The Year 3 Learner

Approach

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

Modules and suggested texts

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Additional details about the module</th>
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<tr>
<td>Traditional tales – fables</td>
<td>Taken from the NLS text type documents: A fable sets out to teach the reader or listener a lesson they should learn about life. The narrative drives towards the closing moral statement, the fable’s theme: the early bird gets the worm, where there’s a will there’s a way, work hard and always plan ahead for lean times, charity is a virtue. The clear presence of a moral distinguishes fables from other folk tales. Contemporary stories, where the 'moral' is not explicit can also be used alongside more archetypal examples. The children can be supported to identify the 'moral' of the story.</td>
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Key Texts:

The Very Best of Aesop's Fables - Margaret Clarke  
War and Peas - Michael Foreman  
I'll Take you to Mrs Col - Nigel Gray  
The Dragon Machine - Helen Ward  
The Great Kapok Tree - Lynne Cherry

Further Suggestions:

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 hare and the tortoise - Helen Ward
Module Title | Additional details about the module
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**Traditional tales – fairy tales (alternative versions)** | When children are very familiar with a wide range of traditional tales, they will enjoy seeing how these stories can be adapted to create amusing, imaginative and quirky retellings. Or, how the plot and characteristics of a traditional tale can be used to create new, original tales based on this format.

Alternatively, this unit could explore ‘modern fairy tales’ – narratives which follow the structure and conventions of a traditional tale with new characters.

**Key texts:**
- 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

**Further suggestions:**
- The Iron Man - 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
- 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
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<td>Adventure stories</td>
<td>Taken from the NLS text type documents:</td>
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<td></td>
<td>Typically a recount or retelling of a series of exciting events leading to a high impact resolution. The most common structure is a chronological narrative. Building excitement as the hero faces and overcomes adversity is an important element. Archetypical characters are the norm and much of the building tension comes from the reader predicting who or what represents the threat (the villain) and what is likely to go wrong for the hero.</td>
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**Key texts:**

The Snow Dragon - Vivien French  
Flat Stanley - Jeff Brown  
The Green Ship - Quentin Blake

**Further Suggestions:**

The Pirate Cruncher/The Pirate's Next Door/The Jolly Roger and the Ghostly Galleon - Jonny Duddle  
The Invisible Boy (and others in the series) - Sally Gardner  
It was a Dark and Stormy Night - Janet Ahlberg  
Fantastic Mr Fox - Roald Dahl  
Charlie Small - Charlie Small  
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  
Gorilla City, The perfumed Pirates of Perfidy - Charlie Small  
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
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 viewpoints.
- 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.

Age appropriate suggested reading lists are available at www.lovereading4kids.co.uk

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.

**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](#)