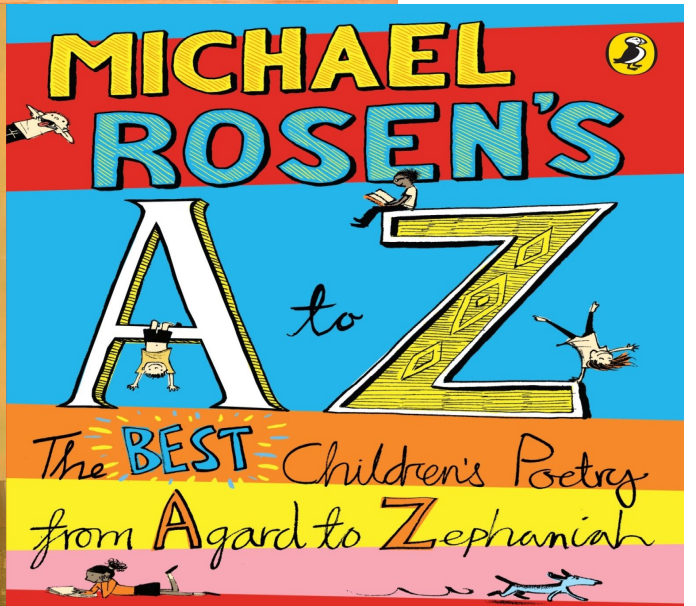
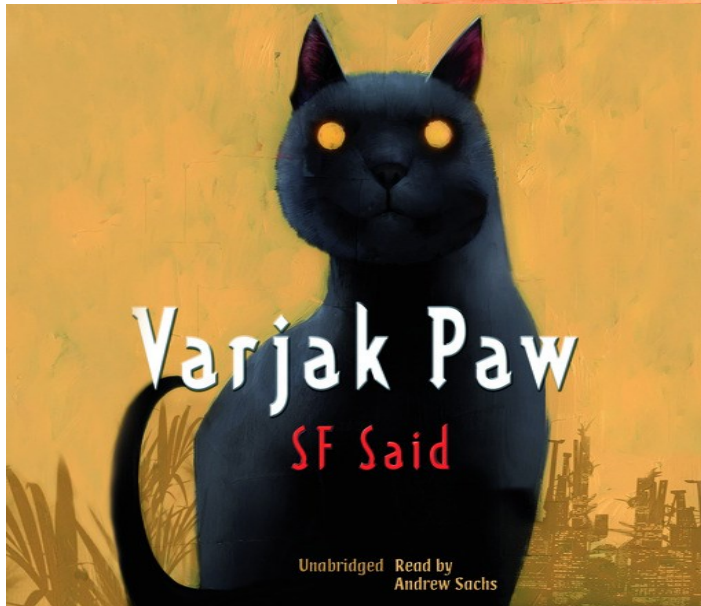
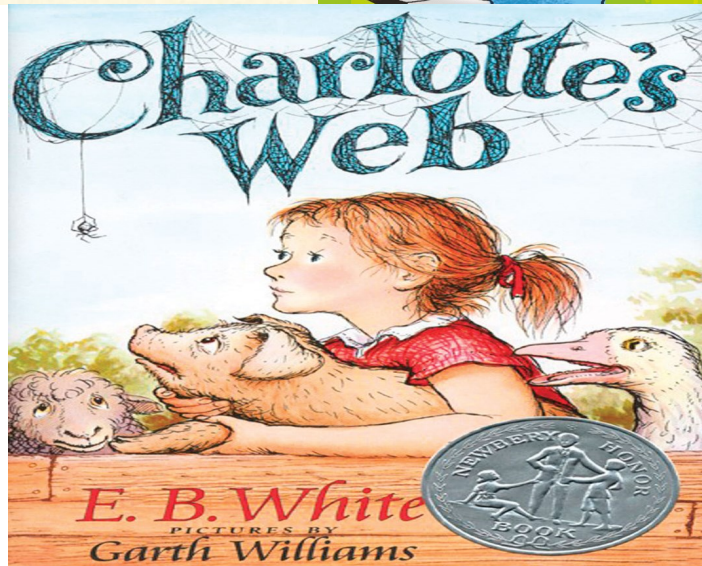
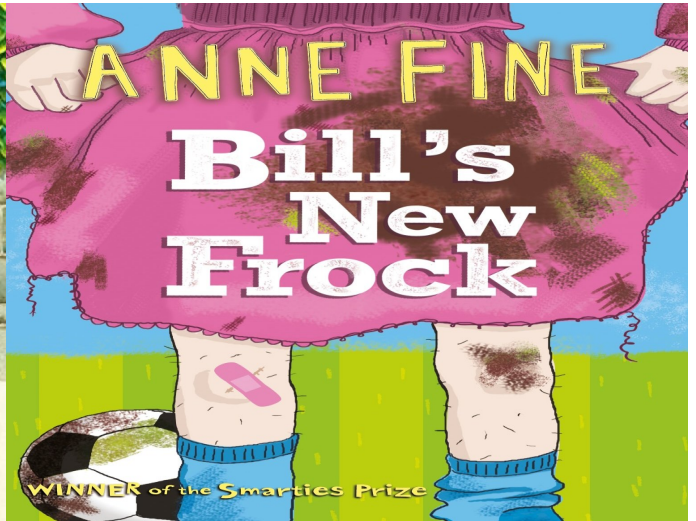
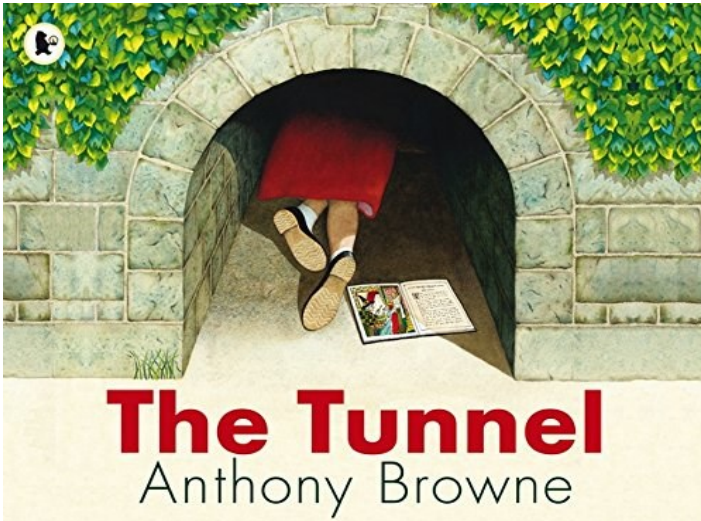


