



## English Curriculum Map 2026-27

## Year Three

| Year 3                                            | Term 1 and Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Term 3 and Term 4                                                                                                             | Term 5 and Term 6                                                                                                                  |
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| Topic                                             | Tribal Tales                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Tremors                                                                                                                       | Predator                                                                                                                           |
| Texts                                             | Stig of the dump – Clive King<br>Stone Age Boy – Satoshi Kitamura<br>Ug – Raymond Briggs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | The firework-maker's daughter -Phillp Pullman<br>Escape from Pompeii -Karen Ball<br>The pebble in my pocket – Meredith Hooper | Fantastic Mr Fox – Roald Dahl<br>How to help a hedgehog and protect a polar bear – Jess French<br>Into the forest – Anthony Browne |
| <b>NC Links – Writing - Composition</b>           | Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar. Plan writing by discussing and recording ideas. Draft and write by composing and rehearsing sentences orally to build a rich and varied vocabulary and increase a range of sentence structures. Draft and write by organising paragraphs around a theme. In non-narrative material use simple organisational devices. Write for different purposes including about fictional personal experiences. In narratives create settings, characters and plot. To use the correct tense within a piece of writing. Identify the audience for and purpose of writing. Assess the effectiveness of their own and others' writing and suggest improvements. Proof-read for spelling and punctuation errors. Evaluated and edit by proposing changes to grammar, punctuation and vocabulary. Read aloud their own writing to a group or the class, controlling their volume do the meaning is clear.                                                                                                                                                                                                              |                                                                                                                               |                                                                                                                                    |
| <b>NC links – Reading - Comprehension</b>         | To read and discuss an increasingly wide range of fiction, non-fiction, poetry, plays and reference. Identify and discuss themes and conventions in and across a wide range of writing. Making comparisons within and across books checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Prepare scripts and poems to read aloud. Learn a range of poems by heart. To recognise different forms of poetry. Ask questions to improve their understanding. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implies. Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Providing reasoned justifications for their views Discuss words and phrases that capture readers' interest and imagination. |                                                                                                                               |                                                                                                                                    |
| <b>NC- Links Speaking and Listening</b>           | Listen and respond appropriately to adults and their peers. Participate actively in collaborative conversations. Use spoken language to develop understanding through imagining and exploring ideas, role play, drama and dance. Select and use appropriate registers for effective communication. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Participate in discussions performances, role play, improvisations and debates. Consider and evaluate different viewpoints, attending to and building on the contributions of others. Speak audibly and fluently with an increasing command of standard English.                                                                                                            |                                                                                                                               |                                                                                                                                    |
| <b>Fiction</b>                                    | Adventure - Narrative<br>Writing in role - Letters                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Writing in role – Narrative<br>Imaginative Narrative                                                                          | Dilemma stories                                                                                                                    |
| <b>Non- Fiction</b>                               | Information books<br>Recount<br>Non-chronological report                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Non-chronological report<br>Newspaper report                                                                                  | Non-chronological report<br>Leaflets<br>Speeches                                                                                   |
| <b>Poetry</b>                                     | Celtic poem                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Wordscapes<br>Performance poetry                                                                                              | Haiku                                                                                                                              |
| <b>Other possible additional writing outcomes</b> | Labels, lists and captions<br>Facts and opinions<br>Questions<br>Instructions<br>Debate<br>Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Captions and labels<br>Information text<br>Fact file<br>Presentations<br>Explanation text                                     | Character descriptions<br>Setting descriptions<br>Questions<br>Debate<br>Labelling                                                 |

*Our All Saints family shall arise and shine for the light of The Lord is upon us.*