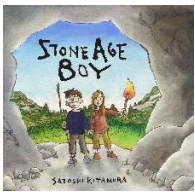
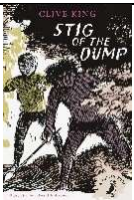
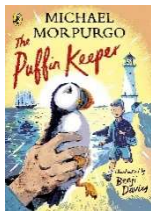
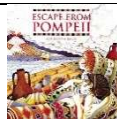


Mansbridge Primary English Map

Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	Purposes: Behaving as a Reader – Lots of modelling how to be a reader whilst reading class books. Modelling decoding, retrieving and verbalising inference will help the children to understand the thought process behind these skills. Retrieval – Many questions, both verbal and written, will focus on retrieval: picking out relevant information needs to be consistent and frequent for children to master this skill. Decoding - We will still be encouraging the children to use their decoding skills to read unfamiliar words, especially since longer chapter books will be relatively new to them. Objectives: Participating in discussions about fiction, poetry, plays, non-fiction and reference/text books Listening attentively to a longer and a wider range of texts Explaining and discussing their understanding of books, poems and other material, both those that they listen to and those that they read for themselves Reading for a range of different purposes Asking self-directed questions/ showing curiosity to deepen their understanding Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Asking questions to improve their understanding of a text Retrieving and recording information from fiction and non-fiction Showing increasing familiarity with the patterns and structures in a wide range of books, including fairy stories, myths and legends Recognising the conventions of organisation, structure and presentation of the different forms they read Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Reading further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Showing awareness that writers have different purpose Commenting on the effect that the reader's or writer's context has on the meaning of text Commenting on the writer's viewpoint Identifying the main purpose Commenting on the effect on the reader Identifying main ideas drawn from more than one paragraph and summarising these Extending their interest in the meaning and origin of words					
	Predicting what might happen from details stated and implied. Drawing inferences such as inferring characters'	Being willing to experiment with reading choices	Predicting what might happen from details stated and implied. Drawing inferences such as inferring characters'	Predicting what might happen from details stated and implied.	Being willing to experiment with reading choices	Being willing to experiment with reading choices Beginning to identify how structure and

	feelings, thoughts and motives from their actions, and justifying inferences with evidence Discussing words and phrases that capture the reader's interest and imagination Identifying themes and conventions in a wide range of texts such as the triumph of good over evil or use of magical devices in fairy stories and folk tale Preparing readings / poetry for performance and showing understanding through volume, tone, intonation and action.	Using contents pages and indexes to locate information Beginning to identify how structure and presentation contribute to meaning Using dictionaries to check the meaning of words they have read Identifying how language, structure, and presentation contribute to meaning	feelings, thoughts and motives from their actions, and justifying inferences with evidence Discussing words and phrases that capture the reader's interest and imagination Identifying themes and conventions in a wide range of texts such as the triumph of good over evil or use of magical devices in fairy stories and folk tale Recognising some different forms of poetry (e.g. free verse; narrative poetry) Preparing readings / poetry for performance and showing understanding through volume, tone, intonation and action.	Being willing to experiment with reading choices Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Beginning to identify how structure and presentation contribute to meaning Discussing words and phrases that capture the reader's interest and imagination	Using contents pages and indexes to locate information Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Beginning to identify how structure and presentation contribute to meaning Using dictionaries to check the meaning of words they have read Discussing words and phrases that capture the reader's interest and imagination Identifying how language, structure, and presentation contribute to meaning	presentation contribute to meaning Recognising some different forms of poetry (e.g. free verse; narrative poetry) Preparing readings / poetry for performance and showing understanding through volume, tone, intonation and action. Discussing words and phrases that capture the reader's interest and imagination Retelling orally a wider range of familiar stories including fairy tales, myths and legends
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Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English: Key Texts	 Stone Age Boy <i>Satoshi Kitamura</i>	 Stig of the Dump <i>Clive King</i>	 George's Marvellous Medicine <i>Roald Dahl</i>	 The Iron Man <i>Ted Hughes</i>	 The Puffin Keeper <i>Michael Morpurgo</i>	 Escape from Pompeii <i>Christina Balit</i>
	 Stig of the Dump - <i>Clive King</i>	 The Big Book of the UK <i>Imogen Russell Williams</i>				

Key Vocabulary	<u>Stone Age Boy</u> Flint (noun) Grindstone (noun) Ornament (noun) Archaeologist (noun) Stumble (verb) Strike (verb) Flickering (adj) Furious (adj) <u>Stig of the Dump</u> Hideout (noun) Wreckage (noun) Niche (noun) Paddock (noun) Copse (noun) Shack (noun) Oath (noun) Unearth (verb)	<u>The Big Book of the UK</u> <u>Adjectives</u> Historic (adj) Majestic (adj) Vibrant (adj) Picturesque (adj) Enchanting (adj) Diverse (adj) Ancient (adj) Tranquil (adj)	<u>Georges Marvellous</u> <u>Medicine</u> Poultry (noun) Potion (noun) Shrink (verb) Expand (verb) Sizzle (verb) Briskly (adv) Tremendous (adj) Shrill (adj)	<u>The Iron Man</u> Brink (noun) Torso (noun) Skyline (noun) Delicacy (noun) Constellation (noun) Astronomer (noun) Meteorite (noun) Resilient (adj)	<u>The Puffin Keeper</u> Protest (verb) Soar (verb) Guide (verb) Treasure (verb) Loyal (adj) Boisterous (adj) Miraculous (adj) Anxiously (adv)	<u>Escape from Pompeii</u> Haggle (verb) Tremor (noun) Quiver (verb) Molten (adj) Lava (noun) Barren (adj) Stranded (adj) Sorrow (noun)
Additional Texts	 Poetry: On the Ning Nang Nong <i>Spike Milligan</i> Variety of Prehistoric texts linking the Stone Age, Bronze Age and Iron Age		 Poetry: Revolting Rhymes <i>Roald Dahl</i>			 Poetry: Please Mrs Butler Allan Ahlberg Non-fiction Roman texts

Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Outcomes	<u>Narrative story set in Stone Age (portal)</u> Audience: peers Purpose: to entertain <u>Diary writing – in role as a character from Stig of the Dump</u> Audience: the writer Purpose: to inform	<u>Information fact file about the UK</u> Audience: KS2 children Purpose: to inform <u>Informal letter describing the UK</u> Audience: non-UK resident Purpose: to persuade.	<u>A poster to advertise George’s medicine</u> Audience: Farmers Purpose: to persuade <u>Narrative writing – a scene from Grandma’s perspective</u> Audience: peers Purpose: to entertain	<u>Diary writing in role as Hogarth and the Iron Man</u> Audience: their self, in role Purpose: to inform <u>Instructional writing: how to make a papier mâché volcano</u> Audience: peers Purpose: to inform	<u>Informal Letter between characters in The Puffin Keeper</u> Audience: chosen character Purpose: to inform <u>Narrative writing – additional scene for The Puffin Keeper</u> Audience: peers Purpose: to entertain	<u>Newspaper report: the finding of Roman coins at Mansbridge</u> Audience: Southampton residents Purpose: to inform <u>Information page for a website about Manor Farm (linked to Country Trust)</u> Audience: KS2 children Purpose: to inform

Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Skills:	Plan their writing by: - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - Discussing and recording ideas Draft and write by: - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) - Organising paragraphs around a theme - In narratives, creating settings, characters and plot - In non-narrative material, using simple organisational devices [for example, headings and sub-headings] Evaluate and edit by: - Assessing the effectiveness of their own and others' writing and suggesting improvements - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - Proof-read for spelling and punctuation errors - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Using conjunctions, adverbs and prepositions to express time and cause and fronted adverbials. Using and punctuating direct speech. Spelling: - Use further prefixes and suffixes and understand how to add them - Spell further homophones - Spell words that are often misspelt - Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular Plurals [for example, children's] - Use the first two or three letters of a word to check its spelling in a dictionary - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far Handwriting: - Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. - Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].					

<u>Narrative story set in Stone Age</u> Audience: peers Purpose: to entertain - Expanded noun phrases - Prepositions - Fronted adverbials with a comma - To create setting, characters and plot - To organise paragraphs around a theme - Using and punctuating direct speech <u>Diary writing – in role as a character from Stig of the Dump</u> Audience: the writer Purpose: to inform - Subordinating conjunctions - To organise paragraphs around a theme - Using conjunctions, adverbs and prepositions to express time and cause - Use a/an accurately	<u>Information fact file about the UK</u> Audience: KS2 children Purpose: to inform - Using simple organisational devices [for example, headings and sub-headings] - Using commas to separate items in a list - organising paragraphs around a theme - Use a/an accurately <u>Informal letter describing the UK</u> Audience: non-UK resident Purpose: to persuade. - Showing an increased understanding of standard and non-standard English - Choosing nouns and pronouns appropriately - Using simple organisational devices for a letter (Addresses,	<u>A poster to advertise George's medicine</u> Audience: Farmers Purpose: to persuade - Organising paragraphs around a theme - Use persuasive devices and rhetorical questions - Use alliteration and adverbs effectively - Using simple organisational devices. - Showing increase understanding of standard and non-standard English <u>Narrative writing – a scene from Grandma's perspective</u> Audience: peers Purpose: to entertain - Choosing nouns and pronouns appropriately - Punctuate speech correctly - Range of conjunctions to extend a sentence	<u>Diary writing in role as Hogarth and the Iron Man</u> Audience: their self, in role Purpose: to inform - Fronted adverbials using a comma - Choosing nouns and pronouns appropriately for clarity and cohesion and to avoid repetition. - Use plural possessive apostrophe accurately - Organising paragraphs around a theme - Figurative language using show, not tell emotions <u>Instructional writing: how to make a paper mâché volcano</u> Audience: peers Purpose: to inform - Using adverbs, conjunctions and preposition to express time and cause.	<u>Informal Letter between characters in The Puffin Keeper</u> Audience: chosen character Purpose: to inform - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - Use plural possessive apostrophe accurately - using simple organisational devices [for example, headings and sub-headings] - Showing increase understanding of standard and non-standard English <u>Narrative writing – additional scene for The Puffin Keeper</u> Audience: peers Purpose: to entertain - Creating setting, characters and plot.	<u>Newspaper report: the finding of Roman coins at Mansbridge</u> Audience: Southampton residents Purpose: to inform - Use fronted adverbials with commas - Organising paragraphs around a theme - Use plural possessive apostrophe accurately -using conjunctions, adverbs and prepositions to express time and cause - Punctuate speech correctly - Using simple organisational devices [for example, headings and sub-headings] - Showing increase understanding of standard and non-standard English
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		salutation, main text, send-off) • Use figurative language (Persuasive devices and rhetorical questions)	with more than one clause • using conjunctions, adverbs and prepositions to express time and cause	• Imperative verbs • Subordinate clauses • Using simple organisation devices • organising paragraphs around a theme	• Use fronted adverbials with commas • Organising paragraphs around a theme • Using conjunctions, adverbs and prepositions to express time and cause • Use a/an accurately • Punctuate speech correctly	<u>Information page for a website about Manor Farm</u> <u>(Linked to Country Trust)</u> Audience: KS2 children Purpose: to inform • Using simple organisational devices [for example, headings and sub-headings] • Fronted adverbials with a comma • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
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