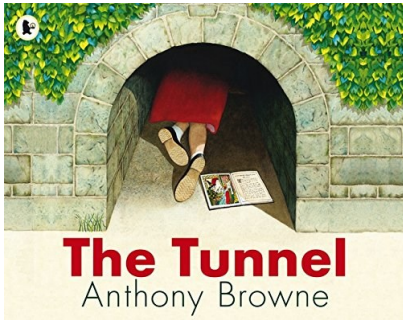


# Year 3 Novel Study Curriculum



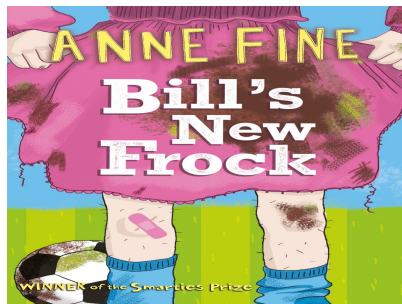


# Writing Styles



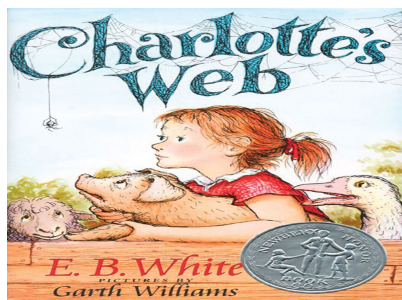
## Autumn 1 Text Types Covered:

