

Year 3 Literacy curriculum overview

Unit	Unit focus	PNS strand objectives
<p>1 Something Happened in My Street <i>Stories with familiar settings</i></p>	<p>Speaking and listening: Use drama strategies to explore settings and share views on characters' behaviour.</p> <p>Reading: Study texts describing characters and settings and discuss their impact.</p> <p>Writing: Select and use a range of descriptive vocabulary for characters and settings.</p> <p>Assessment focus: writing a story with a familiar setting</p> <p>Curriculum links Geography: Investigating our local area</p>	<p>1. Speaking: Sustain conversation, explain or give reasons for their views or choices</p> <p>2. Listening and responding: Follow up others' points and show whether they agree or disagree in whole-class discussion</p> <p>4. Drama: Use some drama strategies to explore stories or issues</p> <p>7. Understanding and interpreting texts: Explore how different texts appeal to readers using varied sentence structures and descriptive language</p> <p>8. Engaging with and responding to texts: Share and compare reasons for reading preferences; Identify features that writers use to provoke readers' reactions</p> <p>9. Creating and shaping texts: Select and use a range of technical and descriptive vocabulary</p> <p>11. Sentence structure and punctuation: Compose sentences using adjectives, verbs and nouns for precision, clarity and impact</p>
<p>2 Speaking Loud and Clear <i>Dialogue and plays</i></p>	<p>Speaking and listening: Present events and characters through dialogue to engage the interest of an audience; listen and respond to each other's point of view.</p> <p>Reading: Understand how dialogue is ordered and presented in plays and stories.</p> <p>Writing: Write and perform a playscript.</p> <p>Assessment focus: writing a scene for a play</p> <p>Curriculum links Science: Light and shadows</p>	<p>1. Speaking: Sustain conversation, explain or give reasons for their views or choices</p> <p>2. Listening and responding: Follow up others' points and show whether they agree or disagree</p> <p>3. Group discussion and interaction: Use talk to organise roles and action</p> <p>4. Drama: Present events and characters through dialogue to engage the interest of an audience; Use some drama strategies to explore stories or issues</p> <p>7. Understanding and interpreting texts: Explore how different texts appeal to readers, using varied sentence structures and descriptive language</p> <p>8. Engaging with and responding to texts: Identify features that writers use to provoke readers' reactions</p> <p>9. Creating and shaping texts: Make decisions about form and purpose, identify success criteria and use them to evaluate their writing; Select and use a range of technical and descriptive vocabulary; Use layout, format, graphics and illustrations for different purposes</p> <p>11. Sentence structure and punctuation: Clarify meaning through the use of speech marks</p>
<p>3 Garden Birds <i>Reports</i></p>	<p>Speaking and listening: Present information from non-fiction texts. Identify the features used to communicate in a broadcast.</p> <p>Reading: Identify how different texts are organised and make notes of the main points.</p> <p>Writing: Write a simple non-chronological report using notes to organise and present ideas.</p> <p>Assessment focus: writing a report about a chosen bird</p> <p>Curriculum links</p>	<p>1. Speaking: Explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively</p> <p>2. Listening and responding: Identify the presentational features used to communicate the main points in a broadcast</p> <p>7. Understanding and interpreting texts: Identify and make notes of the main points of section(s) of text; Identify how different texts are organised ... on paper and on screen</p> <p>8. Engaging with and responding to texts: Identify features that writers use to provoke readers' reactions</p> <p>9. Creating and shaping texts: Write non-narrative texts using structures of different text-types; Select and use a range of technical and descriptive vocabulary; Use layout, format, graphics and illustrations for different purposes</p> <p>10. Text structure and organisation: Signal sequence, place and time to give</p>

