



English Curriculum

2023/24

Year 2/3

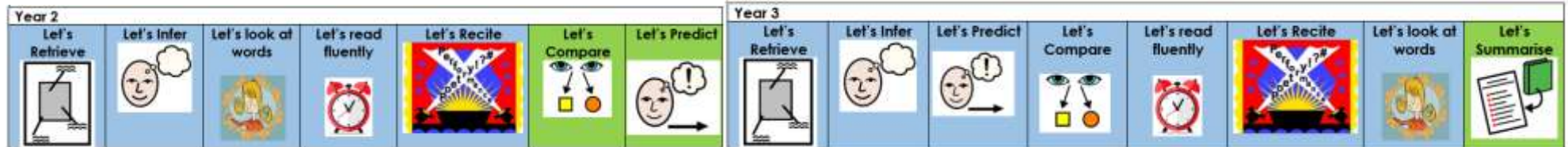
Year 2/3 English Curriculum Map 2023/24

Literature breadth of study:





Y2: The children should listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. They should become increasingly familiar with, and retell, a wider range of stories, fairy stories and traditional tales. They should be introduced to non-fiction books that are structured in different ways. They should continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.





Y3/4: They should listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. They should read books that are structured in different ways and read for a range of purposes.

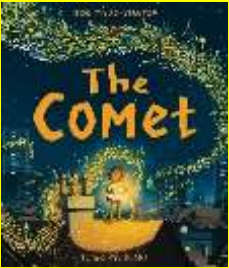
Reading Skills



Autumn Term

UNIT 1 Autumn 1 3 weeks	Year 2 Spelling	Year 2 Reading	Year 2 Writing	Year 2 Punctuation and Grammar
<p>Traditional Tales with a Twist</p>   	<p>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and</p>	<p>To understand key elements of a text.</p> 	<p style="text-align: center;">Plan, Write, Check</p> <p>Plan or say out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence.</p> <p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly, including verbs in the continuous form.</p>	<p>Sentences with different forms: statement</p> <p>Learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters.</p>

<p>Text Type: Retelling</p>	<p>punctuation taught so far.</p> <p>Spell common exception words: <i>door, floor, poor</i></p>	<p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Recognise simple recurring literary language in stories and poetry.</p>	 <p>2A Sentences</p> <p>2A sentences have 2 adjectives before a noun:</p> <p>The glamorous, intelligent princess kissed the grotesque, warty frog.</p> <p>Diagram labels: adjective, adjective, noun, comma</p>  <p>Learn new vocabulary and apply to their own writing.</p>	
<p>Vocabulary</p>	<p>Year 3 Spelling</p>	<p>Year 3 Reading</p>	<p>Year 3 Writing</p>	<p>Year 3 Punctuation and Grammar</p>
<p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Y2: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Y3: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter</p>	<p>Use further prefixes and suffixes and understand how to add them.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of the words in context.</p>	 <p>Plan, Write, Check</p> <p>Plan or say out loud what they are going to write about. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence.</p> <p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly, including verbs in the continuous form.</p>  <p>Learn new vocabulary and apply to their own writing.</p>	<p>Expressing time, place and cause using conjunctions eg. when, before, after, while, so, because</p>

inverted commas (or 'speech marks')				
UNIT 2 Autumn 1 3 weeks	Year 2 Spelling	Year 2 Reading	Year 2 Writing	Year 2 Punctuation and Grammar
Contemporary Fiction  Text type: Narrative in third person	<p>Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>Spell common exception words: <i>find, kind, mind, behind</i></p> <p>Spell words with 'y' eg. cry, fly, try, July</p>	<p>Read words containing common suffixes.</p> <p>Make inferences on the basis of what is being said and done</p>	<p>Plan, Write, Check</p> <p>Plan or say out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence</p> <p>Re-read to check their writing makes sense</p> <p>Proof-read</p> <p>Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Evaluate their writing with the teacher and other pupils.</p> <p>Make additions, revisions and corrections</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">List Sentence</p> <p>Has 3 or 4 adjectives before the noun. Commas between adjectives, (and can be used between the last two). e.g. <i>It was a cold, wet, miserable and misty morning.</i></p> </div>	<p>Sentences with different forms: question.</p> <p>Learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, question marks.</p> <p>Use commas in lists.</p>



Learn new vocabulary and apply to their own writing.

