modification to create precise imagesPresent writing appropriately in the form of a poem <p>Mog's Christmas Calamity:</p> <ul style="list-style-type: none">Discuss and record ideasCompose and rehearse sentences orally (including dialogue)Progressively build a varied and rich vocabulary and an increasing range of sentence structuresUse noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrasesUse alliteration for effectUse personification to help create imagesContrast Mog's feelings throughout the story and at the endEnsure accuracy of all punctuation used	<p>Fantastically Great Women Who Changed the World:</p> <ul style="list-style-type: none">Compose and rehearse sentences orallyIn narratives, create settings, characters and plotUse noun phrases expanded by the addition of modifying adjectives, nouns and prepositionsUse conjunctions, adverbs and prepositions to express time, place and causeUse and punctuate direct speechUse paragraphs as a way to group related materialUse paragraphs to organise ideas around a themeUse fronted adverbials <p>I Don't Believe It, Archie!:</p> <ul style="list-style-type: none">Use the perfect form to refer to things that have previously happenedUse adverbials that tell us where to add detail to the storyInclude speechDiscuss and record ideasCompose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structuresOrganise paragraphs around a themeIn narratives, create settings, characters and plot	<p>Leaflets & Letters:</p> <ul style="list-style-type: none">Write a sequence of sentences to explain factuallyWrite impersonally and in the present tenseWrite in a formal language styleUse precise and technical vocabularyWrite complex sentences with appropriate conjunctions (cause and effect, chronology)Use headings, subheadings, sections, diagrams with captions to enhance their workDraft and write by using simple organisational devices (e.g. headings and subheadings) in non-narrative materialAssess the effectiveness of their own and others' writing and suggest improvements <p>Shape Poem:</p> <ul style="list-style-type: none">Perform poetry with others, conveying the message of the poem appropriatelyWrite own poetry, making use of devices to convey a message clearlyExplore word choice and ensure 'best words in the best place' are usedStudy the use of onomatopoeia and similes for effectRevision of using commas for listsUse noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases
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Spelling		
Autumn	Spring	Summer
<ul style="list-style-type: none"> The /ow/ sound spelled 'ou.' The /u/ sound spelled 'ou' Spelling Rule: The /i/ sound spelled with a 'y' Words with endings that sound like /ze/ as in measure are always spelled with '-sure' Words with endings that sound like /ch/ is often spelled – 'ture' Challenge words Words with the prefix 're-' The prefix 'dis-' The prefix 'mis-' Adding suffixes beginning with vowel letters to words of more than one syllable Adding suffixes beginning with vowel letters to words of more than one syllable Challenge words 	<ul style="list-style-type: none"> The long vowel /a/ sound spelled 'ai' The long /a/ vowel sound spelled 'ei' The long /a/ vowel sound spelled 'ey' Adding the suffix –ly Homophones The /l/ sound spelled '-al' at the end of words The /l/ sound spelled '-le' at the end of words Adding the suffix '-ly' Challenge Words 	<ul style="list-style-type: none"> Adding the suffix '-ally' Adding the suffix –ly. Words which do not follow the rules Words ending in '-er' Words with the /k/ sound spelled 'ch.' Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' Words with the /s/ sound spelled 'sc' Homophones Challenge Words The suffix '-sion' pronounced /ʒən/ Revision – spelling rules we have learned in Stage 3



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Reading		
Autumn	Spring	Summer
<p>Prehistoric Creatures:</p> <ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books Read books that are structured in different ways and reading for a range of purposes Use dictionaries to check the meaning of words they have read Identify how language, structure and presentation contribute to meaning Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Retrieve and record information from non-fiction <p>The Magic Box:</p> <ul style="list-style-type: none"> Listen to and discussing a wide range of poetry Read for a range of purposes Use dictionaries to check the meaning of words they have read Increase their familiarity with a wide range of books Identify themes and conventions in a wide range of books Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action Discuss words and phrases that capture the reader's interest and imagination Recognise some different forms of poetry (for example free verse, narrative poetry) Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<p>Leon and the Place Between:</p> <ul style="list-style-type: none"> Increase familiarity with a wide range of books and retell some of these orally Discuss words and phrases that capture the reader's interest and imagination Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and reading for a range of purposes Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied Identify how language, structure and presentation contribute to meaning <p>Fantastically Great Women Who Changed the World:</p> <ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books Reading books that are structured in different ways and reading for a range of purposes Identify themes and conventions in a wide range of books Retrieve and record information from non-fiction books Ask questions to improve their understanding of a text Identify how language, structure and presentation contribute to meaning 	<p>Oliver and the Seawigs:</p> <ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction, and reference books or textbooks Using dictionaries to check the meaning of words 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 Discussing words and phrases that capture the reader's interest and imagination Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <p>The Bee Book:</p> <ul style="list-style-type: none"> Listening to and discussing non-fiction 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 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 Identifying main ideas drawn from more than one paragraph and summarising these Identifying how language, structure and presentation contribute to meaning



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- Ask questions to improve their understanding of a text
- Draw inferences and justifying inferences with evidence
- Identify how language, structure and presentation contribute to meaning

Ratpunzel:

- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction, and reference books or text books
- Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- Discuss words and phrases that capture the reader's interest and imagination
- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Identify how language, structure and presentation contribute to meaning
- 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

I Don't Believe It, Archie!:

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books
- Reading books that are structured in different ways and reading for a range of purposes
- 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
- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- 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

- Retrieving and recording information from non-fiction texts

Leaflets & Letters:

- Listening to and discussing non-fiction 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
- 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
- Identifying main ideas drawn from more than one paragraph and summarising these
- Identifying how language, structure and presentation contribute to meaning
- Retrieving and recording information from non-fiction texts

Shape Poem:

