



**Abbey Mead Primary Academy**  
**Year 3 Book Led Curriculum 2022-23**

Topic	Main Book	Writing outcomes	Grammar Focus
Stone Age	The first drawing by Mordicai Gerstein (Autumn)	<p><b>Shorter writing outcome:</b> Character Description</p> <p><b>Main writing outcome:</b> Diary entry</p> <p><b>Oracy Focus:</b> Role play – retell story; express characters’ thoughts/feelings</p>	<ul style="list-style-type: none"> <li>- To use descriptive language</li> <li>- To use expanded noun phrases in our writing</li> <li>- To use apostrophes – its/it’s</li> <li>- To use plurals</li> <li>- To use paragraphs</li> <li>- To write in the correct person throughout.</li> <li>-To use who and that appropriately.</li> </ul>
	‘Forgotten Beasts: Amazing Creatures that Once Roamed The Earth’ by Matt Sewell (Autumn)	<p><b>Shorter writing ?</b></p> <p><b>Main writing outcome:</b> Information text</p> <p><b>Oracy Focus:</b> exploratory talk on use of suffices when changing to past tense.</p>	<ul style="list-style-type: none"> <li>- To use verbs in our writing</li> <li>- To use the past tense in our writing</li> <li>- To use the irregular past tense</li> <li>- To use interesting vocabulary</li> <li>-To use organisational devices (headings, subheadings)</li> <li>- To use commas in a list.</li> <li>- To use determiners correctly</li> <li>- To use apostrophes for possession</li> </ul>
	Stone Age Boy (Autumn)	<p><b>Shorter writing outcome:</b> Narrative with speech focus</p> <p><b>Main writing outcome:</b> Letter Writing</p> <p><b>Oracy focus –</b> conversation – turn taking; where do speech marks go?</p>	<ul style="list-style-type: none"> <li>-To use speech marks</li> <li>-To use present perfect and past progressive tense</li> <li>-To use Fronted adverbials</li> <li>-To find and use alternative verbs (Thesaurus)</li> <li>-To write in the correct person throughout.</li> </ul>
PHSE – belonging  <b>DIVERSE TEXT</b>	100 People Who Made History: Meet the People Who Shaped the Mode... (Autumn)	<p><b>Main writing outcome:</b> Narrative (Fantasy)?</p> <p><b>Oracy focus –</b> Exploratory talk using inference skills to infer achievements of historical figures.</p>	<ul style="list-style-type: none"> <li>- To use the correct pronoun in my work</li> <li>- To use a/an correctly</li> <li>- To use fronted adverbials in my work</li> <li>- To use commas after fronted adverbials</li> <li>- To use expanded noun phrases</li> <li>-To write in the correct person throughout.</li> </ul>
	The witches by Roald Dahl (Spring 1 and 2)	<p><b>Shorter writing outcome:</b> Character description- advert</p> <p><b>Main writing outcomes:</b> Newspaper report- missing boy Poetry</p>	<ul style="list-style-type: none"> <li>- To use descriptive language</li> <li>- To use expanded noun phrases</li> <li>- To use persuasive language</li> <li>- To use apostrophes for contraction</li> <li>- To use subordinating conjunctions</li> <li>- To use paragraphs</li> <li>- To write in the correct person throughout.</li> </ul>

		<p><b>Oracy focus:</b> Exploratory talk – types of poems; facts or opinions</p> <p>Performative talk – performing The Witches poem in groups.</p>	<p>To use speech marks for quotations.</p> <p>To use alliteration, rhythm and rhyme, and similes</p> <p>To express a viewpoint</p> <p>To write a free verse poem</p>
Volcanoes and Earthquakes	<p>Escape from Pompeii by Christina Balit</p> <p>(Summer 1)</p>	<p><b>Main writing outcome:</b></p> <p>Narrative – write the next part of the story</p> <p>Information text leaflet</p> <p><b>Oracy focus</b> – exploratory talk about features of volcanoes and subheadings</p>	<p>To use subordinating conjunctions</p> <p>To use different sentences in our writing</p> <p>To use adverbs in our writing</p> <p>To use expanded noun phrases</p> <p>To use adverbs of time</p> <p>To use paragraphs</p> <p>To use organisational devices (headings, subheadings)</p> <p>To write in the correct person throughout.</p> <p>To use pronouns to avoid repetition.</p>
Mayans	<p>The Great Kapok tree by Lynne Cherry.</p> <p>(Summer 2)</p>	<p><b>Shorter writing outcome:</b></p> <p>Setting description</p> <p><b>Main writing outcome:</b></p> <p>Persuasive letter</p> <p><b>Oracy focus</b> – exploratory talk on persuasive strategies</p>	<ul style="list-style-type: none"> <li>- To use expanded noun phrases</li> <li>- To use conjunctions</li> <li>- To use adverbs in dialogue</li> <li>- To use different tenses</li> <li>- To use the first, second and third person</li> <li>- To use emotive language</li> <li>- To know the difference between opinion and fact</li> <li>- To express a viewpoint</li> </ul>

