

# LOXWOOD ENGLISH CURRICULUM MAP FOR YEAR 3 2022-2023 Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Pyramids and Pharaohs (12 weeks Egyptians & 2 weeks Christmas)		The Frozen Desert		Weird and Wonderful	
Key Texts	<p><b>Fiction Text:</b> ‘The Ancient Egypt Sleepover’ by Stephen Davies VIPERS (GUIDED READING) ‘Egyptian Cinderella’</p> <p><b>Non-Fiction Texts:</b> ‘The Story of Tutankhamun’ by Patricia Cleveland-Peck – (Non-chronological reports, instructions, character descriptions, diary entry, posters, biography of Tutankhamun)</p> <p><b>Poetry (Christmas)</b>  ‘The Humans’ by <a href="#">Jonny Marx</a></p> <p>Range of non-fiction texts – letter writing</p>		<p><b>Text: The Last Bear by Hannah Gold</b> – Fiction</p> <p><b>Text: The Ice Bear</b> (includes poetry performance and drama)</p> <p><b>Performance Poetry</b></p> <p><b>Odd &amp; the Frost Giants</b> The Polar Bear Explorer Club</p>		<p><b>Fiction Text</b> Sparky Sloth Fiction – Jenny Offils Zoo- Anthony Brown Rainbow Bear – Michael Morpurgo</p> <p>The Wild Robot –Peter Brown</p> <p><b>Non-Fiction Texts:</b> Ice Bear- Nicola Davies</p> <p><b>Poetry</b> The Lost Spells – Robert Macfarlane &amp; Jackie Morris</p>	
Speaking & Listening	<ul style="list-style-type: none"><li>• Listen and respond appropriately to adults and their peers p5 SL1</li><li>• Use relevant strategies to build their vocabulary</li><li>• Gain, maintain and monitor the interest of the listeners</li><li>• Speak audibly and fluently with an increasing command of Standard English</li><li>• Select and use appropriate registers for effective communication</li></ul>					
	<ul style="list-style-type: none"><li>• Listen and respond appropriately to adults and their peers p5 SL1</li><li>• Use relevant strategies to build their vocabulary p5 SL3</li><li>• <b>Ask</b> relevant questions to extend their understanding and build vocabulary and knowledge p5 SP2</li><li>• <b>Participate</b> in discussions, presentations, performances, role play, improvisations &amp; debates p5 SL9</li></ul>		<ul style="list-style-type: none"><li>• <b>Articulate</b> and justify answers, arguments &amp; opinions p5 SL 4</li><li>• <b>Give</b> well-structured descriptions, explanations and narrative for different purposes, including for expressing feelings p5 SL5</li><li>• <b>Maintain</b> attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments p5 SL6</li><li>• <b>Consider</b> and evaluate different viewpoints, attending to and building on the contributions of others p5 SL11</li></ul>		<ul style="list-style-type: none"><li>• <b>Use</b> spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas p5 SL7</li><li>• <b>Speak</b> audibly and fluently with an increasing command of Standard English p5 SL8</li><li>• <b>Gain, maintain and monitor</b> the interest of the listener(s) p5 SL10</li><li>• <b>Select</b> and use appropriate registers for effective communication p5 SL12</li></ul>	
Phonics	RWI some children Recap Year 2 CEW					

