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 McCaig
- 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 viewpoints
- 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.