Vocabulary

Year 3 Spelling

Year 3 Reading

Year 3 Writing

Year 3 Punctuation and Grammar

Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
Y2: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Spell words with the -ous ending

Predict what might happen from details stated and implied

Plan, Draft, Edit, Proof-read

Discuss and record ideas.
Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

Express time, place and cause using adverbs eg. then, next, soon

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

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

Assess the effectiveness of their own and others' writing




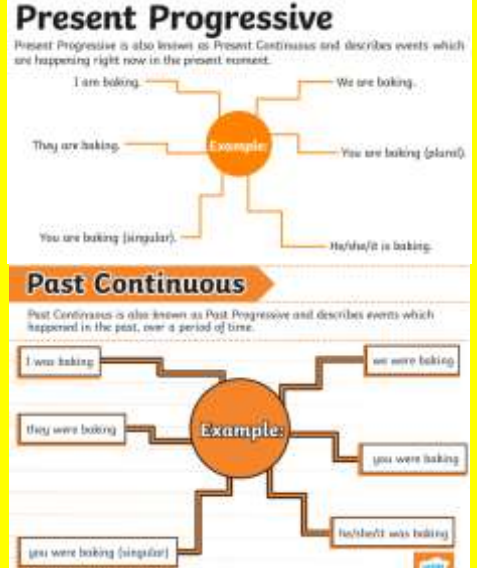
Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.


Proof-read for spelling and punctuation errors



Learn new vocabulary and apply to their own writing.

Y3: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

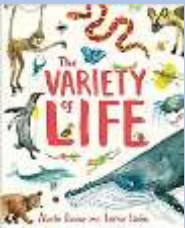

UNIT 3 Autumn 1 2 weeks	Year 2 Spelling	Year 2 Reading	Year 2 Writing	Year 2 Punctuation and Grammar
<p data-bbox="120 181 421 292">Stories from other cultures (West African folk tale)</p>  <p data-bbox="120 600 421 671">Text type: Narrative in third person</p>	<p data-bbox="472 220 683 352">Spell common exception words: <i>old, cold, gold, hold, told</i></p> <p data-bbox="465 400 698 499">Spell words with '-le' ending eg. table, apple, little.</p> <p data-bbox="481 579 683 711">To spell words which start with 'kn' and 'gn' eg. know, gnaw.</p>	<p data-bbox="734 181 1014 320">Recognise simple recurring literary language in stories and poetry</p> <p data-bbox="752 363 996 461">Ask and answer questions about the text.</p>	<p data-bbox="1128 181 1525 228">Plan, Write, Check</p> <p data-bbox="1070 240 1585 304">Plan or say out loud what they are going to write about</p> <p data-bbox="1055 347 1603 411">Write down ideas and/or key words, including new vocabulary</p> <p data-bbox="1061 454 1603 518">Encapsulate what they want to say, sentence by sentence</p> <p data-bbox="1070 561 1585 593">Re-read to check their writing makes sense</p> <p data-bbox="1196 603 1458 649">Proof-read</p> <p data-bbox="1088 662 1570 726">Proofread to check for errors in spelling, grammar and punctuation.</p> <p data-bbox="1070 769 1585 833">Evaluate their writing with the teacher and other pupils.</p> <p data-bbox="1077 876 1579 908">Make additions, revisions and corrections</p> <div data-bbox="1099 979 1554 1262">  <p>FANBOYS sentences FANBOYS sentences contain co-ordinating conjunctions.</p> <p>The princess was intelligent, but she was ugly.</p> <p>The princess could kiss the frog, or she could leave him for others.</p> <p>The frog was grotesque, yet he was rich.</p> <p>The princess kissed the frog, so he turned into a prince.</p> <p>comma conjunction</p> </div> <p data-bbox="1061 1299 1173 1378"></p> <p data-bbox="1178 1358 1597 1422">Learn new vocabulary and apply to their own writing.</p>	<p data-bbox="1644 181 2119 280">Use the present and past tenses correctly and consistently including the progressive form</p> <div data-bbox="1644 288 2119 858">  <p>Present Progressive Present Progressive is also known as Present Continuous and describes events which are happening right now in the present moment.</p> <p>Example:</p> <ul style="list-style-type: none"> I am baking. We are baking. They are baking. You are baking (plural). You are baking (singular). He/she/it is baking. <p>Past Continuous Past Continuous is also known as Past Progressive and describes events which happened in the past, over a period of time.</p> <p>Example:</p> <ul style="list-style-type: none"> I was baking. We were baking. They were baking. You were baking. You were baking (singular). He/she/it was baking. </div> <p data-bbox="1688 900 2074 963">Sentences with different forms: exclamation.</p> <p data-bbox="1644 1007 2119 1145">Learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, question marks, ex marks.</p> <p data-bbox="1644 1189 2119 1220">Use co-ordination (using or, and, or but)</p>