	<ul style="list-style-type: none"> <li>• <b>Read</b> further exception words, noting unusual correspondences between spelling and sound, and where these occur in the word p7 WR 4</li> </ul> <p><b>Applying</b> their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet p7 WR11</p>					
<b>Spelling</b>	<p>Recap Yr 2 CEM &amp; use individual Word Mats</p> <p>Read further <b>exception words</b>, noting the unusual correspondences between spelling and sound, and where those occur in the word</p> <p>Apply their growing knowledge of root words: prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet p13 WS9</p> <p>Write <b>from memory</b> simple sentences, dictated by the teacher, that include words and punctuation taught so far p13 WS10</p>					
	<p>1. Words with long ai sound: spelt ei</p> <p>2. Words with long ai sound: spelt ey</p> <p>3. Words with long ai sound spelt ai</p> <p>4. Words with ur sound spelt ear</p> <p>5. Homophones and near homophones</p> <p>6. Review</p>	<p>Create adverbs:</p> <p>1. Using the suffix –ly (no change to root word)</p> <p>2. Using the suffix –ly (root word ends in ‘y’ with more than one syllable)</p> <p>3. Using the suffix –ly (root words ending le)</p> <p>4. Using the suffix –ly (root word ends in ‘ic’ or ‘al’)</p> <p>5. Using the suffix –ly (exceptions to the rules)</p> <p>6. Statutory Spelling Challenge Words</p> <p>7. Review</p>	<p>1. Words with short ‘i’ sound spelt with ‘y’</p> <p>2. Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable – DO NOT double the final consonant)</p> <p>3. Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable – double the final consonant)</p> <p>4. Creating negative meanings using prefix mis-</p> <p>5. Creating negative meanings using prefix dis-</p> <p>6. Words with a ‘k’ sound spelt with ‘ch’</p>	<p>1. Homophones &amp; Near Homophones</p> <p>2. Homophones &amp; Near Homophones</p> <p>3. Adding the prefix bi- meaning ‘two’ or ‘twice’) and Adding the prefix re- (meaning ‘again or back’)</p> <p>4. Words ending in the ‘g’ sound spelt ‘gue’ and the ‘k’ sound spelt ‘que’</p> <p>5. Words with a ‘sh’ sound spelt with ‘ch’</p> <p>6. Statutory Spelling Challenge Words</p>	<p>1. Words ending in –ary</p> <p>2. Words with a short ‘u’ sound spelt with ‘o’</p> <p>3. Words with a short ‘u’ sound spelt with ‘ou’</p> <p>4. Word families based on common words, showing how words are related in form and meaning.</p> <p>5. Word families based on common words, showing how words are related in form and meaning.</p> <p>6. Word families based on common words, showing how words are related in form and meaning.</p>	<p>1. Words ending in the suffix -al</p> <p>2. Words ending with an ‘zher’ sound spelt with ‘sure’</p> <p>3. Words ending with a ‘cher’ sound spelt with ‘ture’</p> <p>4. Words ending with a ‘cher’ sound spelt as ‘ture’</p> <p>5. Silent Letters Revision</p> <p>6. Silent Letters Revision</p> <p>7. Review Week</p>
<b>Punctuation &amp; Grammar</b>	<p>The Natural Curriculum (use correct terminology)</p> <p>Recap of non-negotiables &amp; KS1 * Year 3 conjunctions introduced in Year 2 during the summer term</p> <p><u>Sentence structure:</u></p> <p><b>subordination</b> (when, if, that, because) and <b>co-ordination</b> (for, and, nor, but, or, yet, so)</p> <p><b>Expanded noun phrase</b> for description (the blue butterfly)</p> <p>How the grammatical patterns in a sentence indicate its function as a <b>statement, question, exclamation or command.</b></p> <p><u>Text structure:</u></p> <p>Correct choice and consistent use of the <b>present tense</b> and <b>past tense</b> throughout writing.</p> <p>Use of the <b>progressive form</b> of verbs in the <b>present and past tense</b> to mark actions in progress.</p> <p><u>Punctuation:</u></p>		<p>Revision of previous term’s grammar to ensure it embeds.</p> <p><b><u>Sentence Structure:</u></b> Expressing time, place and cause using <b>conjunctions</b> (eg, when, so, before, after, while, because), <b>adverbs</b> (eg, then, next, soon, therefore) or <b>prepositions</b> (eg, before, after, during, in, because)</p> <p><b><u>Punctuation</u></b></p> <p>Introduction to Inverted commas to punctuate direct speech</p> <p>Use The Natural Curriculum to support teaching of grammar</p>		<p>Revision of previous term’s grammar to ensure it embeds.</p> <p><b><u>Text Structure:</u></b></p> <p>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past (eg. He has gone out to play contrasted with He went out to play)</p> <p>Commas for a list</p> <p>Use The Natural Curriculum to support teaching of grammar</p>	