Character Descriptions (compound sentences + synonyms and antonyms)  
Fear (First person narrative)  
Narrative (using direct speech)  
Persuasive writing (exaggeration, power of 3, rhetorical questions)  
Adventure Story (vocabulary, settings, character, plot, paragraphs, similar w)



## Autumn 2 Text Types Covered:

Prediction (range of language, prepositions, conjunctions)  
Balanced Argument (conjunctions, style of writing)  
Instructions (full introduction and short conclusion)  
Narrative Writing (stereotypes theme)



## Spring Text Types Covered:

Diary Writing (Character's point of view)  
Dialogue for a purpose (persuade dad)  
Newspaper Report (non-fiction structure and features)  
Setting Description (seasons)  
Persuasive Letter (determiners/suffixes, non-fiction)  
Fantasy Story (narrative features, vocabulary, purpose)



## Summer 1 Text Types Covered:

Story opening (outside from cat's point of view)  
Action sequence (verbs and movements)  
Comparison (inside animal and outside animal)  
Attack scene ('bad' characters)  
Discussion text? Biography? News Report? Description?



## Summer 2 Text Types Covered:

Poetic Techniques (line breaks, rhythm, simile/metaphor, personification, imagery, alliteration, repetition)  
Poetry (using techniques)  
Poetry (humour and performance)

# Reading Coverage

| As taken from the National Curriculum  | In summarised form  | Primary Coverage Y3                             |
|--|---|---|
| • apply their growing knowledge of root words, prefixes and suffixes to read aloud   | Read aloud and understand words based on knowledge of root words, prefixes and suffixes | Whole Class Reading + AR                        |
| • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word   | Read further exception words, including those with unusual spelling/sound links         | Whole Class Reading + AR                        |
| • retelling some of these (fairy tales, traditional tales, etc.) orally  | Retell some fairy tales or traditional tales orally                                     | Whole Class Reading                             |
| • identifying themes and conventions in a wide range of books  | Identify themes and conventions in a range of books                                     | All Novels + Whole Class Reading + AR           |
| • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action | Perform plays and poetry aloud using intonation, tone, volume and action                | A-Z of children's poetry / whole class reading  |
| • recognising some different forms of poetry   | Recognise some different forms of poetry  | A-Z of children's poetry / whole class reading  |
| • using dictionaries to check the meaning of words that they have read   | Use dictionaries to check the meanings of words   | All lessons                                     |
| • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context        | Check that a text makes sense, including explaining the meaning of words in context     | Whole Class Reading + AR                        |
| • identifying main ideas drawn from more than one paragraph and summarising these  | Identify and summarise the main ideas drawn from more than one paragraph                | Whole Class Reading + AR                        |
| • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions                               | Draw inferences about feelings thoughts and motives                                     | All Novels (C's Web lots) + Whole Class Reading |
| • justify inferences with evidence   | Use evidence to justify inferences  | Whole Class Reading + prediction writing + AR   |
| • discussing words and phrases that capture the reader's interest and imagination  | Discuss words and phrases which capture the reader's interest                           | All Novels + Whole Class Reading                |
| • identifying how language contributes to meaning  | Identify how language contributes to meaning  | All Novels + Whole Class Reading                |
| • identifying how structure and presentation contribute to meaning   | Identify how structure and presentation contribute to meaning                           | Whole Class Reading + All Novels                |
| • retrieve and record information from non-fiction   | Retrieve and record information from non-fiction texts                                  | Whole Class Reading + Non-fiction w examples    |

