

## Year 3 Literacy Curriculum Overview

CC Overall Theme	A	Community	Celebration	Leaders		Sport and Leisure / Teamwork	Beside the Seaside
	B	Journeys	Memories	Water		Our Wonderful World	Food Glorious Food
<b>Year 3</b>		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
CC Topic Focus	A	<i>Wider Community / Stone Age</i>	<i>Portraying Relationships</i>	<i>Ancient Egypt</i>		<i>Playground Design</i>	<i>Composing Pitch</i>
	B	<i>Wider Community</i>	<i>Saving our Memories</i>	<i>Ancient Egypt / Rivers</i>		<i>Composing Pitch</i>	<i>Healthy breakfast design</i>
<i>Reading Focus</i>		Stig of the Dump Clive King	Poetry Focus Michael Rosen	Worst Witch Jill Murphy	Sheep Pig Dick King-Smith	Fantastic Mr Fox Roald Dahl	Diary of a Killer Cat Anne Fine
<i>Comprehension</i>		<ul style="list-style-type: none"> <li>• I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work.</li> <li>• I can show that I enjoy reading by reading lots of different types of books.</li> <li>• I can read a wide range of books (including fairy stories, myths and legends), and retell some of them to others.</li> <li>• I can tell you what a book that I am reading is about.</li> <li>• I can read aloud poems and perform play scripts.</li> <li>• I can discuss words that excite me in the books that I read.</li> <li>• I can understand what I have read, checking that it makes sense by talking to others about it.</li> <li>• I can ask questions about the texts that I have read to help me understand them.</li> <li>• I can work out what a character in a book is feeling by the actions they take and can explain how I know.</li> <li>• I can predict what might happen from clues in what I have read.</li> <li>• I can tell someone about the main ideas in a paragraph.</li> <li>• I can say how a text is organised to help me understand it using paragraphs, headings, sub-headings and inverted commas to show speech.</li> <li>• I can use non-fiction texts to find out information on a subject.</li> <li>• I can talk about books and poems and I can take turns in telling people about them.</li> </ul>					
<i>Writing Focus</i>		<b>Fiction: Stories from other cultures / times</b>  Non-Fiction: <b>Non-chronological reports</b>  Invention Week	<b>Non-Fiction: Persuasive Letters</b>  Poetry: <b>Shape poems</b>  Invention Week	<b>Non-Fiction: Information / Leaflet</b>  Poetry: <b>Free Verse</b>  Invention Week	<b>Fiction: Fairy Tales</b>  Non-Fiction: <b>Play Scripts</b>  Invention Week	<b>Fiction: Myths and Legends</b>  Non-Fiction: <b>Recounts</b>  Invention Week	<b>Non-Fiction: Instructions</b>  Poetry: <b>Narrative Poetry</b>  Invention Week

<i>Alan Peat Sentences</i>	<p><b>Other Cultures:</b> Refer to AP Guide</p> <p><b>Non Chron Report:</b> Noun, who/which/where, BOYS</p>	<p><b>Persuasive Letters:</b> 'ly' words Same word end of two sentences</p>	<p><b>Information / Leaflet:</b> BOYS Experts The more, the more</p>	<p><b>Fairy Tales:</b> Refer to AP Guide</p> <p><b>Play Scripts:</b> 2A sentences Short Sentence</p>	<p><b>Myths and Legends:</b> Refer to AP Guide</p> <p><b>Recounts:</b> Time starters Outside (inside); List sentence!</p>	<p><b>Instructions:</b> Verbing an object; How to _____ Guide to _____; 2A Opener; Time Opener; Congratulation on...! Joke or Pun Struggling to?</p>
<i>Spoken Language</i>	<ul style="list-style-type: none"> <li>I can prepare poems and play scripts to read aloud and to perform, showing my understanding by using the tone of my voice and actions.</li> <li>I can talk in a group about books that are read to me and those that I read, taking turns and listening to what others say.</li> </ul>		<b>Word Reading</b>	<ul style="list-style-type: none"> <li>I can use my knowledge of root words, prefixes (including dis-, mis-, in-, il-, im-, ir-), and suffixes (including -ly), to help me read aloud and to understand the meaning of new words.</li> <li>I can read further exception words including words that do not follow spelling patterns.</li> </ul>		
<i>Writing - Composition</i>	<ul style="list-style-type: none"> <li>I can plan my writing by discussing it, and talking about how to improve it, using examples from other writers that I like.</li> <li>I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and</li> <li>I can re-edit it.</li> <li>I can rewrite my work, making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because.</li> <li>I can use paragraphs to organise my writing so that blocks of text group related material.</li> <li>I can draft and write descriptive work that creates settings, characters and plots.</li> <li>I can draft and write material, such as instructions, using headings and sub-headings to organise my work.</li> <li>I can re-read my work to improve it for my audience</li> <li>I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting.</li> <li>I can proof-read my work by reading aloud and putting in full stops. I can also add apostrophes, commas, question marks, exclamation marks and speech marks where needed.</li> <li>I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice.</li> </ul>					
<i>Writing – Vocabulary, Grammar and Punctuation</i>	<ul style="list-style-type: none"> <li>I can create new words using a range of prefixes including super-, anti-, auto-.</li> <li>I can understand when to use 'a' or 'an' in front of a word.</li> <li>I can identify word families based on root words e.g. solve, solution, solver, dissolve, insoluble.</li> <li>I can talk about time, place and cause using these words: when, while, so, because, then, next, soon, therefore, before, after, during, in, because of.</li> <li>I can use paragraphs.</li> <li>I can use headings and sub-headings.</li> <li>I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play.</li> <li>I can use speech marks correctly.</li> <li>I can understand what the following words mean: preposition, conjunction, word family, word family, prefix, clause, subordinate clause, direct speech, consonant,</li> </ul>					