	<p>Use of <b>capital letters</b>, <b>full stops</b>, <b>question marks</b> and <b>exclamation marks</b> to demarcate sentences.  <b>Commas</b> to separate items in a list.  <b>Apostrophes</b> to mark where letters are missing in spelling &amp; to mark singular possession in nouns.</p> <p><b>Sentence Structure:</b> Expressing time, place and cause using <b>conjunctions</b> (eg, when, so, before, after, while, because), <b>adverbs</b> (eg, then, next, soon, therefore) or <b>prepositions</b> (eg, before, after, during, in, because)</p> <p><u>Text Structure</u>  Introduction to paragraphs as a way to group related materials.  Headings and sub-headings to aid presentations</p> <p>Use The Natural Curriculum to support teaching of grammar</p>					
<b>Reading</b>	<p>P8 RC 1. Develop positive attitudes to reading and understanding of what they read by:  Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks RC2  Discussing words and phrases that capture the reader's interest and imagination RC9  <b>GUIDED READING: Vipers</b> (vocabulary, inference, predict, explain, retrieve and summarise).</p> <ul style="list-style-type: none"> <li>• Checking that the text <b>makes sense to them</b>, discussing their understanding and explaining the meaning of the words in context p9 RC2</li> <li>• Drawing <b>inferences</b> such as inferring character's feelings, thoughts and motives from their actions &amp; justifying inferences with evidence p9 RC4</li> <li>• <b>Predicting</b> what might happen from details stated and implied p9 RC5</li> <li>• Asking <b>questions</b> to improve their understanding p9 RC 6</li> <li>• Identifying <b>main ideas</b> drawn from more than one paragraph and summarise these p9 RC9</li> <li>• Identifying how <b>language, structure &amp; presentation</b> contribute to meaning p9 RC10</li> <li>• Retrieve and record information from non-fiction p9 RC 11</li> <li>• Participate in discussions about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say p9 RC13</li> </ul>					
	<p>Daily shared reading as a class - Introduce VIPERS.</p> <p>Discussing words and phrases that <b>capture the reader's interest</b> and imagination p8 RC9  Find texts to go into this such as class texts.</p> <p>Reading books that are structured in different ways and reading for a range of purposes p8 RC4</p>	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths legends and retelling of some of these orally p8 RC 5</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction, reference books or textbooks p8 RC2.</p>	<p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Identifying <b>themes and conventions</b> in a wider range of books.</p>	<p>Recognising some <b>different forms of poetry</b> e.g. free verse, narrative poetry) p8 RC12</p> <p>Preparing <b>poems</b> and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action p8 RC13</p>	<p>Reading books that are structured in different ways and reading for a range of purposes p8 RC4.</p>	<p>Using dictionaries to check the meaning of words that they have read p8 RC5</p>