# Writing Coverage

| As taken from the National Curriculum  | In summarised form  | Primary Coverage Y3              |
|--|---|----------------------------------|
| <ul style="list-style-type: none"> <li>spell words that are often misspelt (Appendix 1)</li> </ul>   | Spell words which are often misspelt from the Y3-4 list                   | Spelling / All Novels            |
| <ul style="list-style-type: none"> <li>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> </ul>   | Use the possessive apostrophe accurately with plurals                     | All Novels                       |
| <ul style="list-style-type: none"> <li>use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>   | Use a dictionary to check a spelling                                      | All Lessons                      |
| <ul style="list-style-type: none"> <li>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> </ul>         | Use appropriate handwriting joins, including choosing unjoined letters    | Handwriting/ All Writing         |
| <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>                    | Adopt the features of existing texts to shape own writing                 | All novels                       |
| <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul> | Build sentences with varied vocabulary and structures                     | All novels                       |
| <ul style="list-style-type: none"> <li>organising paragraphs around a theme</li> </ul>   | Organise paragraphs around a theme  | The Tunnel + all novels          |
| <ul style="list-style-type: none"> <li>in narratives, creating settings, characters and plot</li> </ul>  | Develop detail of characters, settings and plot in narratives             | All novels                       |
| <ul style="list-style-type: none"> <li>in non-narrative material, using simple organisational devices (headings &amp; subheadings)</li> </ul>  | Use simple organisational devices in non-fiction                          | All novels                       |
| <ul style="list-style-type: none"> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>  | Suggest improvements to grammar and vocabulary                            | All novels                       |
| <ul style="list-style-type: none"> <li>proofread for spelling and punctuation errors</li> </ul>  | Proofread own work for spelling and punctuation errors                    | All writing                      |
| <ul style="list-style-type: none"> <li>read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>        | Read aloud using appropriate intonation, tone and volume                  | A-Z Poetry + other opportunities |
| <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> </ul>                           | Use a range of conjunctions to extend sentences with more than one clause | Bill's New Frock + all novels    |
| <ul style="list-style-type: none"> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>  | Choose nouns and pronouns for clarity and cohesion                        | Charlotte's Web/All novels       |
| <ul style="list-style-type: none"> <li>using conjunctions, adverbs and prepositions to express time and cause (and place)</li> </ul>   | Use conjunctions, adverbs and prepositions to express time, cause & place | Bill's New Frock + all novels    |
| <ul style="list-style-type: none"> <li>using fronted adverbials</li> </ul>   | Use fronted adverbials  | Charlotte's Web/All novels       |
| <ul style="list-style-type: none"> <li>difference between plural and possessive -s</li> </ul>  | Understand the difference between plural and possessive '-s'              | Grammar + all novels             |
| <ul style="list-style-type: none"> <li>Standard English verb inflections (I did vs I done)</li> </ul>  | Recognise and use standard English verb inflections                       | All Novels                       |
| <ul style="list-style-type: none"> <li>extended noun phrases, including with prepositions</li> </ul>   | Use extended noun phrases, including with prepositions                    | The Tunnel + all novels          |
| <ul style="list-style-type: none"> <li>using and punctuating direct speech (including punctuation within and surrounding inverted commas)</li> </ul>   | Use and punctuate direct speech correctly                                 | The Tunnel + all novels          |