- Listening to and discussing a wide range of poetry
- Preparing poems 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]
- Identifying how language, structure, and presentation contribute to meaning



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Mog's Christmas Calamity:

- Identify themes and conventions in a wide range of books
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Identify main ideas drawn from more than one paragraph and summarising these
- 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



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Guided Reading sessions					
Autumn		Spring		Summer	
Fiction: - The Rabbit on the Moon/The Sun and the Moon - Edmund Hilary's Amazing Achievement/A Giant Leap for Mankind	Non-Fiction: - Non-chronological report: The Human Skeleton/Human Senses - Non-chronological report: Hunter-Gatherers/The Great Fire of London - Non-chronological report: Countries and Regions of England/Capital Cities of the UK	Fiction: - Playscript: Hansel and Gretel/ Mabel's Egyptian Adventure	Non-fiction: - Non-chronological report: The Arabian Peninsula/ The Yucatan Peninsula - Persuasive leaflet: Join the Wicked Crew/ Florence Nightingale - Non-chronological report: Africa/ The World (Continents and Oceans)	Fiction: - The Royal Escape/ Escape the fire! - Someone who helps animals/ Florence Nightingale	Non-fiction: - Non-chronological report: The Arctic Ocean/ The Atlantic Ocean - Explanation: How were the dead mummified in Egypt?/ Why do we have four seasons? - Non-chronological report: Infographic on rocks/ Deciduous and evergreen
Poetry: - On the Day of the Dead/The Last Leaf				Poetry: - The Centipede Song/ The Tummy Beast	
Decoding:	<ul style="list-style-type: none"> Decode most new words outside of spoken vocabulary Read longer words with support Use the context of a sentence to read unfamiliar words Self-correct consistently Read simple chapter books independently and silently 				
Inference, Prediction, Clarifying, Questioning, Summarising:	<ul style="list-style-type: none"> Draw inferences such as characters' feelings, thoughts and motives from their actions, and justify with evidence from the text or life experience Predict what might happen from details stated and implied based on: content and simple themes/ text types Justify predictions with evidence Use dictionaries to check the meanings of words they have read Ask and answer questions to improve understanding of a text Identify main ideas drawn from more than one paragraph and summarise these Retrieve and record information from non-fiction 				



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Language for effect:	<ul style="list-style-type: none"> Identify language, structural and presentational features of texts and discuss how they contribute to the meaning Discuss words and phrases that engage the reader Give extended explanations of the impact of language choices on meaning
Themes and conventions:	<ul style="list-style-type: none"> Begin to make connections between texts Begin to identify simple common themes in texts e.g. good vs. evil, use of magical devices Begin to identify conventions of different types of writing Comment on the use of conventions in different types of writing
Reading for pleasure:	<ul style="list-style-type: none"> Read for a range of purposes independently Choose appropriate texts with support Demonstrate engagement with reading: <ul style="list-style-type: none"> - reading for sustained periods of time - complete books - engaging actively in book discussion - respond to reading in a written form

Whole Class Read Aloud

Autumn		Spring		Summer	
The Journey - <i>Francesca Sanna</i>	The Last Wolf - <i>Mini Grey</i>	Stone Age Boy - <i>Satoshi Kitamura</i>	The Firework Maker's Daughter - <i>Philip Pullman</i>	Diary of a Killer Cat - <i>Anne Fine</i>	The Creakers - <i>Tom Fletcher</i>
Frockodile - <i>Jeanne Willis</i>	Malala's Magic Pencil - <i>Malala Yousafzai</i>	Something Told the Wild Geese - <i>Rachel Field</i>	How doth the Little Crocodile - <i>Lewis Carroll</i>	Revolt Rhymes - <i>Roald Dahl</i>	The Tunnel - <i>Anthony Browne</i>
Tidy - <i>Emily Gravett</i>	The Great Kapok Tree - <i>Lynne Cherry</i>		Poems to Read Aloud - <i>Anthology of poetry</i>		



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Speaking & Listening		
Autumn	Spring	Summer
<p>Prehistoric Creatures:</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Give well-structured descriptions and explanations • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Speak audibly and fluently with an increasing command of Standard English • Participate in discussions, presentations, performances • Gain, maintain and monitor the interest of the listener(s) <p>Ratpunzel:</p> <ul style="list-style-type: none"> • Gain, maintain and monitor the interest of the listener(s) • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Participate in discussions, presentations, performances, role-play/improvisations and debates 	<p>Leon and the Place Between:</p> <ul style="list-style-type: none"> • Build on their vocabulary • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Participate in discussions, presentations, performances, role play, improvisations and debates <p>Fantastically Great Women Who Changed the World:</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Give well-structured descriptions and explanations • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Speak audibly and fluently with an increasing command of Standard English • Participate in discussions, presentations, performances • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Select and use appropriate registers for effective communication. 	<p>Oliver and the Seawigs:</p> <ul style="list-style-type: none"> • Speak audibly and fluently, with an increasing command of Standard English • Participate in discussions, presentations, performances, role-play/improvisations and debates <p>The Bee Book:</p> <ul style="list-style-type: none"> • Listen and respond appropriately to their peers and adults • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Participate in discussions and debates • Select and use appropriate registers for effective communication <p>Letters & Leaflets:</p> <ul style="list-style-type: none"> • Listen and respond appropriately to their peers and adults • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary



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The Magic Box:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions and explanations, including for expressing feelings
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances
- Consider and evaluate different viewpoints, attending to and building on the contributions of others

Mog's Christmas Calamity:

- Articulate and justify answers, arguments and opinions
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear

I Don't Believe It, Archie!:

- Pupils should be taught to participate in discussions, presentations, performances, role-play/improvisations and debates
- Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear

Shape Poem:

- Use relevant strategies to build their vocabulary
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication