

Year 3

English Curriculum



Welholme
Academy

Table of Contents

Story	2
Instructions	3
Recount	4
Non – Chronological Reports	5
Biography	6
Letters	7
Persuasion	8
Balanced Argument	9
Newspaper	10

Story

Text structures	Sentences	Useful Vocabulary	Word Classes	Punctuation
<p>Time and place are referenced to guide the reader through the text e.g. in the morning.</p> <p>Organized into paragraphs e.g. When she arrived at the bear's house.</p> <p>Cohesion is strengthened though relationships between characters e.g. Jack, his, his mother, her</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using because, which, where etc</p> <p>Tense consistent e.g. typically past tense for narration, present tense in dialogue.</p> <p>Dialogue is realistic and conversational in style e.g. Well, I suppose...</p> <p>Verbs used are specific for action e.g. rushed, shoved, pushed</p> <p>Adverbials e.g. When she reached home...</p> <p>Expanded noun phrases e.g. two horrible hours</p>	<p>Year 3 ambitious vocabulary used</p> <p>Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as</p> <p>Adverbs: very, rather, slightly</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/Conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> 'Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>

Instructions

Text structures	Sentences	Useful Vocabulary	Word Classes	Punctuation
<p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Organized into clear points denoted by time.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Adverbials e.g. When the glue dries, attach the paperclip.</p>	<p>Afterwards</p> <p>After that</p> <p>To begin with</p> <p>Begin by</p> <p>Secondly</p> <p>The next step is to</p> <p>With a slow movement</p> <p>With a quick pull</p> <p>Try to</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/Conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> 'Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>

Recount

Text structures	Sentences	Useful Vocabulary	Word Classes
<p>Clear introduction.</p> <p>Organized into paragraphs shaped around key events.</p> <p>A closing statement to summarize the overall impact.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc</p> <p>Tense consistent e.g. modern verbs can/will.</p> <p>Adverbials e.g. When we arrived, the tour guide gave us a chocolate bar.</p>	<p>Last week</p> <p>During our school trip</p> <p>Soon</p> <p>Meanwhile</p> <p>To begin with</p> <p>I was pleased that</p> <p>I didn't expect that</p> <p>It was difficult to</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/Conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> 'Introduce/revise adverbs. Express time and cause; then, next, soon.</p>

Non – Chronological report

Text structures	Sentences	Useful Vocabulary	Word Classes
<p>Clear introduction.</p> <p>Organized into paragraphs shaped around a key topic sentence.</p> <p>Use of sub-headings.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Adverbials e.g. When the caterpillar makes a cocoon.</p>	<p>The following report</p> <p>They don't</p> <p>It doesn't</p> <p>Sometimes</p> <p>Often</p> <p>Most</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/Conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> 'Introduce/revise adverbs. Express time and cause; then, next, soon.</p>

Biography

Text structures	Sentences	Useful Vocabulary	Word Classes
<p>Clear introduction.</p> <p>Organized into paragraphs shaped around key events.</p> <p>A closing statement to summarize the overall impact</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as where etc</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Adverbials e.g. When she arrived at the scene, the doctor told her exactly what happened.</p>	<p>During his/her early life...</p> <p>Soon afterwards...</p> <p>Sometimes he...</p> <p>Strangely...</p> <p>One of the most remarkable facts about...</p> <p>His/her greatest achievement was...</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/Conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> 'Introduce/revise adverbs. Express time and cause; then, next, soon.</p>

Letters

Text structures	Sentences	Useful Vocabulary	Word Classes	Punctuation
<p>Clear introduction.</p> <p>Points about the visit/issue</p> <p>Organized into paragraphs denoted by time/place.</p> <p>Topic sentences.</p> <p>Some letter layout features included.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Adverbials e.g. When they have a problem, we played after tea.</p> <p>It was scary in the tunnel.</p>	<p>While, if, as, when.</p> <p>I would like to inform you that...</p> <p>It has come to my attention that...</p> <p>Thank you for...</p> <p>I hope that...</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/Conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> 'Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>

Persuasion

Text structures	Sentences	Useful Vocabulary	Word Classes	Punctuation
Clear introduction.	Simple sentences with extra description.	Surely	<u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.	Introduce possessive apostrophes for plural nouns.
Points about subject/issue	Some complex sentences using when, if, as etc	Obviously	<u>Verbs</u> Present perfect forms of verbs instead of 'the'	Introduce inverted commas.
Organized into paragraphs.	Tense consistent e.g. modal verbs can/will	Clearly	<u>Adjectives</u> Choose appropriate adjectives.	
Sub-heading used to organize texts.	Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel. Start sentences with verbs e.g. imagine, consider, enjoy.	Don't you think... Firstly Secondly Thirdly My own view is My last point is My final point is Imagine Consider Enjoy	<u>Connectives/Conjunctions</u> Express time and cause (when, so, before, after, while, because) <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> 'Introduce/revise adverbs. Express time and cause; then, next, soon.	

Balanced Argument

Text structures	Sentences	Useful Vocabulary	Word Classes	Punctuation
Clear introduction.	Simple sentences with extra description.	I will begin by...	<u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.	Introduce possessive apostrophes for plural nouns.
Point about subject/issue	Some complex sentences using when, if, as etc	Maybe...	<u>Verbs</u> Present perfect forms of verbs instead of 'the'	Introduce inverted commas.
Organized into paragraphs	Tense consistent e.g. modal verbs could/ might	Firstly...	<u>Adjectives</u> Choose appropriate adjectives.	
Sub-heading used to organize texts.	Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel. Start sentences with verbs e.g. imagine, consider, enjoy.	Many people are concerned that... I wonder... Sometimes It could be argued that... Therefore... My overall feeling/opinion is... An example of this is... It is clear that...	<u>Connectives/Conjunctions</u> Express time and cause (when, so, before, after, while, because) <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> 'Introduce/revise adverbs. Express time and cause; then, next, soon.	

Newspaper

Text structures	Sentences	Useful Vocabulary	Word Classes	Punctuation
<p>Clear introduction.</p> <p>Points about the visit/ issue</p> <p>Organized into paragraphs denoted by time/place.</p> <p>Topic sentences</p> <p>Some newspaper layout features included.</p> <p>A bold eye-catching headline.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc</p> <p>Tense consistent e.g. model verbs can/will</p> <p>Adverbials e.g. As the police arrived, the crowd scattered.</p>	<p>While, if, as, when.</p> <p>Witnesses felt...</p> <p>He reported that...</p> <p>He also claimed that...</p> <p>She went on to state that...</p> <p>He continued by...</p> <p>Hours later</p> <p>Unfortunately</p> <p>Fortunatey</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present prefect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/Conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> 'Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>