	<p>Science: Life processes and living things</p>	<p>coherence; Group related material into paragraphs</p> <p>11. Sentence structure and punctuation: Compose sentences using adjectives, verbs and nouns for precision, clarity and impact</p>
<p>4 Sights, Sounds and Feelings <i>Poems based on observations and feelings</i></p>	<p>Speaking: Choose and prepare poems for performance. Reading: Read aloud and recite poetry. Writing: Collect appropriate words and phrases to write poems based on senses and feelings. Assessment focus: writing a verse for a poem</p> <p>Curriculum links Music: Painting with sound:exploring sound colours PSHE: Ourselves</p>	<p>1. Speaking: Choose and prepare poems for performance, identifying appropriate expression, tone and volume 3. Group discussion and interaction: Actively include and respond to all members of the group 4. Drama: Discuss qualities of others' performances 7. Understanding and interpreting texts: Identify how different texts are organised 8. Engaging with and responding to texts: Identify features that writers use to provoke readers' reactions 9. Creating and shaping texts: Select and use a range of descriptive vocabulary 11. Sentence structure and punctuation: Compose sentences using adjectives, verbs and nouns for precision, clarity and impact</p>
<p>5 Fantastic Creatures! <i>Fables and myths</i></p>	<p>Speaking and listening: Use a variety of strategies, including drama, to explore key points in stories. Listen to others' points of view. Reading: Investigate styles and voices of typical story themes. Writing: Write an alternative sequel to a myth, using the same character and setting. Assessment focus: writing a sequel to a Greek myth</p> <p>Curriculum links Geography: Connecting ourselves to the world Design and Technology: Moving monsters</p>	<p>2. Listening and responding: Follow up others' points and show whether they agree or disagree in whole-class discussion 3. Group discussion and interaction: Actively include and respond to all members of the group 4. Drama: Present events and characters through dialogue to engage the interest of an audience 7. Understanding and interpreting texts: Infer characters' feelings in fiction and consequences in logical explanations 8. Engaging with and responding to texts: Identify features that writers use to provoke readers' reactions; Empathise with characters and debate moral dilemmas portrayed in texts 9. Creating and shaping texts: Use beginning, middle and end to write narratives in which events are sequenced 11. Sentence structure and punctuation: Compose sentences using adjectives, verbs and nouns for precision, clarity and impact</p>
<p>6 This Is What You Do <i>Instruction texts</i></p>	<p>Speaking and listening: Present information in clear, detailed accounts. Listen carefully to instructions. Reading: Read and follow simple instructions. Writing: Write simple instructions. Assessment focus: writing instructions for a game</p>	<p>1. Speaking: Explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively 2. Listening and responding: Identify the presentational features used to communicate the main points in a broadcast 3. Group discussion: Use talk to organise roles and action; Actively include and respond to all members of the group 7. Understanding and interpreting texts: Identify how different texts are</p>

	<p>Curriculum links</p> <p>Design and Technology: Sandwich snacks</p> <p>Citizenship: How do rules and laws affect me?</p>	<p>organised, including reference texts, magazines and leaflets, on paper and on screen</p> <p>9. Creating and shaping texts: Make decisions about form and purpose, identify success criteria and use them to evaluate their writing; Select and use a range of technical ... vocabulary; Use layout, format, graphics and illustrations for different purposes</p> <p>10. Text structure and organisation: Signal sequence, place and time to give coherence; Group related material into paragraphs</p> <p>11. Sentence structure and punctuation: Compose sentences using adjectives, verbs and nouns for precision, clarity and impact</p>
<p>7 All Shapes and Sizes</p> <p><i>Shape poems and calligrams</i></p>	<p>Speaking and listening: Choose and prepare poems for performance. Listen and respond to others' points of view.</p> <p>Reading: Read aloud shape poems and calligrams.</p> <p>Writing: Create poems and calligrams.</p> <p>Assessment focus: writing a shape poem</p> <p>Curriculum links</p> <p>Art and Design: Investigating pattern</p>	<p>1. Speaking: Sustain conversation, explain or give reasons for their views or choices</p> <p>2. Listening and responding: Follow up others' points and show whether they agree or disagree in whole-class discussion</p> <p>4. Drama: Identify and discuss qualities of others' performances, including gesture, action and costume</p> <p>7. Understanding and interpreting texts: Explore how different texts appeal to readers using varied sentence structures and descriptive language</p> <p>8. Engaging with and responding to texts: Identify features that writers use to provoke readers' reactions</p> <p>9. Creating and shaping texts: Select and use a range of technical and descriptive vocabulary; Use layout and illustrations for different purposes</p>
<p>8 Most Magnificent Stories</p> <p><i>Stories by Roald Dahl</i></p>	<p>Speaking and listening: Include and respond to all members in a group.</p> <p>Reading: Compare and contrast works by the same author.</p> <p>Writing: Write a book review.</p> <p>Assessment focus: writing a book review of a Roald Dahl book</p> <p>Curriculum links</p> <p>Art and Design: Portraying relationships</p>	<p>1. Speaking: Sustain conversation, explain or give reasons for their views or choices</p> <p>3. Group discussion and interaction: Use talk to organise roles and action; Actively include and respond to all members of the group</p> <p>7. Understanding and interpreting texts: Explore how different texts appeal to readers using varied sentence structures and descriptive language</p> <p>8. Engaging with and responding to texts: Share and compare reasons for reading preferences, extending the range of books read; Identify features that writers use to provoke readers' reactions</p> <p>10. Text structure and organisation: Group related material into paragraphs</p> <p>11. Sentence structure and punctuation: Compose sentences using adjectives, verbs and nouns for precision, clarity and impact</p>
<p>9 In the Post</p> <p><i>Reading and</i></p>	<p>Speaking and listening: Include and respond to all members in a group.</p> <p>Reading: Read letters written for recount, explanation, enquiries, complaints, congratulation and comment.</p>	<p>1. Speaking: Sustain conversation, explain or give reasons for their views or choices</p> <p>3. Group discussion and interaction: Use talk to organise roles and action; Actively include and respond to all members of the group</p>