<p style="text-align: center;"><i>Spelling</i></p>	<ul style="list-style-type: none"> <li>Words with the long 'ei' sound spelt with ei</li> <li>Words with the long 'ei' sound spelt with ey</li> <li>Words with the long 'ei' sound spelt with ai</li> <li>Words with 'er' sound spelt with ear</li> <li>Homophones and near homophones</li> </ul>	<ul style="list-style-type: none"> <li>Creating adverbs using the suffix -ly (no change to root word)</li> <li>Creating adverbs using the suffix -ly (root words end in 'y' with more than one syllable)</li> <li>Creating adverbs using the suffix -ly (root word ends in 'le')</li> <li>Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al')</li> <li>Creating adverbs using the suffix -ly (exceptions to the rules)</li> <li>Statutory Spellings</li> </ul>	<ul style="list-style-type: none"> <li>Words with short 'i' sound spelt 'y' <ul style="list-style-type: none"> <li>Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable) – DO NOT double the final constant) <ul style="list-style-type: none"> <li>Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable) – double the final constant)</li> </ul> </li> <li>Creating negative meanings using prefix 'mis-'</li> <li>Creating negative meanings using prefix 'dis-'</li> </ul> </li> <li>Words with a 'k' sound spelt with 'ch'</li> </ul>	<ul style="list-style-type: none"> <li>Homophones and near homophones <ul style="list-style-type: none"> <li>Adding the prefix 'bi-' (meaning 'two' or 'twice') and adding the prefix 're-' (meaning 'again' or 'back')</li> </ul> </li> <li>Words ending in the 'g' sound spelt 'gue' and the 'k' sound spelt 'que'</li> <li>Words with a 'sh' sound spelt with 'ch' <ul style="list-style-type: none"> <li>Statutory Words</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Words ending in '-ary'</li> <li>Words with a short 'u' sound spelt with 'o'</li> <li>Words with a short 'u' sound spelt with 'ou'</li> <li>Word families based on common words, showing how words are related in form and meaning</li> </ul>	<ul style="list-style-type: none"> <li>Words ending in the suffix 'al'</li> <li>Words ending with an 'zher' sound spelt with 'sure'</li> <li>Words ending with a 'cher' sound spelt with 'ture'</li> <li>Silent letters revision</li> </ul>
	<ul style="list-style-type: none"> <li>I can use the prefixes un-, dis-, mis-, re-, pre-.</li> <li>I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.</li> <li>I can use the suffix -ly.</li> <li>I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.</li> <li>I can spell words with endings which sound like 'zhun' e.g. division, decision.</li> <li>I can spell words which sound the same but have different meanings such as brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meet, peace/piece, plain/plane.</li> <li>I can spell words that are often misspelt.</li> <li>I can spell words containing the 'i' sound spelt 'y' elsewhere than at the end of a word e.g. myth, gym.</li> <li>I can spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.</li> <li>I can spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.</li> <li>I can spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.</li> <li>I can spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.</li> <li>I can use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know.</li> </ul>					
<p style="text-align: center;"><i>Handwriting</i></p>	<p style="text-align: center;">The Ladder Family Letters: 'l', 'i', 'u', 't', 'y', 'j'</p>	<p style="text-align: center;">The One Armed Robot Family Letters: 'n', 'm', 'h', 'k', 'b', 'p', 'r'</p>	<p style="text-align: center;">The Curly Caterpillar Family Letters: 'c', 'a', 'd', 'e', 's', 'g', 'f', 'q', 'o'</p>	<p style="text-align: center;">The Zigzag Monster Family Letters: 'z', 'v', 'w', 'x'</p>	<p style="text-align: center;">Recap / Consolidate</p>	

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• I can use more of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.</li><li>• I can write so that most of my letters are easy to read, all the same way up and the same size. My writing is spaced properly so that my letters don't overlap.</li></ul> |
|--|---|