# Genre Progression

| <u>Genre</u>                 | <u>ES</u>  | <u>Year 1</u>  | <u>Year 2</u>  | <u>Year 3</u>                  |
|------------------------------|--|--|--|--------------------------------|
| Fairy Tale/<br>Fable         | Jack and The Beanstalk<br>The Little Red Hen                   | Little Red Riding Hood   | Into the Forest  | Bill's New Frock               |
| Fantasy                      | Jack and the Beanstalk   | Where the Wild Things Are  | The Tear Thief   | The Tunnel<br>Charlotte's Web  |
| Poetry                       |  | Where the Wild things Are  | The Tear Thief<br>Jinnie Ghost   | A-Z Poetry                     |
| Myths/Legends                |  |  |  |                                |
| Other Cultures/<br>diversity | Handa's Surprise   | The Queen's Knickers   | Jinnie Ghost   | Bill's New Frock<br>Varjak Paw |
| Historical                   |  | The Queen's Knickers   |  | Charlotte's Web (1930-1950)    |
| Horror/Fear                  |  | Where the Wild Things Are<br>The Tin Forest                                      | Jinnie Ghost   | The Tunnel                     |
| Family                       | Owl Babies<br>We're Going on a Bear Hunt                       | Little Red Riding Hood<br>The Tiger Who Came to Tea<br>Where the Wild Things Are | The Legend of Spud Murphy<br>Clarice Bean 'That's Me'<br>Fantastic Mr. Fox | The Tunnel<br>Varjak Paw       |
| Nature/animals               | We're Going on a Bear Hunt<br>Owl Babies<br>The Little Red Hen | The Tiger Who Came to Tea<br>The Tin Forest                                      | Into the Forest<br>Fantastic Mr. Fox                                       | Charlotte's Web<br>Varjak Paw  |
| Humour                       |  | Where the Wild Things Are<br>The Queen's Knickers                                | The Legend of Spud Murphy<br>Clarice Bean 'That's Me'<br>Fantastic Mr. Fox | A-Z Poetry                     |
| Adventure                    | We're Going on a Bear Hunt<br>The Hungry Caterpillar           | Little Red Riding Hood<br>Where the Wild Things Are                              | Fantastic Mr. Fox  | The Tunnel<br>Varjak Paw       |
| Mystery                      |  | The Man on the Moon  | The Tear Thief<br>Jinnie Ghost   | The Tunnel                     |
| Action/Thriller              |  |  | The Legend of Spud Murphy<br>Fantastic Mr. Fox                             | Varjak Paw                     |
| Science-Fiction              |  | The Tin Forest<br>The Man on the Moon  |  |                                |

# Notes on the Curriculum and Progression

The year three novel study curriculum builds upon the reading and writing skills taught in KS1 and enables the teaching of the year three national curriculum. The deep morals involved in texts, enable rich discussions and opportunities for speaking and listening, while pupils are also taught using a range of poetry. Expectations of content in the children's writing is raised to match the national curriculum objectives, which is reflected in what is taught in the build up to each piece of writing.

During the Autumn term 'The Tunnel' provides a rich vehicle for the teaching of a range of vocabulary and grammatical forms, while also promoting inference and prediction. The contrasting characters, and their levels of fear, demonstrate how children can use contrast in their writing, while the teaching of narrative skills enable a full narrative piece by the end of the unit. The images are also used to teach children to develop their ideas imaginatively. Bill's New Frock provides a range of opportunities for discussing diversity and demonstrates a moral story in a different way. This text also provides the platform for teaching of KS2 non-fiction techniques.

In the Spring term, 'Charlotte's Web' raises the bar in terms of reading and enables children to apply their skills to, and learn from, a mature text. This unit teaches children to empathise, write in role, describe in detail and develop their vocabulary further. Use of meaningful direct speech is also taught in detail.

In the Summer Term, in 'Varjak Paw', children are exposed to a challenging text, which provides a plethora of opportunities for teaching KS2 writing skills. The conflicted character, dream sequences and powerful action sequences in the book are taught to children to enable them to apply a new range of skills in detail. The challenging vocabulary also enables lots of teaching of vocabulary and strategies for finding unknown words. Michael Rosen's 'A-Z of Children's Poetry', then allows children to experience a vast range of poetry, discuss their preferences and form opinions on different techniques. It is also used to teach poetic techniques and teach children to read poetry aloud. In their own poetry writing, children focus on both poetic techniques and how they can use humour in their own poems.