	Retrieve and record information from non-fiction p9 RC11					
<b>Writing</b>	<p><b>Plan writing</b> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar p12 WC1. Discuss and record ideas WC1 Understand and learn from its structure, vocabulary and grammar p12 WC1.</p> <p><b>Drafting and writing</b> <b>Compose and rehearse sentences orally</b> (including dialogue), progressively building a varied &amp; rich vocabulary and increasing range of sentence structures p 12 WC2</p> <p><b>Evaluate and Edit</b></p> <ul style="list-style-type: none"> <li>Assess the effectiveness of their own and others' writing and suggest improvements</li> <li>Propose <b>changes</b> to <b>grammar &amp; vocabulary</b> to improve consistency, including the accurate use of <b>pronouns</b> in sentences.</li> </ul>					
<b>Writing</b>	<p><b>Independent Writing:</b></p> <p><b>Letter writing to archaeologist</b> - as a shared write/email. Discuss and record ideas WC1.</p> <p>Research on Egyptians – ‘The Story of Tutankhamun’ by Patricia Cleveland-Peck - <b>non-chronological reports, instructions, character descriptions, diary entry. Recount</b> of visit to British Museum</p> <p>Introduction to <b>paragraphs</b> as a way to group related material p12 WC3 <b>Organise paragraphs</b> around a theme p12 WC3</p> <p><b>Headings and sub-headings</b> to aid presentations WC5 Use simple organisational devices such as headings and sub heading.</p> <p><b>Proof read</b> for spelling and punctuation errors</p>	<p><b>Independent Writing:</b></p> <p>Narrative based on ‘<b>Egyptian Cinderella</b>’</p> <p>In <b>narratives</b>, create settings, characters and plot WC4</p>	<p><b>Independent Writing:</b></p> <p><b>Odd and The Frost Giants</b></p> <p>Narrative Recount Character Setting descriptions Letters Short explanations</p> <p><b>The Last Bear</b> Drama Figurative language Poetry Narrative story Diary</p>	<p><b>Independent Writing:</b></p> <p><b>The Ice Bear</b></p> <p>Poetry Settings</p>	<p><b>Independent Writing:</b></p> <p><b>Sparky</b> Narrative writing Descriptive passage ‘How to’ guide Letter Discussion</p> <p>Non-chronological report</p> <p>Sub headings and headings to organise information.</p>	<p><b>Independent Writing:</b></p> <p><b>Zoo, Rainbow Bear</b> Analysing Texts Persuasive Writing Write dialogue Recount (trip) Writing paragraphs around a theme.</p> <p><b>The Lost Words</b> Poetry</p>

<b>Handwriting</b>	Use the diagonal and horizontal strokes needed to join letters and understand which letters when adjacent to one another, are best left unjoined.  Handwriting families – iltuy coagd q rhnmbkp wv efjxzs		Use the diagonal and horizontal strokes needed to join letters and understand which letters when adjacent to one another, are best left unjoined.  Practice letter joins linked to spelling patterns.			
<b>Terminology we want the children to know</b>	Subject, object, subordinating & co-ordinating conjunctions, preposition, conjunction, adverbials, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, vowel letter, inverted comma or speech marks					
	<b>Recap of non-negotiables KS1</b> Finger spaces, capital letters, full stops, question marks, exclamation marks, commas in lists, apostrophe (contractions) Noun, noun phrase, conjunction, dialogue, time adverbial Common exception words	Preposition Word family, prefix, suffix Clause, subordinate clause Direct speech, inverted commas, speech marks				
<b>Links to other subjects</b>	History – <b>Ancient Egyptians</b>		Geography - <b>The Arctic</b> Science – <b>States of matter</b>		Science – <b>Living things and habitats. Food Chain.</b>	
<b>Stunning start or fabulous finish</b>	Find buried treasure in an archaeological dig, write to an archaeologist, research Egyptians,	British Museum, Egyptian party at the end of the topic	Job Offer letter from Norwegian Embassy to go and do research on Bear Island		Unknown creature arrives in box from the Lazy Pet Company.	Wild Robot immersive two days
<b>Visits or Visitors</b>	Emma (James F’s mum is an archaeologist). British museum			Poetry Performance		Pulborough Brooks Nature Reserve

Possible Texts:

Spring 1

The Last Polar Bear Harry Horse CLPE

Pugs of the Frozen North CLPE PRT

The Island Nicky Singer CLPE

The Cold Book NF CLPE

Spring 2

The Ice Palace Robert Swindells VIPERS CLPE

A Climate in Chaos – Neal Layton CLPE

Summer 1

The Bee Is Not Afraid Of Me: A Book of Insect Poems

Wildlife in Your Garden