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|  | **Year 3 Literacy Curriculum Map** |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Topic & Texts | ***Escape from Pompey*** ***(Volcanos)*** | ***Ice Trap*** ***(Antarctica)*** | ***Egyptian Cinderella*** ***(Ancient Egypt )*** | ***Cleopatra*** ***(Ancient Egypt )*** | ***Stone Age Boy / Stig of the Dump*** ***(Stone Age)*** | ***Iron Man / Mouse, Bird, Snake, Wolf******(Healthy Bodies)*** |
| Teaching Ideas | * Diary entry and recount as a letter.
* News report

Larger write:* Develop the children’s understanding of non-chronological reports by looking at subheadings to provide cohesion and colons to introduce a list.
 | * A ships log (recount)
* Letter home.
* Advert for crew to take part on ships voyage.
* Message in a bottle to help save stranded people.

Larger writer:* Develop skills through the unit that allow the children to write a survival guide to Antarctica.

  | * Recount.
* Letter
* Poetry (linked to vocab describing setting)
* Setting description (imagining that they go back in time to Stone Age)

Larger Write:A news report detailing the discovery of artefacts at a dig.  | * Setting description.
* Letter writing
* Persuasive writing
* Alternative chapter.

Larger Write:Write a review of the play. | * Keep a diary as a character throughout the book.
* Write from another characters point of view.
* Write a conversation between two characters using inverted commas.
 | * Draw the iron man (art) based upon description.
* Character description.
* Recount.
* Letter as Hogarth asking for advice about what to do with Iron Man.
* Poetry
* News report
* Create own character based on Iron man and write opening to story.

Larger Write:Write a review of the book for an online website . |
| Grammar Objectives | Recap use of **full stops, capital letters, question marks, exclamations marks, commas in a list, apostrophes to show omission (contractions), verbs, adverbs, suffixes, prefixes and possession.** Ensure children have a firm understanding before exploring these different elements at greater depth. Then look at introducing the following:Introduce :* **consonant /letter/ vowel**
* **Homophone**
* **Homonym**

Using **adjectives** to expand **noun phrases****e.g** *the teacher*expanded to*the strict maths teacher with curly hair* | Recap punctuation from autumn term and introduce:* **inverted commas** (along with terminology **direct speech**)

Using **prefixes** to form nouns or to change a words meaning*Appear / disappear**Take / retake / undertake*Teach how to use **conjunctions** (or **connectives**) to link ideas. More able may be able to explain difference between coordinating and contrasting conjunctions.Understand term **Temporal** **connectives** (time) and can use in writing: *next, first, later, then, soon, meanwhile*Understands term **Standard English** with focus on:*did/done**were/was* | Recap punctuation and ensure full understanding of all terms taught in year 1, 2 and 3 so far.Introduce new terms term**:** * **word families.**
* **Inverted commas**

Use varying **prefixes** – can alter the meaning of a word by adding one (spelt correctly) *cover/recover*Using **apostrophes** – difference between **plural** and **possessive –s***The boys’ games (plural – more than one boy)**The boy’s games (to show possession)* |