Vocabulary	Year 3 Spelling	Year 3 Reading	Year 3 Writing	Year 3 Punctuation and Grammar
<p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing. Y2: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. Y3: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>	<p>Spell words with -tion, -sion, -ssion and -cian endings.</p>	<p>Predict what might happen from details stated and implied</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p>	<p>Plan, Draft, Edit, Proof-read Discuss and record ideas. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors</p> <div data-bbox="1106 715 1550 963" data-label="Diagram"> <p>3 __ed, sentences 3 __ed sentences begin with 3 related adjectives (each of which end in ed): Frightened, terrified, exhausted, the princess ran for home. Labels: adjective, comma, adjective</p> </div> <p> Learn new vocabulary and apply to their own writing.</p> <p>In narratives, create settings, character and plot.</p>	<p>Express time, place and cause using prepositions eg. before, after, during, in, on.</p> <p>Use fronted adverbials. Use commas after fronted adverbials.</p>

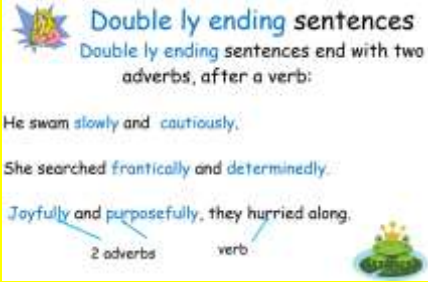

6th October National Poetry Day – Poetry Festival: Bonfire Night by Irene Yates


Y2 continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Y3: Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

UNIT 4 Autumn 2 4 weeks	Year 2 Spelling	Year 2 Reading	Year 2 Writing	Year 2 Punctuation and Grammar
<p>Information Text</p>  <p>Text type: information text</p>	<p>Spell common exception words: <i>every, everybody, child, children</i></p> <p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it eg. happier/happiest</p> <p>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it eg. hiking, hiked, hiker</p> <p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter eg. patting, patted</p>	<p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Understand by drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Discuss how items of information are related.</p> <p>Discuss how non-fiction books are structured in different ways.</p>	<p>Plan, Write, Check</p> <p>Plan or say out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence</p> <p>Re-read to check their writing makes sense</p> <p>Proof-read</p> <p>Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Evaluate their writing with the teacher and other pupils.</p> <p>Make additions, revisions and corrections</p>  <p>Learn new vocabulary and apply to their own writing.</p>	<p>Use expanded noun phrases to describe and specify [for example, the blue butterfly].</p>
<p>Vocabulary</p>	<p>Year 3 Spelling</p>	<p>Year 3 Reading</p>	<p>Year 3 Writing</p>	<p>Year 3 Punctuation and Grammar</p>
<p>Use and understand the grammatical terminology</p>	<p>Spell words that are often misspelt.</p>	<p>Retrieve and record information from non-fiction</p>	<p>Plan, Draft, Edit, Proof-read</p> <p>Discuss and record ideas</p>	<p>Extend the range of sentences with more than one clause by using a wider range of</p>