	<b>National Curriculum Statutory Requirements</b> <b>YEAR 3/4</b> <b>Word Reading</b>
<b>RW1</b>	apply 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
<b>RW2</b>	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

	<b>National Curriculum Statutory Requirements</b> <b>YEAR 3/4</b> <b>Reading Comprehension</b>
	Develop pleasure in reading, motivation to read, vocabulary and understanding by
<b>RC1</b>	Listening to and discussing a wide range of fiction, poetry, play, non-fiction and reference books or textbooks
<b>RC2</b>	Reading books that are structured in different ways and reading for a range of purpose
<b>RC3</b>	Using dictionaries to check the meaning of words that they have read
<b>RC4</b>	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally
<b>RC5</b>	Identifying themes and conventions in a wide range of books
<b>RC6</b>	Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
<b>RC7</b>	Discussing words and phrases that capture the reader's interest and imagination
<b>RC8</b>	Recognising some different forms of poetry
	Understand what they read, in books they can read independently by:
<b>RC9</b>	Checking that the text makes sense to them, discussing their understanding and explain the meaning of words in context
<b>RC10</b>	Asking questions to improve their understanding of a text
<b>RC11</b>	Drawing inference such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence
<b>RC12</b>	Predicting what might happen from details stated and implied
<b>RC13</b>	Identifying main ideas drawn from more than one paragraph and summarising these
<b>RC14</b>	Identify how language, structure and presentation contribute to meaning
<b>RC15</b>	Retrieve and record information from non-fiction
<b>RC16</b>	Participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

	<b>National Curriculum Statutory Requirements</b> <b>YEAR 3/4</b> <b>Writing Composition</b>
	Pupils should be taught to plan their writing by:
<b>WC1</b>	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
<b>WC2</b>	Discussing and recording ideas
	Draft and write by:
<b>WC3</b>	Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures

<b>WC4</b>	Organising paragraphs around a theme
<b>WC5</b>	In narratives, creating settings, characters and plot
<b>WC6</b>	In non-narrative material, using simple organisational devices (e.g. headings and sub-headings)
	Evaluate and edit by:
<b>WC7</b>	Assessing the effectiveness of their own and other's writing and suggesting improvements
<b>WC8</b>	Proposing changes to grammar and vocabulary to improve consistency including the accurate use of pronouns in sentence
<b>WC9</b>	Proof-reading to check for spelling and punctuation errors
<b>WC10</b>	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

	<b>National Curriculum Statutory Requirements YEAR 3/4 Speaking and listening</b>
<b>SL1</b>	Listen and respond appropriately to adults and their peers
<b>SL2</b>	Ask relevant questions to extend their understanding and knowledge
<b>SL3</b>	Use relevant strategies to build their vocabulary
<b>SL4</b>	Articulate and justify answers, arguments and opinions
<b>SL5</b>	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
<b>SL6</b>	Maintain attention and participate actively in collaborative conversations, staying on topic an initiating and responding to comments
<b>SL7</b>	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
<b>SL8</b>	Speak audibly and fluently with an increasing command of standard English
<b>SL9</b>	Participate in discussions, presentations, performances, role play, improvisations and debates
<b>SL10</b>	Gain, maintain and monitor the interest of the listener
<b>SL11</b>	Consider and evaluate different viewpoints, attending to and building on the contributions of others
<b>SL12</b>	Select and use appropriate registers for effective communication

	<b>YEAR 3/4 Grammar, Vocabulary and Punctuation</b>
<b>Word</b>	<ul style="list-style-type: none"> <li>• Formation of nouns using a range of prefixes (e.g. super-, anti-, auto-)</li> <li>• Use the forms a or an according to whether the next word begins with a consonant or a vowel</li> <li>• Word families based on common words, showing how words are relating in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)</li> </ul>
<b>Sentence</b>	<ul style="list-style-type: none"> <li>• Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so because) adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in, because of)</li> </ul>
<b>Text</b>	<ul style="list-style-type: none"> <li>• Introduction to paragraphs as a way to group related material</li> <li>• Headings and sub-headings to aid presentation</li> <li>• Use of the present perfect form of verbs instead of the simple past (e.g. he has gone out to play contrasted with he went out to play)</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• Introduction to inverted commas to punctuate speech</li> </ul>
<b>Terminology for pupils</b>	Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted comma (or speech marks)

