HOLBROOK PRIMARY SCHOOL

English Curriculum Map

YEAR 3

Fiction and poetry text types	Texts to support curriculum and story time	
Stories with familiar settings (linked to a class novel)	Billy Bonkers The Julian stories The tree house Bad Becky in trouble Team trouble Sleepovers Worry guts Conker The marble crusher The angel of Nitshill Road Loudmouth Louis "It moved!" Niteracy hour Charlie & the rocket boy Horrid Henry's stinkbomb Dazzling Danny	Andreae, Giles Cameron, Ann Cross, Gillian Phinn, Gervais Smiley, Sophie Wilson, Jacqueline Mark, Jan Morpurgo, Michael Morpurgo, Michael Fine. Anne Fine, Anne Fine, Anne Dougherty, John McKay, Hilary Simon, Francesca Ure, Jean
Fables	The Orchard book of Aesop's fables	Morpurgo, Michael

Adventure and mystery stories	Poor Tom and the smugglers of Mourne	Waddell, Martin
	Carbonel : the prince of cats	Sleigh, Barbara
	Danny the champion of the world	Dahl, Roald
	Spid	Williams, Ursula Moray
	The owl tree	Nimmo, Jenny
	Woof!	Ahlberg, Allan
	Tom's sausage lion	Morpurgo, Michael
	The haunting of Pip Parker	Fine, Anne
	The runner	Gray, Keith
	Jake in action	Butterworth, Annette
	Awful end	Ardagh, Philip
	Harry the poisonous centipede's BIG adventure	Banks, Lynne Reid
	The secret history of Tom Trueheart :	Beck, Ian
	The Penderwicks	Birdsall, Jeanne
	Operation Gadgetman!	Blackman, Malorie
	Dark water	Coburn, Ann
	Spy dog	Cope, Andrew
	The fangs of the dragon and other case files	Cheshire, Simon
	The graveyard hounds	Hughes, Vi
	The white horse of Zennor and other stories	Morpurgo, Michael
	Traitor!	Pilkington, John
	The mystery of the great stone haggis (AND)	Wallace, Karen
	The Rolls-Royce racket mystery	Wallace, Karen
	Li Fu's great aim	Wallace, Karen
	Vanishing village	Townson, Hazel
Poems to perform	I've got a poem for you: poems to perform	
	Read me out loud! : a poem...for every day of the year	chosen by Nick Toczek and Paul Cookson
		Moses, Brian (ed)
	Poems out loud	Mitton, Tony
	Fangtastic raps	
Calligrams	Picture a poem	Douthwaite, Gina
	A poke in the I	Janeczko, Paul B
	What Shapes an Ape?	Douthwaite, Gina
	What Shape is a Poem?	Cookson, Paul
	Cars, Stars and electric guitars	Carter, James

Authors and letter	Dear Max	Grindley, Sally
	Dear Greenpeace	James, Simon
	The dragon test	Crebbin, June
	Meerkat mail	Gravett, Emily
	The Deathwood letters	Townson, Hazel
	Seven for a secret	Anholt, Laurence
	Historical letters, diaries and journals	Green, Jenny
	A letter to Father Christmas	Impey, Rose
	The best Christmas present in the world	Morpurgo, Michael
	Dear Whiskers	Nagda, Ann Whitehead
	My unwilling witch	Oram, Hiawyn
	Love, Ruby Lavender	Wiles, Deborah
	Little Wolf's book of badness	Whybrow, Ian
	The Jolly Postman or other people's letters	Ahlberg, Allan

READING

Word Reading	
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.	**Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.**

Comprehension	
Develop positive attitudes to reading and understanding of what they read by:	*Understand what they read, in books they can read independently, by:*
Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;	**Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context;**
reading books that are structured in different ways and reading for a range of purposes;	Asking questions to improve their understanding of a text
Using dictionaries to check the meaning of words that they have read;	**Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;**
Identifying themes and conventions in a wide range of books;	**Predicting what might happen from details stated and implied;**
Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action;	**Identifying main ideas drawn from more than one paragraph and summarising these;**
Recognising some different forms of poetry [*for example, free verse, narrative poetry*].	Identifying how language, structure, and presentation contribute to meaning.
	Retrieve and record information from non-fiction.
	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

YEAR 3 - WRITING

TRANSCRIPTION			
Spelling			**Handwriting**
Pupils should be taught to:	Curriculum 'orange' words		Pupils should be taught to:
- The short i sound spelt with the letter y - Adding the prefixes dis- and in- - Adding the prefix im- to root words beginning with m or p - Adding the prefix re- - Adding the prefix anti- - Adding the prefix super- - Adding the prefix sub- - Adding -ation to verbs to form nouns - Adding the suffix -ly (to adjectives to form adverbs) - Words ending in –ture - Adding the suffix –ous - Adding the suffix -ion (to root words ending in t or te) - Adding the suffix -ian (to root words ending in c or cs)	answer appear arrive believe bicycle busy/business certain circle complete consider continue decide describe different difficult disappear early earth experiment	heart history imagine increase important interest island learn length mention minute natural notice often perhaps possible probably promise quarter	- 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 - increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

	famous favourite February forward(s) fruit group heard	sentence separate special strange strength surprise various	
• Words with the c sound spelt ch • Words with the sh sound spelt ch • Homophones • Use the first 2 or 3 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			

COMPOSITION

Pupils should be taught to:

- 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
- **proofread for spelling and punctuation errors**
- 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

	VOCABULARY, GRAMMAR AND PUNCTUATION		
Word	**Sentence**	**Text**	**Punctuation**
Pupils should be taught: • **Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]** • Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	Pupils should be taught to: • **Express time, place and cause using:** - **conjunctions [for example, when, if, before, after, while, so, because],** - **adverbs [for example, then, next, soon, therefore],** - **prepositions [for example, before, after, during, in, because of]** • Use the above conjunctions to write sentences with more than one clause, including subordinate clauses	Pupils should be taught: • Introduction to paragraphs as a way to group related material • **Headings and sub-headings to aid presentation** • **Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]**	Pupils should be taught: • **Introduction to inverted commas (or 'speech marks') to punctuate direct speech**

Year 3 and 4

Statutory requirements

Handwriting

Pupils should be taught to:

- 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

- 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].

Notes and guidance (non-statutory)

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Year 3

An example of writing expected at the end of year 3

Zara
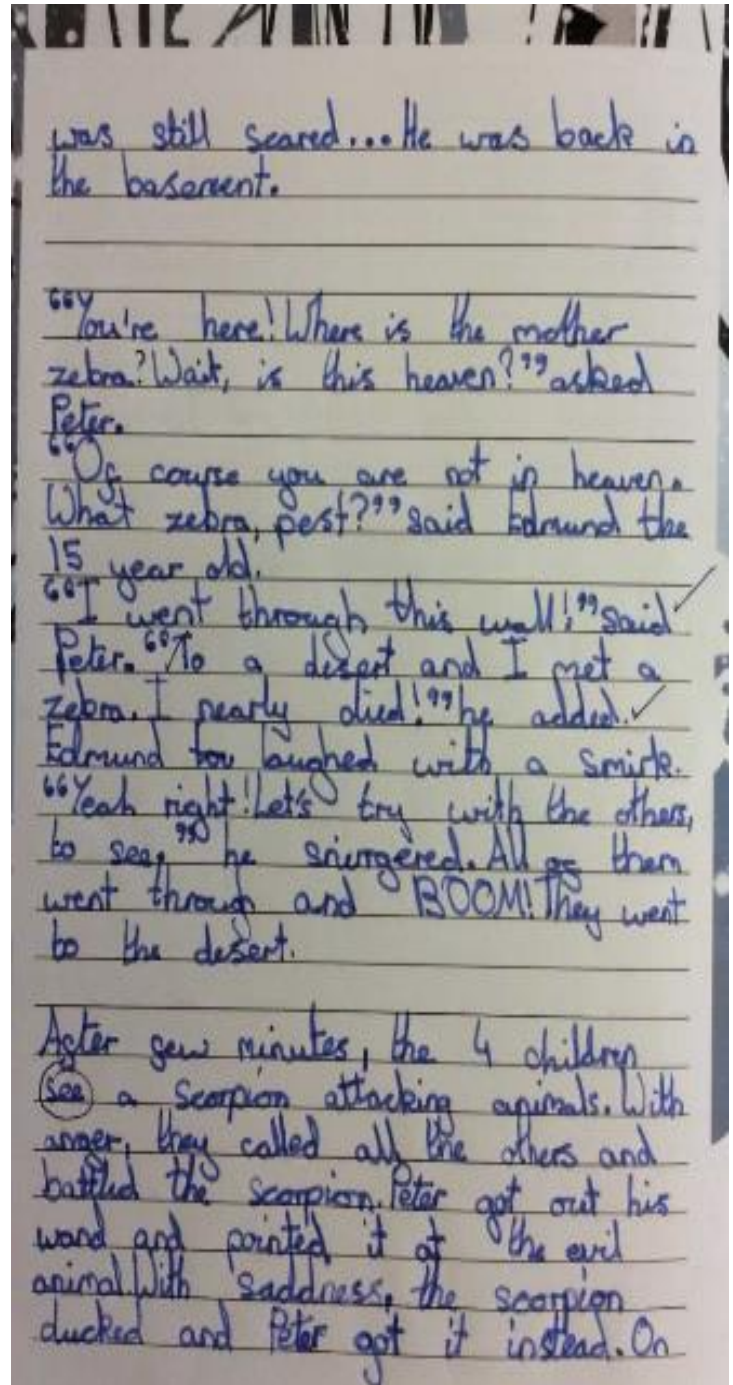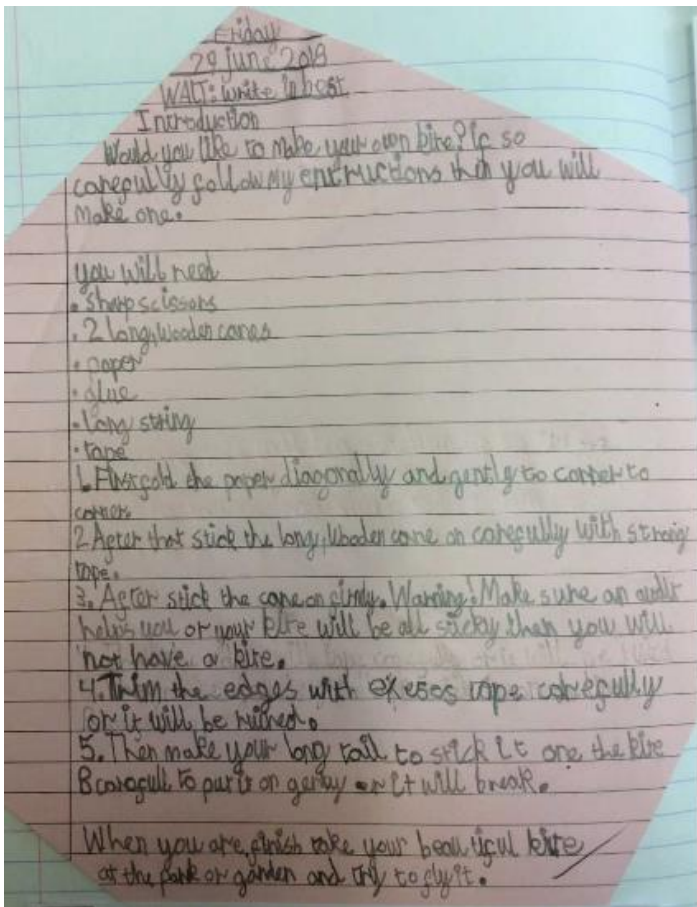
Year 4

An example of writing expected at the end of year 4

Zuzanna

Non-fiction text type progression					

During the year, you should teach the text types highlighted in blue below, which are new to the year group, as a whole unit of writing. Choose from the other text types in black, which have been taught in previous year groups, as mini-outcomes within other units.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recounts Instructions	Recounts Instructions Report Letters (informal) Diaries	Recounts Instructions Report Letters (informal) Diaries Explanation	Recounts Instructions Report Letters (formal) Diaries Explanation Persuasion	Recounts Instructions Report Letters Diaries Explanation Persuasion Newspaper report	Recounts Instructions Report Letters Diaries Explanation Persuasion Newspaper report Discussion

