

Year 3 Literacy Curriculum

| | Autumn Term | | | |
|---|---|---|---|--|
| | Unit 1 - Poetry | Unit 2 - Narrative | Unit 3 - Non-fiction | Unit 4 - Non-fiction |
| Year 3 | Calligraphies and shape poems | Story - finding tale | Recount - report/newspaper style | Letter |
| Key text(s) | In a Twist Rain Star Spiderweb | Stone Age boy The Little Red Hen Charlotte's Web | <i>Based on events from warning tale in previous unit.</i> <i>Based on school event or trip or current topical event.</i> | <i>Links to Christmas.</i> <i>Links to project.</i> The Jolly Postman The Jolly Christmas Postman |
| Key vocabulary Lighthouse words | Calligraphy; Subject specific vocabulary; | key features (used for description); finally; similar; may lead to; problem; solution; | Sequencing; report; meanwhile; eventually; following; finally; problem; solution; one reason why; may lead to; this causes; the effect of this; | Recipient; Dear; Sincerely; request; finally; one reason why; may lead to; this causes; the effect of this; |
| Key structural features | Shaped like the thing it describes. Adds to the meaning of the poem. Contains words specific to the thing it describes. Can include words and sentences. | Opening: Main character introduced. Build Up: Main character goes somewhere and finds something unusual/amazing/important. Problem: Something goes wrong and it is the fault of the object found. Resolution: main character has to put the object back/throw it away/ hide it/call for help/sort it out. Ending: All is well again and lessons have been learnt. | Introduction that grabs the reader's attention. Main paragraph of detail about the key event. Conclusion. - round off information about the event. Past tense. Time conjunctions. Sequenced in clear logical order. Third person recount. Conjunctions used - meanwhile, following, eventually, finally. | Include the address of the recipient. Use 'Dear..' as the greeting. Introduction that explains why the letter is being written. Main paragraph(s) that give details. A conclusion to express hopes/ wishes. Letter ending with 'Yours Sincerely,' |
| Key skills taught for the term | use diagonal and horizontal stroke needed to join letters; spell words that are often misspelt; organise paragraphs around a theme; | | | |
| Teaching of reading - comprehension | <u>Skills to specifically focus on:</u> Retrieval <u>Strategies to focus on:</u> VIP words strategy Breakdown and Repair. | <u>Skills to specifically focus on:</u> Connections and Comparing <u>Strategies to focus on:</u> Background Knowledge Breakdown and Repair Inference I wonder | <u>Skills to specifically focus on:</u> Predicting <u>Strategies to focus on:</u> I wonder Inference Background Knowledge | <u>Skills to specifically focus on:</u> Inference <u>Strategies to focus on:</u> Inference I wonder Background Knowledge Breakdown and Repair Visualise |

Year 3 Literacy Curriculum

| | Spring Term | | |
|---|--|--|---|
| | Unit 1 - Poetry | Unit 2 - Narrative | Unit 3 - Non-fiction |
| Year 3 | Animal theme/dirty beasts | Story - warning tale | Non-chronological report |
| Key text(s) | Revolting rhymes Dirty Beast Walking with my Iguna | The Lorax Little Red Riding Hood Elf Road | <i>Based on characters/animals, themes from the warning tale. Based on animals (link to Dirty Beasts - could be about a made up beast).</i> |
| Key vocabulary Lighthouse words | revolting; beast; a range of; identical; similar; main difference; | Warning; rescue; punishment; curiosity; key features (used for description); finally; similar; identical; main difference; may lead to; the effect of this is; | sequence; subject; a range of; many types of; one reason why; may lead to; this causes; |
| Key structural features | Title based on a beast/animal/creature Description of the the beasts appearance Description of the beasts personality/actions use of humour gruesome and disgusting appearance and actions. use of rhyming couplets | Opening: Main character was warned not to do something. Build Up: Main character does what they were warned against. Problem: Something goes wrong and main character in trouble. Resolution: Main character rescued. Ending: Main chapter told off/punished for not listening to the warning. | Introduction Categorise ideas into paragraphs in a logical sequence. Use of generalisers Start paragraphs with topic sentence. Subject specific/technical vocabulary. Written in present tense and third person. Ending with a final amazing point or how it relates the subject to the reader. |
| Key skills taught | use further suffixes and understand how to ass them; inverted commas to punctuate direct speech; form nouns using prefixes; extending range of sentences with more than one clause by using a wider range of conjunctions; | | |
| Teaching of reading - comprehension | <u>Skills to specifically focus on:</u> Sequencing & Summarising <u>Strategies to focus on:</u> VIP words strategy | <u>Skills to specifically focus on:</u> Vocabulary & Impact on the reader/ evaluation Retrieval <u>Strategies to focus on:</u> VIP words strategy Visualise Breakdown and Repair I wonder Inference | <u>Skills to specifically focus on:</u> Connections & Comparing <u>Strategies to focus on:</u> Background Knowledge Breakdown and Repair Inference I wonder |

Year 3 Literacy Curriculum

| | Summer Term | | | |
|---|--|---|---|--|
| | Unit 1 - Poetry | Unit 2 - Narrative | Unit 3 - Non-fiction | Unit 4 - Narrative |
| Year 3 | Performance poetry built around verbs. | Story - losing tale | Explanation text | Meeting tale story |
| Key text(s) | At the End of the School Assembly | Room on the Broom The Lost Happy Endings The Tear Thief | <i>Based on project work, life cycles,</i> | Elf A Short Story of a Tall Tale. Sharing a Shell |
| Key vocabulary Lighthouse words | verb; gruesome; disgusting; beastly; humour; | adventure; loss; precious; consequences; vow; key features (used for description); many types of; may lead to; the effect of this; this causes; problem; solution; | technical vocabulary; key features; | meet; dilemma; key features (used for description); many types of; may lead to; the effect of this; this causes; problem; solution; |
| Key structural features | Title Theme Verses Verbs (may contain rhyming couplets). | Opening: main character has something precious. Build Up: main character sets off with the precious item. Problem: main character loses the precious item and has to search for it/face the consequences. Resolution: precious item is found. Ending: main character vows to keep the item safe/reflects on their feelings/learns a lesson. | Title - using a question. Introduction - what is being explained and hook the reader. Paragraphing Following a text structure (life cycle/flow chart/ sequential paragraphs) Sequential explanation Visual aids to support explanation. Time conjunctions Cause and effect conjunctions Present tense | Opening: main characters meet Build Up: Main characters disagree and go their separate ways or leads to a dilemma Problem: something happens to one main character or character has to be looked after/kept a secret Resolution: the other main character saves/helps them Ending: main characters are friends again/character leaves with a strengthened friendship |
| Key skills taught | choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition; | | | |
| Teaching of reading - comprehension | <u>Skills to specifically focus on:</u> Predicting <u>Strategies to focus on:</u> I wonder Inference Background Knowledge | <u>Skills to specifically focus on:</u> Inference <u>Strategies to focus on:</u> Inference I wonder Background Knowledge Breakdown and Repair Visualise | <u>Skills to specifically focus on:</u> Sequencing & Summarising <u>Strategies to focus on:</u> VIP words strategy | <u>Skills to specifically focus on:</u> Vocabulary & Impact on the reader/evaluation <u>Strategies to focus on:</u> Visualise Breakdown and Repair I wonder |