<p>in English Appendix 2 in discussing their writing. Y2: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. Y3: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>	<p>Spell words with suffixes -ly and -ation.</p>	<p>Ask questions to improve their understanding of a text.</p>	<p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors</p>  <p>Learn new vocabulary and apply to their own writing.</p> <p>Organise paragraphs around a theme.</p>	<p>conjunctions, including when, if, because, although</p>
<p>UNIT 5 Autumn 2 3 weeks</p>	<p>Year 2 Spelling</p>	<p>Year 2 Reading</p>	<p>Year 2 Writing</p>	<p>Year 2 Punctuation and Grammar</p>
<p>Contemporary Fiction</p>  <p>Text type: Narrative in first person</p>	<p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>Spell common exception words: <i>class, grass, pass, people, Christmas</i></p>	<p>Discuss their favourite words and phrases</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p>	<p>Plan, Write, Check</p> <p>Plan or say out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence</p>	<p>Use co-ordination (using or, and, or but)</p> <p>Learn the possessive apostrophe (singular) [for example, the girl's book]</p>

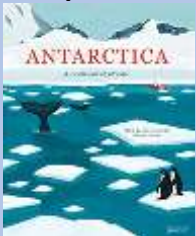
		<p>Make inferences on the basis of what is being said and done.</p> <p>Predict what might happen on the basis of what has been read so far</p>	<p>Re-read to check their writing makes sense</p> <p>Proof-read</p> <p>Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Evaluate their writing with the teacher and other pupils.</p> <p>Make additions, revisions and corrections</p>   <p>Learn new vocabulary and apply to their own writing.</p>	
<p>Vocabulary</p>	<p>Year 3 Spelling</p>	<p>Year 3 Reading</p>	<p>Year 3 Writing</p>	<p>Year 3 Punctuation and Grammar</p>
<p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing. Y2: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p> <p>use and understand the grammatical terminology</p>	<p>Spell words with -sure and -ture endings.</p> <p>Place apostrophes in words with regular and irregular plurals.</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Plan, Draft, Edit, Proof-read</p> <p>Discuss and record ideas</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors</p>	<p>Introduce inverted commas to punctuate direct speech.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>



<p>in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Y3: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>			 <p>Learn new vocabulary and apply to their own writing.</p> <p>In narratives, create settings, character and plot.</p>	
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Reading Spine

Snow White
 Sleeping Beauty
 The Princess and the Pea
 The Big Book of Families – poetry

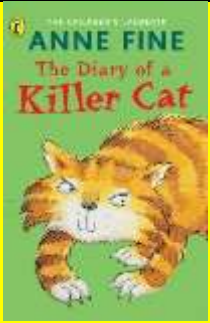
Spring Term

UNIT 6 Spring 1 3 weeks	Year 2 Spelling	Year 2 Reading	Year 2 Writing	Year 2 Punctuation and Grammar
<p>Topic Text</p>  <p>Text type: Recount</p>	<p>Learn to spell more words with contracted forms.</p> <p>Spell common exception words: <i>could, would, should, eye, sugar</i></p>	<p>Discuss how items of information are related.</p> <p>Discuss how non-fiction books are structured in different ways. Ask and answer questions about the text.</p>	<p>Write narratives about personal experiences and those of others (real and fictional)</p> <p style="text-align: center;">writing about real events</p> <p style="text-align: center;">Plan, Write, Check</p> <p>Plan or say out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence</p>	<p>Use some features of written Standard English</p> <p>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Use apostrophes to mark where letters are missing in contraction.</p>

