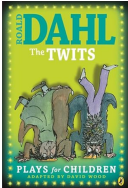


Year 3 English Curriculum Map (2025-2026)

	Autumn 1 st half	Autumn 2 nd half	Spring 1 st half	Spring 2 nd half	Summer 1 st half	Summer 2 nd half
Timescale	8 weeks	7 weeks	6 Weeks	5 weeks	6 weeks	7 weeks
Outcomes	Folk Tales (4) Recount: biographies (2) Poems with a structure (1)	Fables (4) Persuasion: letters (2)	Story as a theme (4) Discussion (2)	Novel as a theme (4) Integrate recounts	Non-chronological Reports (2) Playscripts (3)	Classic poetry (1) Mystery / Adventure / Fantasy stories (3) Explanations (2)
Core Texts	Folk Tales –The Lancashire Giant Recount –Biographies 	Usborne Illustrated Stories by Aesop  Little Wolf's Book of Badness 	Oogo the cave Boy by Christy Davies 	Integrated Unit The Iron Man by Ted Hughes . Incorporate diary entries. 	The Twits by Roald Dahl Playscripts 	The Spider and the Fly by Mary Howitt  The Enchanted Wood by Enid Blyton 
Class Novel	Betsey Biggalow is Here by Malorie Blackman 	Anna Hibiscus by Atinuke 	Greenling by Levi Pinfold  Leon and Bob by Simon James 	The Iron Man by Ted Hughes 	Planet Omar by Zanib Mian 	The Runaway Robot by Frank Cottrell Boyce 
	Each Friday is Non Fiction Friday					

Key Events	W/C19.25 Asian History Week	Oct – Black History Month 10th–14th November Nursery Rhyme Week (EYFS)		6th March World Book Day	Author Visit	
Grammar Focus	<ul style="list-style-type: none"> –inverted commas –preposition to create sentences with different structures, orally and in writing. –identifying clauses in sentences, and main and subordinate clauses in complex sentences. –conjunctions to create complex sentences e.g. when, while, after, before. 	<ul style="list-style-type: none"> –determiners a/an –select, generate and effectively use adverbs e.g. suddenly, silently, soon, eventually. –exploring and collecting word families e.g. glide, glider, gliding, glided to extend vocabulary. –exploring, identifying and creating complex sentences using a range of conjunctions e.g. because, if, so, although and demarcate with commas where appropriate. –the present perfect form of verbs using have and had to indicate a completed action e.g. Year Three have researched different foods which are healthy. 	<ul style="list-style-type: none"> –prepositions used within sentences e.g. above, below, beneath, within, around, beyond. –identify clauses in sentences. – exploring, identifying and creating complex sentences using a range of conjunctions e.g. when, before, after, until. – using a comma to separate clauses in complex sentences where the subordinate clause appears first –using knowledge of root words to understand meanings of words e.g. volcano, volcanic, earth, earthy, earthquake –exploring and collecting word families linked to the theme. –exploring, identifying and creating sentences using a range of conjunctions e.g. because, if, although and identifying main and subordinate clauses in sentences Use the comma to separate clauses in complex sentences where the subordinate clause appears first 	<ul style="list-style-type: none"> –selecting, generating and using adverbs for when e.g. soon, next, meanwhile, later and adverbs for how e.g. silently, carefully, –using inverted commas to punctuate direct speech (speech marks) –explore, identify and create complex sentences using a range of conjunctions e.g. since, until, before, as and demarcate with commas –determiners a and an 	<ul style="list-style-type: none"> –select, generate and effectively use adverbs for time e.g. before long, soon, eventually, meanwhile, moments later, it wasn't long before –explore and identify main and subordinate clauses in complex sentences. – explore and identify main and subordinate clauses in complex sentences in non-fiction texts. Focus on the use of conjunctions e.g. when, before, after, since, until, as –focus on conjunctions e.g. although, while, if, so. 	<ul style="list-style-type: none"> –use knowledge of root words to understand meanings of words –using suffixes to understand meanings e.g. –ly, –ous, –tion, –ing, –ed. –exploring and identifying main and subordinate clauses in complex sentences. –inverted commas to punctuate direct speech (speech marks).

Unit 1 Scaffolded Outcomes	Purpose – Innovated outcome of a folk tale based on a model. Audience – Perform own narrative to an audience using intonation and expression.	Purpose – Poems with a structure. Audience – Use tagxedo to publish poems.	Purpose – Narrative based on story or novel. Audience – Publish stories for class library.	Purpose – Story based on a plot structure from the focus text. Audience – Read short stories to another class.	Purpose – Play script based on a text read or film. Audience – Performance of script to an audience.	Purpose – diary entry from the perspective of the character. Audience – Performance in role.
Unit 2 Scaffolded Outcomes	Purpose – Biography of a regional/local hero Audience – Present biography using powerpoint.	Purpose – Fable based on a structure. Audience – Read to younger audience.	Purpose – Discussion presenting different points of view. Audience – Whole class debate completed during the gathering content phase and presented to another class.	Purpose – Diary entry in role as a character Audience – Class book of diary extracts.	Purpose – Information poster or booklet Audience – Use IT to present.	Purpose – A mystery, adventure or fantasy story Audience – Class anthology of stories.
Unit 3 Scaffolded Outcomes		Purpose – Persuasive letter. Audience – Send letters to a relevant audience.				Purpose – Explanation text presented as a poster Audience – Dojo/website for parents to view.