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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)* | |