			<p>Re-read to check their writing makes sense</p> <p>Proof-read</p> <p>Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Evaluate their writing with the teacher and other pupils.</p> <p>Make additions, revisions and corrections</p>  <p>Learn new vocabulary and apply to their own writing.</p>	
Vocabulary	Year 3 Spelling	Year 3 Reading	Year 3 Writing	Year 3 Punctuation and Grammar
<p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Y2: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p>	<p>Identify main ideas drawn from more than one paragraph and summarising these.</p>	<p>Introduction to paragraphing as a way of grouping related material.</p> <p>Plan, Draft, Edit, Proof-read</p> <p>Discuss and record ideas</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors</p>  <p>Learn new vocabulary and apply to their own writing.</p>	<p>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>Y3: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>				
<p>UNIT 7 Spring 1 2 weeks</p>	<p>Year 2 Spelling</p>	<p>Year 2 Reading</p>	<p>Year 2 Writing</p>	<p>Year 2 Punctuation and Grammar</p>
<p>Information Text</p>  <p>Text type: Information sheet</p>	<p>Spell common exception words: <i>any, many, who, even, busy</i></p> <p>Spell words with -ey at the end eg. donkey, monkey, chimney.</p>	<p>Discuss how items of information are related.</p> <p>Discuss how non-fiction books are structured in different ways.</p>	<p>Plan, Write, Check</p> <p>Plan or say out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence</p> <p>Re-read to check their writing makes sense</p> <p>Proof-read</p> <p>Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Evaluate their writing with the teacher and other pupils.</p> <p>Make additions, revisions and corrections</p>  <p>Learn new vocabulary and apply to their own writing.</p>	<p>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Sentences with different forms: command</p>

Vocabulary	Year 3 Spelling	Year 3 Reading	Year 3 Writing	Year 3 Punctuation and Grammar
<p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing. Y2: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. Y3: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>	<p>Formation of adjectives using suffixes such as –ful, –less</p>	<p>Identify how language, structure and presentation contribute to meaning.</p>	<p>In non-fiction, use simple organisational devices. Use headings and subheadings to aid presentation.</p> <p>Plan, Draft, Edit, Proof-read Discuss and record ideas</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors</p>  <p>Learn new vocabulary and apply to their own writing.</p> <p>Organise paragraphs around a theme.</p>	<p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>
<p>UNIT 8 Spring 2 5 weeks</p>	<p>Year 2 Spelling</p>	<p>Year 2 Reading</p>	<p>Year 2 Writing</p>	<p>Year 2 Punctuation and Grammar</p>
<p>Diary: short chapter book</p>	<p>Spell common exception words: <i>move, prove, beautiful, father</i></p> <p>Spell words beginning with 'wr'</p>	<p>Discuss the sequence of events in books and how items of information are related</p>	<p>Plan, Write, Check Plan or say out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p>	<p>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>



Text type: Narrative in first person - diaries

eg. write, wrong, wrap.
Spell words ending in -tion.

Making inferences on the basis of what is being said and done.
Discuss word meanings, linking new meanings to those already known.
Predict what might happen on the basis of what has been read so far

Encapsulate what they want to say, sentence by sentence

Re-read to check their writing makes sense

Proof-read

Proofread to check for errors in spelling, grammar and punctuation.
Evaluate their writing with the teacher and other pupils.

Make additions, revisions and corrections



Learn new vocabulary and apply to their own writing.

Vocabulary

Year 3 Spelling

Year 3 Reading

Year 3 Writing

Year 3 Punctuation and Grammar

Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
Y2: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma
use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when

Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs

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

Plan, Draft, Edit, Proof-read

Discuss and record ideas

Assess the effectiveness of their own and others' writing

Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.

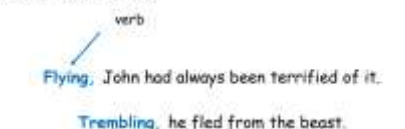
Proof-read for spelling and punctuation errors

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



Use fronted adverbials.

Use commas after fronted adverbials.