<p><i>writing letters</i></p>	<p>Writing: Write letters appropriate to purpose and audience. Assessment focus: writing a letter to a favourite author</p> <p>Curriculum links PSHE: Forming and expressing our opinions</p>	<p>7. Understanding and interpreting texts: Explore how different texts appeal to readers using varied sentence structures and descriptive language</p> <p>8. Engaging with and responding to texts: Share and compare reasons for reading preferences, extending the range of books read; Identify features that writers use to provoke readers' reactions</p> <p>9. Creating and shaping texts: Use layout, format, graphics and illustrations for different purposes</p> <p>10. Text structure and organisation: Group related material into paragraphs</p> <p>11. Sentence structure and punctuation: Compose sentences using adjectives, verbs and nouns for precision, clarity and impact</p>
<p>10 A Roller Coaster Read <i>Adventure and mystery stories</i></p>	<p>Speaking and listening: Listen and respond to ideas about the main features of adventure and mystery stories.</p> <p>Reading: Retell main points of a story in sequence. Compare different stories and justify preferences.</p> <p>Writing: Write a sequel to an adventure story and a mystery story. Assessment focus: writing a sequel to an adventure story</p> <p>Curriculum links Geography: Improving the environment Art and Design: Portraying relationships</p>	<p>2. Listening and responding: Follow up others' points and show whether they agree or disagree in whole-class discussion</p> <p>4. Drama: Use some drama strategies to explore stories or issues</p> <p>7. Understanding and interpreting texts: Infer characters' feelings in fiction and consequences in logical explanations; Explore how different texts appeal to readers using varied sentence structures and descriptive language</p> <p>8. Engaging with and responding to texts: Empathise with characters and debate moral dilemmas portrayed in texts; Identify features that writers use to provoke readers' reactions</p> <p>9. Creating and shaping texts: Make decisions about form and purpose, identify success criteria and use them to evaluate their writing; Use beginning, middle and end to write narratives in which events are sequenced logically and conflicts resolved</p> <p>10. Text structure and organisation: Signal sequence, place and time to give coherence; Group related material into paragraphs</p> <p>11. Sentence structure and punctuation: Show relationships of time, reason and cause through subordination and connectives</p>
<p>11 Gathering Information <i>Non-fiction texts</i></p>	<p>Speaking and listening: Present clearly sequenced and detailed information and actively respond to all members of the group.</p> <p>Reading: Identify how different texts are organised and learn how to locate information quickly and accurately.</p> <p>Writing: Use the main points in a text to present ideas in paragraphs. Assessment focus: writing an information text on a favourite festival</p> <p>Curriculum links</p>	<p>1. Speaking: Explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively</p> <p>3. Group discussion and interaction: Use talk to organise roles and action; Actively include and respond to all members of the group</p> <p>7. Understanding and interpreting texts: Identify how different texts are organised, including reference texts, on paper and on screen</p> <p>8. Engaging with and responding to texts: Identify features that writers use to provoke readers' reactions</p>

	<p>RE: Festivals and celebrations</p>	<p>9. Creating and shaping texts: Make decisions about form and purpose, identify success criteria and use them to evaluate their writing</p> <p>10. Text structure and organisation: Signal sequence, place and time to give coherence; Group related material into paragraphs</p> <p>11. Sentence structure and punctuation: Compose sentences using adjectives, verbs and nouns for precision, clarity and impact</p> <p>12. Presentation: Develop accuracy and speed when using keyboard skills to type, edit and redraft</p>
<p>12 Puzzle It Out! <i>Poetry that plays with language</i></p>	<p>Speaking and listening: Prepare poems for performance.</p> <p>Reading: Recite and read humorous poetry.</p> <p>Writing: Write poetry that uses sounds - alliteration, onomatopoeia and rhythms - to create effects.</p> <p>Assessment focus: writing an animal riddle</p> <p>Curriculum links</p> <p>Music: Animal Magic - exploring descriptive sounds</p>	<p>1. Speaking: Choose and prepare poems for performance, identifying appropriate expression</p> <p>2. Listening and responding: Follow up others' points and show whether they agree or disagree in whole-class discussion</p> <p>4. Drama: Discuss qualities of others' performances</p> <p>7. Understanding and interpreting texts: Explore how different texts appeal to readers</p> <p>8. Engaging with and responding to texts: Identify features that writers use to provoke readers' reactions</p> <p>9. Creating and shaping texts: Select and use a range of descriptive vocabulary</p>