

The Year 3 Learner

Approach

In English lessons, children are taught speaking, listening, reading and writing skills through studying a variety of styles of writing (genres). Teachers follow the Teaching Sequence for Writing, which means that children will firstly be taught to read and understand the text, then practise the skills of the style of writing (including grammar) and apply into their own writing.

The Primary National Curriculum statements will be taught through the modules below.

Y3 English Coverage

The year 3 English curriculum consists of the following modules.

Poetry Modules

- Poetry (Vocabulary Building)

Children will explore poets' use of adjectival phrases and incorporate imagery in their own poems.

Key poets your children will encounter:

Carol Ann Duffy

Michael Rosen

A selection of poetry from 'Poems about Earth'

Valerie Bloom

- Poetry (Haiku, Tanka, Kenning)

Children will explore the structure of haiku, tanka and kenning and produce their own syllabic poems.

Key poets your children will encounter:

Pie Corbett

Selected poetry from 'The Works'

- Poetry (Structure)

Children will read and recite familiar poems that have rhythmic patterns.

Key poetry your children will encounter:

A range of structured poems from 'The Works'

- Take One Poet (Poetry appreciation)

Children will be developing their appreciation of a poet and exploring their collective works.

The key poet your children will be learning about:

Allan Ahlberg

Non-Fiction Text Type Modules

- Recounts

Children will produce a recount of the Children In Need Fundraiser day.

- Reports

Children will identify the features and contents of reports to enable them to produce the front page of 'The Roman Times' in groups.

- Explanations

Children will explore the features and purpose of explanation texts (linked with their Science topic) in order to write an explanation on Rocks and Soils.

- Persuasion

Children will explore the features of persuasive texts and use these to write a persuasive argument which is related to our unit on traditional tales.

Narrative Modules

- Traditional Tales (Fables)

The children will write fables based on Aesop's Fables in order to create group storyboards.

Key authors and texts your children will encounter:

The Very Best of Aesop's Fables - Margaret Clarke

War and Peas - Michael Foreman

I'll Take You to Mrs Col - Nigel Gray

The Dragon Machine - Helen Ward

The Great Kapok Tree - Lynne Cherry

- Writing and Performing a Play

The children will explore a range of plays in order to write and perform their own scripted scenes.

- Take One Play

The children will learn and perform songs and scripts in order to produce The Little Shepherd Christmas Play.

- Traditional Tales (Fairy Tales)

The children will write alternative endings to traditional fairytales.

Key authors and texts your children will encounter:

The Stinky Cheese Man - Jon Scieszka

The True Story of the Three Little Pigs - Jon Scieszka

The Three Little Pigs and the Big Bad Wolf - Eugene Trivizas

Jim and the Beanstalk - Raymond Briggs

The Lost Happy Endings - Carol Ann Duffy

- Adventure Stories

Children will create a book based on a class written adventure story.

Key authors and texts your children will encounter:

The Snow Dragon - Vivien French

Flat Stanley - Jeff Brown
The Green Ship - Quentin Blake

- Take One Book

Children will participate in the whole school summer project.

Recommended reading list:

Traditional Tales (Fables):

A Tale of Two Wolves - Kelly Susan
The Amazing Adventures of Idle Jack - Robert Leeson
Daedalus and Icarus - Geraldine McCaugrean
Rainbow Bird - Eric Maddern
Too much talk - Angela Medearis
The gift of the sun - Diane Stewart
The hare and the tortoise - Helen Ward
Rama and the Demon King, - Jessica Souhami
Tusk, Tusk - David McKee

Traditional Tales (Fairy Tales):

The Iron Man - Ted Hughes
The Boy and the Tiger (and other stories for 9-11 year olds) - compiled by Pie Corbett
Ulf the Finger Eater - Dick King Smith
The Truth About Hansel and Gretel - Karina Law and Graham Philpot
The Truth about those Billy Goats - Karina Law
The Pea and the Princess - Mini Grey
Cinderboy - L.Anholt
Mixed up Fairy Tales - H. Harrison
Eco Wolf and the Three Little Pigs - Laurence Anholt

Adventure Stories:

The Pirate Cruncher/The Pirate's Next Door/The Jolly Roger and the Ghostly Galleon - Jonny Duddle
The Invisible Boy (and others in the series) - Sally Gardner
It was a Dark and Stormy Night - Janet Ahlberg
Fantastic Mr Fox - Roald Dahl
Charlie Small - Charlie Small
Tuesday - David Weisner
Dimanche Diller - Henriette Blandford
The Jaws of Doom - Alex Cliff
Jolly Roger Captain Abdul's pirate school
Black Queen - Michael Morpurgo
Dominic's Discovery - Gervase Phinn
Gorilla City, The perfumed Pirates of Perfidy - Charlie Small
The Speckled Panic - Hazel Townson
Shipley manor, - Tim Walker
The Great Smile Robbery - Roger McGough
The Haunting of Pip Parker - Anne Fine
Julian, Secret Agent - Ann Cameron
The Secret of Weeping Wood - Robert Swindells
The Thing in the Basement - Michaela Morgan

Curriculum Content

Speaking and Listening

Children will be taught to discuss their learning and to develop speaking skills. They will become more familiar with and confident in, using language in a variety of situations, for a range of audiences and purposes. They will, for example

- Develop their understanding of a subject through discussions, learning to give their opinions and listen to other view points
- Speak clearly and in different ways for drama, formal presentations and debate.

Reading

This part of the curriculum is broken down into 'word reading' and 'comprehension'.

At this stage, word reading skills (including phonics) will continue to be taught, but the main focus will be helping children to understand what they are reading (comprehension). In comprehension children will be taught key skills to enable them to read, understand and enjoy a wide range of books. They will, for example:

- Listen frequently to stories, poems, non-fiction and other writing.
- Ask and answer a range of questions about a text
- Discuss ideas that are not obviously described in a text eg 'Explain why the character behaved in this way.'
- Describe characters, summarise plots and predict what might happen next
- Explore themes and conventions in a range of books eg good versus evil
- Consider the effect of the author's choice of language
- Offer opinions about what they have read and justify their views

We are able to provide you with lists of age appropriate texts to support the learning

<http://www.educatingtogether.co.uk/page/readinglist>

<http://www.theguardian.com/childrens-books-site>

<http://www.booktrust.org.uk/books/bookfinder/>

Writing

Writing is developed through teaching the following:

Spelling: Children should learn to spell new words correctly and have opportunities to practise spelling skills. They will begin to learn and use the words included in Appendix 1 of the National Curriculum for years 3 & 4. They will be taught spelling patterns and conventions, building on the spellings taught in Year 2.

Handwriting: This will continue to be taught, building on the joined writing started in Year 2 and with the aim of increasing consistency and fluency throughout their independent writing.

Composition (structure): This includes vocabulary, grammar and punctuation. To develop their composition skills, the children will be taught to

- Plan, draft, compose, edit and evaluate their writing
- Use an increasing range of sentence structures
- Write sentences that include when, where and why something happens
- Write for a range of purposes and audiences as part of their work across the curriculum. In year 3 this will include (cross curricular example, schools to insert their own)
- Check whether their work makes sense

Grammar will be taught throughout the writing process and teachers will follow the terms and concepts of Appendix 2 of the National Curriculum.

Should you wish for a more detailed explanation, please follow this link to the [Primary National Curriculum document](#)