<p>discussing their writing and reading.</p> <p>Y3: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>			<p>Verb, person sentence</p> <p>These sentences start with a verb, followed by a comma, and then the name of a person along with the rest of the sentence.</p>  <p>Learn new vocabulary and apply to their own writing.</p> <p>In narratives, create settings, character and plot.</p>	
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Poetry Festival: Cats by Eleanor Farjeon

Y2 continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
 Y3: Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Reading Spine

George’s Marvellous Medicine
 The Day the Crayons Quit
 The Scarecrows’ Wedding

Summer Term

UNIT 9 Summer 1 3 weeks	Year 2 Spelling	Year 2 Reading	Year 2 Writing	Year 2 Punctuation and Grammar
Stories by a Significant Author	Distinguish between homophones and near-homophones	Discuss the sequence of events in books and how items of information are related	<p>Plan, Write, Check</p> <p>Plan or say out loud what they are going to write about</p>	



Text type: Retelling

Spell common exception words:
water, again, pretty, whole

Making inferences on the basis of what is being said and done.

Discuss word meanings, linking new meanings to those already known.

Predict what might happen on the basis of what has been read so far

Write down ideas and/or key words, including new vocabulary

Encapsulate what they want to say, sentence by sentence

Re-read to check their writing makes sense

Proof-read

Proofread to check for errors in spelling, grammar and punctuation.

Evaluate their writing with the teacher and other pupils.

Make additions, revisions and corrections



Learn new vocabulary and apply to their own writing.

Vocabulary

Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
Y2: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

use and understand the grammatical terminology

Year 3 Spelling

Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]

Year 3 Reading

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

Identifying themes and conventions in a wide range of books.

Year 3 Writing

Plan, Draft, Edit, Proof-read

Discuss and record ideas

Assess the effectiveness of their own and others' writing

Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.


Proof-read for spelling and punctuation errors

Year 3 Punctuation and Grammar

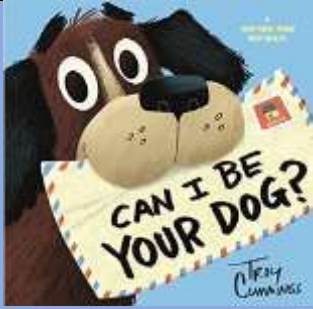
Use of the present perfect form of verbs instead of the simple past.



Use and punctuate direct speech

<p>in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Y3: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>			<p>2 pairs sentences</p> <p>2 pairs sentences begin with 2 pairs of related adjectives:</p>  <p>Exhausted <u>and</u> worried, cold <u>and</u> hungry, they did not know how much further they had to go.</p> <p>Explanation of what the 2 adjectives relate to.</p>  <p>Learn new vocabulary and apply to their own writing.</p>	
<p>UNIT 10 Summer 1 4 weeks</p>	<p>Year 2 Spelling</p>	<p>Year 2 Reading</p>	<p>Year 2 Writing</p>	<p>Year 2 Punctuation and Grammar</p>
<p>Poetry</p> 	<p>Spell common exception words: <i>clothes, fast, last, past</i></p> <p>Add -es to nouns and verbs ending in 'y'. eg. flies, tries, babies.</p> <p>Spell words with 'c' before 'e, i, y' eg. race, ice, cell, city</p> <p>Spell words with 'a' after 'w' and 'qu' eg. want, watch, squash, quantity.</p>	<p>Discuss their favourite words and phrases.</p>	<p>Plan, Write, Check</p> <p>Plan or say out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence</p> <p>Re-read to check their writing makes sense</p> <p>Proof-read</p> <p>Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Evaluate their writing with the teacher and other pupils.</p> <p>Make additions, revisions and corrections</p>	

			 <p>Learn new vocabulary and apply to their own writing.</p>	
Vocabulary	Year 3 Spelling	Year 3 Reading	Year 3 Writing	Year 3 Punctuation and Grammar
<p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing. Y2: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. Y3: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>	<p>Spell further homophones.</p> <p>Spell words with ei, eigh, ey.</p>	<p>Recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Identify how language, structure and presentation contribute to meaning.</p>	<p>Plan, Draft, Edit, Proof-read</p> <p>Discuss and record ideas</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors</p>  <p>Learn new vocabulary and apply to their own writing.</p>	
UNIT 11 Summer 2 3 weeks	Year 2 Spelling	Year 2 Reading	Year 2 Writing	Year 2 Punctuation and Grammar
Persuasive Texts	<p>Spell common exception words:</p>	<p>Ask and answer questions about the text.</p>	<p>Plan, Write, Check</p> <p>Plan or say out loud what they are going to write about</p>	



Text type: Persuasive writing

great, break, steak, money

Spell words ending in '-tion' eg. station, fiction, section.