Poetry Technique Guidance					

During the year, you should teach the poetic techniques highlighted in blue below, which are new to the year group, as part of a poetry or narrative unit. This is so that the pupils will be able to use these poetic techniques to enhance their descriptive writing.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Alliteration	Alliteration Similes	Alliteration Similes (wider range)	Alliteration Similes Onomatopoeia	Alliteration Similes Onomatopoeia Personification	Alliteration Similes Onomatopoeia Personification Repetition Metaphors

Holbrook Punctuation Progression (Whole school)					
YEAR 1	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
Punctuation Capital letter Full stop Question mark Exclamation mark	Punctuation Capital letter Full stop Question mark Exclamation mark Commas in a list Apostrophes (missing letters and singular possession)	Punctuation Capital letter Full stop Question mark Exclamation mark Commas in a list Apostrophes (missing letters and singular possession) Inverted commas (or 'speech marks')	Punctuation Capital letter Full stop Question mark Exclamation mark Commas in a list Apostrophes (missing letters and singular possession) Inverted commas (or 'speech marks') and other speech punctuation e.g. commas Apostrophes for plural possession	Punctuation Capital letter Full stop Question mark Exclamation mark Commas in a list Apostrophes (missing letters and singular possession) Inverted commas (or 'speech marks') and other speech punctuation e.g. commas Apostrophes for plural possession Parenthesis Brackets Dashes	Punctuation Capital letter Full stop Question mark Exclamation mark Commas in a list Apostrophes (missing letters and singular possession) Inverted commas (or 'speech marks') and other speech punctuation e.g. commas Apostrophes for plural possession Parenthesis Brackets Dashes Ellipsis Hyphen Colon Semi-colon Bullet Points

Holbrook Grammar Progression						
	YEAR 1	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
WORD	Letter Word Singular Plural Suffix Prefix	Suffix Prefix	Suffix Prefix Consonant Vowel	Suffix Prefix Consonant Vowel Plural Possessive	Suffix Prefix (including verbs) Consonant Vowel Plural Possessive	Suffix Prefix (including verbs) Consonant Vowel Plural Possessive Synonyms

						Antonyms Subject Object
SENTENCE	Coordinating conjunctions: and	Coordinating conjunctions: or, and, but Subordinating conjunctions: when, if, that, because	Conjunctions: when, before, after, while, so, because Clause Subordinate clause	Conjunctions: when, before, after, while, so, because Clause Subordinate clause	Conjunctions: when, before, after, while, so, because Clause Subordinate clause Relative clauses beginning with: who, which where, when, whose, that Relative pronoun	Conjunctions: when, before, after, while, so, because Clause Subordinate clause Relative clauses beginning with: who, which where, when, whose, that Relative pronoun Passive and active voice Subjunctive forms
TENSE		Present simple Past simple Present progressive Past progressive	Present simple Past simple Present progressive Past progressive Present perfect	Present simple Past simple Present progressive Past progressive Present perfect	Present simple Past simple Present progressive Past progressive Present perfect	Present simple Past simple Present progressive Past progressive Present perfect Past perfect
SENTENCE TYPES		Sentence types: Statement Command Question Exclamation	Sentence types: Statement Command Question Exclamation	Sentence types: Statement Command Question Exclamation	Sentence types: Statement Command Question Exclamation	Sentence types: Statement Command Question Exclamation
WORD TYPES		Noun Expanded noun phrases (with adjectives) Adjectives Verb Adverbs	Noun Expanded noun phrases (with adjectives) Adjectives Verb Adverbs Prepositions	Noun Expanded noun phrases (with adjectives and prepositions) Adjectives Verb Adverbs Prepositions Fronted adverbials Pronouns (including possessive) Determiners	Noun Expanded noun phrases (with adjectives and prepositions) Adjectives Verb Adverbs Prepositions Fronted adverbials Pronouns (including possessive) Determiners Adverbs for possibility Adverbials of time, place and number Modal verbs	Noun Expanded noun phrases (with adjectives and prepositions) Adjectives Verb Adverbs Prepositions Fronted adverbials Pronouns (including possessive) Determiners Adverbs for possibility Adverbials of time, place and number Adverbials for cohesion Modal verbs

