

St Luke's CE Primary School

Curriculum map Literacy Year 3 – AUTUMN Term



This map outlines the Literacy that will be taught, covering the teaching of reading, writing and spoken language. In addition to this, children will be taught specific aspects through guided reading, independent reading, listening to books read aloud and separate spelling (see separate plan) and handwriting lessons. Writing will take the form of producing a first draft (a cold write), then, after a series of lessons, children will edit, redraft and produce a final copy.

Unit	Time	Texts	Outcomes – writing opportunities and cold writes	English language opportunities	On-going language teaching
Diaries	2 weeks	Stone Age Boy	Cross curricular diary writing – diary from the view point of main character retelling the events of story.	<p>Reading – comprehension</p> <ul style="list-style-type: none"> • listening to and discussing 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 • 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 <p>vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> ☑ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ☑ choosing nouns or pronouns appropriately for clarity 	<p>Pupils should be taught to:</p> <p><u>plan their writing by:</u></p> <ul style="list-style-type: none"> ☑ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ☑ discussing and recording ideas <p><u>draft and write by:</u></p> <ul style="list-style-type: none"> ☑ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ☑ organising paragraphs around a theme ☑ in narratives, creating settings, characters and plot ☑ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p><u>evaluate and edit by:</u></p> <ul style="list-style-type: none"> ☑ assessing the effectiveness of their

				<p>and cohesion and to avoid repetition</p> <ul style="list-style-type: none"> ☒ using conjunctions, adverbs and prepositions to express time and cause ☒ using fronted adverbials ☒ using commas after fronted adverbials 	<p>own and others' writing and suggesting improvements</p> <ul style="list-style-type: none"> ☒ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ☒ proof-read for spelling and punctuation errors ☒ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Adventure and Mystery	4 weeks	Stig of the dump	<p>Narrative story – time travelling back to the stone age.</p> <p>Reading – comprehension</p> <ul style="list-style-type: none"> ☒ listening to and discussing 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 ☒ identifying themes and conventions in the book ☒ discussing words and phrases that capture the reader's interest and imagination ☒ 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 ☒ 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 ☒ identifying main ideas drawn from more than one paragraph and summarising these ☒ identifying 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. <p>vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> ☒ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ☒ using the present perfect form of verbs in contrast 		

				<p>to the past tense</p> <ul style="list-style-type: none"> ☒ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ☒ using conjunctions, adverbs and prepositions to express time and cause ☒ using fronted adverbials ☒ using commas after fronted adverbials ☒ indicating possession by using the possessive apostrophe with plural nouns ☒ using and punctuating direct speech 	
<p>Instructions Non fiction</p>	<p>2 weeks</p>	<p>Stig of the dump and other Stone Age nonfiction texts</p>	<p>Instructions on how to hunt and capture a woolly mammoth.</p>	<p>Reading – comprehension</p> <ul style="list-style-type: none"> ☒ listening to and discussing a wide range of instructions ☒ 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 how language, structure, and presentation contribute to meaning ☒ retrieve and record information from non-fiction <p>vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> ☒ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ☒ using conjunctions, adverbs and prepositions to express time and cause ☒ using fronted adverbials ☒ using commas after fronted adverbials 	
<p>Newspaper report writing Non fiction</p>	<p>3 weeks</p>	<p>Stig of the dump</p>	<p>Newspaper report on Bernard discovering Stig in the dump or Report on the</p>	<p>Reading – comprehension</p> <ul style="list-style-type: none"> ☒ listening to and discussing a wide range of newspapers ☒ reading books that are structured in different ways 	

			<p>missing leopard from the circus.</p>	<p>and reading for a range of purposes</p> <ul style="list-style-type: none"> ☒ discussing words and phrases that capture the reader’s interest and imagination ☒ 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 <p>vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> ☒ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ☒ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ☒ using conjunctions, adverbs and prepositions to express time and cause ☒ using and punctuating direct speech 	
List poems	1 week	The Works – Paul Cookson (poetry anthology)	write a list poem based on Christmas	<p>Reading – comprehension</p> <ul style="list-style-type: none"> • preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action • listening to and discussing a wide range of poetry • recognising some different forms of poetry [for example, free verse, narrative poetry] • 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. • identifying how language, structure, and presentation contribute to meaning 	

				vocabulary, grammar and punctuation ☑ indicating possession by using the possessive apostrophe with plural nouns	
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