## Year 3 Spellings

### Autumn 1

Week 1 Words with the long /eɪ/ sound spelt with ei	Week 2 Words with the long /eɪ/ sound spelt with ey	Week 3 Words with the long /eɪ/ sound spelt with ai	Week 4 Words with /ə:/ sound spelt with ear	Week 5 Homophones & near homophones	Week 6 Homophones & near homophones
eight	hey	straight	earth	here	berry
eighth	they	campaign	early	hear	bury
eighty	obey	contain	learn	heel	brake
weight	grey	brain	heard	heal	break
neighbour	prey	faint	earn	main	meet
vein	whey	waist	pearl	mane	meat
veil	survey	claim	search	mail	ball
beige	convey	praise	unearth	male	bawl
sleigh	disobey	complaint	earl	knot	fair
freight	purvey	afraid	rehearse	not	fare

### Autumn 2

Week 1 Creating adverbs using the suffix -ly (no change to root word)	Week 2 Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable)	Week 3 Creating adverbs using the suffix -ly (root word ends in 'le')	Week 4 Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al')	Week 5 Creating adverbs using the suffix -ly (exceptions to the rules)	Week 6 Statutory Spelling Challenge Words
kindly	happily	gently	basically	truly	believe
quickly	angrily	simply	frantically	duly	appear
safely	lazily	humbly	dramatically	wholly	often
rudely	easily	nobly	magically	fully	group
sweetly	busily	horribly	tragically	daily	breath
strongly	greedily	terribly	comically	publicly	continue
bravely	messily	possibly	actually	druly	arrive

## Spring 1

Week 1 Words with short /i/ sound spelt with 'y'	Week 2 Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant)	Week 3 Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant)	Week 4 Creating negative meanings using prefix mis-	Week 5 Creating negative meanings using prefix dis-	Week 6 Words with a /k/ sound spelt with 'ch'
myth	gardener	forgetting	misspell	dislike	scheme
gym	gardening	forgotten	mislead	disobey	chorus
Egypt	limited	beginning	mistreat	discolour	echo
pyramid	limiting	beginner	misbehave	discover	character
mystery	offering	preferred	mistrust	disappear	ache
hymn	offered	preferring	misprint	dishonest	chaos
system	benefited	occurred	misuse	disallow	stomach
symbol	benefiting	occurring	misplace	disbelieve	chemistry
lyric	focused	forbidden	misheard	disapprove	orchestra
typical	focusing	committed	misread	discontinue	technology

## Spring 2

Week 1 Homophones & Near Homophones	Week 2 Homophones & Near Homophones	Week 3 Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or 'back')	Week 4 Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'	Week 5 Words with a /sh/ sound spelt with 'ch'	Week 6 Statutory Spellings Challenge Words
grate	scent	bicycle	league	chef	address
great	sent	biplane	plague	chalet	busy
grown	vain	bisect	rogue	machine	business
groan	vein	bilingual	vague	brochure	heart
plain	rode	biannual	fatigue	crochet	fruit
plane	road	reappear	unique	ricochet	breathe
peace	steel	redecorate	antique	parachute	strange
piece	steal	reapply	mosque	moustache	complete
rain	waist	repay	cheque	champagne	extreme
reign	waste	rebuild	technique	chute	forwards

## Summer 1

Week 1 Words ending in -ary	Week 2 Words with a short /u/ sound spelt with 'o'	Week 3 Words with a short /u/ sound spelt with 'ou'	Week 4 Word families based on common words, showing how words are related in form and meaning.	Week 5 Word families based on common words, showing how words are related in form and meaning	Week 6 Word families based on common words, showing how words are related in form and meaning
library	woman	enough	instruct	scope	press
February	wonder	young	structure	telescope	suppress
dictionary	month	touch	construction	microscope	express
boundary	govern	double	instruction	horoscope	compress
salary	brother	trouble	instructor	periscope	impress
summary	another	country	unit	inspect	prevent
primary	shovel	courage	union	spectator	invent
secondary	above	rough	united	respect	venture
ordinary	Monday	tough	universe	perspective	adventure
necessary	discover	cousin	university	spectacles	eventful

## Summer 2

Week 1 Words ending in the suffix -al	Week 2 Words ending with an /zher/ sound spelt with 'sure'	Week 3 Words ending with a /cher/ sound spelt with 'ture'	Week 4 Words ending with a /cher/ sound spelt as 'ture'	Week 5 Silent Letters Revision	Week 6 Silent Letters Revision
natural	treasure	creature	lecture	island	build
occasional	measure	picture	literature	answer	guide
actual	pleasure	nature	mature	write	guard
accidental	enclosure	furniture	miniature	wrapper	wheat
medical	closure	capture	mixture	knife	whale
national	leisure	culture	moisture	knock	honest
capital	exposure	moisture	sculpture	thumb	whirl
vocal	pressure	future	signature	doubt	gnome
sensational	composure	gesture	temperature	half	gnaw
personal	fissure	structure	texture	calm	surprise