Spell words that end in 'al' eg. metal, pedal.

Write down ideas and/or key words, including new vocabulary

Encapsulate what they want to say, sentence by sentence

Re-read to check their writing makes sense

Proof-read

Proofread to check for errors in spelling, grammar and punctuation.

Evaluate their writing with the teacher and other pupils.

Make additions, revisions and corrections



Learn new vocabulary and apply to their own writing.

Vocabulary

Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
Y2: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Year 3 Spelling

Formation of nouns using a range of prefixes [for example super-, anti-, auto-]

Adding suffixes beginning with vowel letters to words with more than one syllable

Year 3 Reading

Year 3 Writing

Plan, Draft, Edit, Proof-read

Discuss and record ideas

Assess the effectiveness of their own and others' writing



Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.

Proof-read for spelling and punctuation errors

Year 3 Punctuation and Grammar

Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.

<p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Y3: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>	<p>eg. forgetting, forgotten.</p>		 <p>Learn new vocabulary and apply to their own writing.</p>	
<p>UNIT 12 Summer 2 3 weeks</p>	<p>Year 2 Spelling</p>	<p>Year 2 Reading</p>	<p>Year 2 Writing</p>	<p>Year 2 Punctuation and Grammar</p>
<p>Stories from Different Cultures</p>  <p>Text type: Narrative in first person</p>	<p>Spell common exception words: <i>climb, most, wild, only, after</i></p> <p>Spell words with 'dge' at the end eg. badge, edge, bridge</p> <p>Spell words with 'ge' at the end eg. huge, change, charge</p>	<p>Making inferences on the basis of what is being said and done.</p> <p>Discuss word meanings, linking new meanings to those already known.</p> <p>Predict what might happen on the basis of what has been read so far</p>	<p>Plan, Write, Check</p> <p>Plan or say out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence</p> <p>Re-read to check their writing makes sense</p> <p>Proof-read</p> <p>Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Evaluate their writing with the teacher and other pupils.</p>	

			<p>Make additions, revisions and corrections</p>  <p>Learn new vocabulary and apply to their own writing.</p>	
Vocabulary	Year 3 Spelling	Year 3 Reading	Year 3 Writing	Year 3 Punctuation and Grammar
<p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing. Y2: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. Y3: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>	<p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Spell words with French, Latin and Greek origins. See spelling guidance.</p>	<p>Using dictionaries to check the meaning of words that they have read.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Plan, Draft, Edit, Proof-read</p> <p>Discuss and record ideas</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors</p>  <p>Learn new vocabulary and apply to their own writing.</p>	<p>Use fronted adverbials.</p> <p>Use commas after fronted adverbials.</p>

Reading Spine

Into the Forest by Anthony Browne
A Planet Full of Plastic by Neal Layton
I Heard it in the Playground - poetry



Year 2 pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.
- **read aloud what they have written with appropriate intonation to make the meaning clear.**
- **check that the text makes sense to them as they read and correcting inaccurate reading**



Y2:

- answering and asking questions
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Y3:

- 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.

Handwriting

Y2: Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Y3: Pupils should 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].

By the end of YR	By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of Year 4/5
<ul style="list-style-type: none"> • Letters should be formed correctly. 	<ul style="list-style-type: none"> • Letters should be started in the right place. • Letters should be the right size in relation to each other. • Letters should sit on the line. 	<ul style="list-style-type: none"> • Letters should be the right size in relation to each other. • Handwriting should demonstrate all of the basic joins. • They should not join from break letters. 	<ul style="list-style-type: none"> • Handwriting should be joined fluently. • They should not join from break letters. 	<ul style="list-style-type: none"> • Handwriting should be joined fluently in all writing tasks.