

English for the Year 3 Learner in St Paul's



Approach

At St Paul's Catholic Primary School, we aim to ensure that all children learn to read, write and communicate successfully. We want all pupils to achieve their full potential so that they not only develop these important life skills and take their place in society, but also that they learn to love reading, writing and communicating and fully appreciate what joy these skills can bring.

In English lessons, children are taught speaking, listening, reading and writing skills through studying a variety of styles of writing (genres). Teachers follow the Teaching Sequence for Writing, which means that children will firstly be taught to read and understand the text, then practise the skills of the style of writing (including grammar) and apply into their own writing.

The Primary National Curriculum statements will be taught through the modules below.

Y3 English Coverage

The year 3 English curriculum consists of the following modules:

Heroes and Villains:

Traditional Tales - Fables and Fairy Tales; Recounts – A biography; Dialogue

Tribal Tales:

Adventure Stories; Persuasion – a letter; and poetry

Predator !:

Recounts, explanations; reports; dilemma stories; and poetry

Gods and Mortals:

Character profiles; diary writing; instructions and commands, Myths and Legends; Writing and Performing a play;

Key poets/authors your children will encounter are: Dick King Smith, Michael Morpurgo, Michael Foreman, Roald Dahl, Alan Ahlberg, A. A. Milne, Paul Cookson

Curriculum Content

Speaking and Listening

Children will be taught to discuss their learning and to develop speaking skills. They will become more familiar with and confident in, using language in a variety of situations, for a range of audiences and purposes. They will, for example

- Develop their understanding of a subject through discussions, learning to give their opinions and listen to other view points
- Speak clearly and in different ways for drama, formal presentations and debate.

Reading

This part of the curriculum is broken down into 'word reading' and 'comprehension'.

At this stage, word reading skills (including phonics) will continue to be taught, but the main focus will be helping children to understand what they are reading (comprehension). In comprehension children will be taught key skills to enable them to read, understand and enjoy a wide range of books. They will, for example:

- Listen frequently to stories, poems, non-fiction and other writing.
- Ask and answer a range of questions about a text
- Discuss ideas that are not obviously described in a text eg 'Explain why the character behaved in this way.'
- Describe characters, summarise plots and predict what might happen next
- Explore themes and conventions in a range of books eg good versus evil
- Consider the effect of the author's choice of language
- Offer opinions about what they have read and justify their views

This is taught through guided reading sessions, whole class texts, games, comprehension lessons and using exciting physical reading strategies. It is really important that children read regularly at home and talk about what they read.

<http://booksforkeeps.co.uk/> is a useful website which reviews new literature for children.

Key Texts: Recommended by Herts for Learning for Year 3 are:

Playscript of The Twits- Roald Dahl The Very Best of Aesop's Fables - Margaret Clarke War and Peas - Michael Foreman I'll Take you to Mrs Cole - Nigel Gray The Dragon Machine - Helen Ward The Great Kapok Tree - Lynne Cherry A Tale of Two Wolves - Kelly Susan The Amazing Adventures of Idle Jack - Robert Leeson Daedalus and Icarus - Geraldine McCaugrean Rainbow Bird - Eric Maddern Too much talk - Angela Medearis The gift of the sun - Diane Stewart	The Stinky Cheese Man - Jon Scieszka The True Story of the Three Little Pigs - Jon Scieszka The Three Little Pigs and the Big Bad Wolf - Eugene Trivizas Jim and the Beanstalk - Raymond Briggs The Lost Happy Endings - Carol Ann Duffy Snow White in New York Further suggestions: The Iron Man - Ted Hughes How the Whale Became - Ted Hughes The Boy and the Tiger (and other stories for 9-11 year olds) - compiled by Pie Corbett Ulf the Finger Eater - Dick King Smith
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The hare and the tortoise - Helen Ward Rama and the Demon King, - Jessica Souhami Tusk, Tusk - David McKee	The Truth About Hansel and Gretel - Karina Law and Graham Philpot The Truth about those Billy Goats - Karina Law The Pea and the Princess - Mini Grey Cinderboy - L.Anholt Mixed up Fairy Tales - H. Harrison Eco Wolf and the Three Little Pigs - Laurence Anholt
Gorilla City, The perfumed Pirates of Perfidy - Charlie Small Key texts: Flat Stanley - Jeff Brown The Green Ship - Quentin Blake James and The Giant Peach- Roald Dahl Further Suggestions: The Invisible Boy (and others in the series) - Sally Gardner Fantastic Mr Fox - Roald Dahl Tuesday - David Weisner Dimanche Diller - Henriette Blandford The Jaws of Doom - Alex Cliff	Jolly Roger Captain Abdul's pirate school Black Queen - Michael Morpurgo Dominic's Discovery - Gervase Phinn The Speckled Panic - Hazel Townson Shipley manor, - Tim Walker The Great Smile Robbery - Roger McGough The Haunting of Pip Parker - Anne Fine Julian, Secret Agent - Ann Cameron The Secret of Weeping Wood - Robert Swindells The Thing in the Basement - Michaela Morgan The Enchanted Wood series- Enid Blyton

Writing

Writing is developed through teaching the following:

Spelling: Children should learn to spell new words correctly and have opportunities to practise spelling skills. They will begin to learn and use the words included in Appendix 1 of the National Curriculum for years 3 & 4. They will be taught spelling patterns and conventions, building on the spellings taught in Year 2. Spelling rules need to be learned and reinforced. Please help your child to learn their spelling list and also learn the rule that applies.

Handwriting: This will continue to be taught, building on the joined writing started in Year 2 and with the aim of increasing consistency and fluency throughout their independent writing.

Composition (structure): This includes vocabulary, grammar and punctuation. To develop their composition skills, the children will be taught to

- Plan, draft, compose, edit and evaluate their writing
- Use an increasing range of sentence structures
- Write sentences that include when, where and why something happens
- Write for a range of purposes and audiences as part of their work across the curriculum. In year 3 this will include (cross curricular example, schools to insert their own)
- Check whether their work makes sense

Grammar will be taught throughout the writing process and teachers will follow the terms and concepts of Appendix 2 of the National Curriculum.

Should you wish for a more detailed explanation, please follow this link to the [Primary National Curriculum document](#)