Spelling Progression

YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Adding the suffix -**ment**	The short *i* sound spelt with the letter **y**	The short *u* sound spelt **ou**	Words ending in *shus* spelt -**cious**	Words ending in -**ible** and -**able**
Adding the suffix -**ness** *(adding to a root word with no change to the root word).* -**ness** *(swapping y to i).*	Adding the prefixes **dis-** and **in-**	Adding the prefix **mis-**	Words ending in *shus* spelt -**tious**	Adding suffixes beginning with a vowel
Adding the suffix -**ful**	Adding the prefix **im-** to root words beginning with **m** or **p**	Adding the prefix **auto-**	Words ending in *shul* spelt -**cial** or -**tial**	Hyphens
Adding the suffix -**less**	Adding the prefix **re-**	Adding the prefix **inter-**	Words ending in -**ent**	The spellings **ei** and **ie**
Adding the suffix -**ly**	Adding the prefix **anti-**	Adding **il-** and revising **un-**, **in-**, **mis-** and **dis**	Words ending in -**ence**	Words containing the letter-string **ough**
The *j* sound.	Adding the prefix **super-**	Adding **ir-** to words beginning with **r**	Words ending in -**ant, -ance** and -**ancy**	Silent letters *(silent k, g, l, n)*
Soft **c** .	Adding the prefix **sub-**	Adding the suffix -**ly** *(to adjectives to form adverbs)*	Words ending in -**ible**	Homophones
The *n* sound spelt **kn** and **gn**.	Adding -**ation** to verbs to form nouns	Words ending in *zhuh* spelt -**sure**	Words ending in -**able**	Years 5 and 6 word list
The *r* sound spelt **wr**.	Adding the suffix -**ly** *(to adjectives to form adverbs)*	Words ending in *zhun* spelt -**sion**	Words ending in -**ibly** and -**ably**	
Words ending in –**le**.	Words ending in –**ture**	Words ending in -**ous**	The *ee* sound spelt **ei**	
Words ending in –**el**.	Adding the suffix -**ous**	Adding the prefix **super-**	Words that contain the letter-string **ough**	
Words ending in –**al**.	Adding the suffix -**ion** *(to root words ending in t or te)*	Adding the prefix **sub-**	Words with silent letter **b**	
Words ending in –**il**	Adding the suffix -**ian** *(to root words ending in c or cs)*	The *c* sound spelt -**que** and the *g* sound spelt -**gue**	Words with silent letter **t**	
Words where **s** makes the *zh* sound.	Words with the *c* sound spelt **ch**	Words with the *s* sound spelt **sc**	Homophones	
The *igh* sound spelt **y**	Words with the *sh* sound spelt **ch**	Words with the *ay* sound spelt **ei, eigh, ey**	Years 5 and 6 word list	
Adding the suffix -**es** *(where the root word ends in y).*	Homophones	Possessive apostrophes with plural words		
Adding the suffix -**ed** *(swapping y for i).* Adding the suffix -**ed** *(dropping e to add -ed*	Years 3 and 4 word list	Homophones		
Adding the suffixes -**er** or -**est**		Years 3 and 4 word list		

*(swapping **y** for **i**).* Adding the suffixes -**er** or -**est** *(words where no change is needed; words ending in **e**).* Adding the suffixes **-er** or **-est** *(doubling consonant, where the root word ends in short vowel plus consonant).*			
Adding the suffix -**y** *(to words ending in e).* Adding the suffix -**y** *(to words ending in a short vowel and a consonant).*			
Adding the suffix **-ing** *(to words ending in **e** or **ie**).* Adding the suffix **–ing** *(to words ending in a short vowel and a consonant).*			
The *or* sound spelt **a** before **l** and **ll**.			
The *u* sound spelt **o**, and the *or* sound spelt **ar** after **w.**			
The *ee* sound spelt **ey.**			
The *o* sound spelt **a** after **w** and **qu.**			
The *ir* sound spelt **or** after **w.**			
The *u* sound spelt **o**, and the *or* sound spelt **ar** after **w.**			
Words ending in -*il* and words where **s** makes the *zh* sound.			
Words ending in -**tion**.			
Homophones			
Possessive apostrophes			
Contractions and apostrophes			
Common exception words for Year 2			