



St. Antony's Catholic Primary School



English Key Performance Indicators Curriculum Map 2024 – 2025

- Follow the discrete grammar curriculum that links with the genre that you are covering.
- Highlight grammar areas, as and covered, you will go back to review and secure.

| Year 3 | | | | |
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| Reading | | | | |
| <p>Comprehension and Understanding</p> <p>Comments on the way characters relate to one another.</p> <p>Knows which words are essential in a sentence to retain meaning.</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> ✚ Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes ✚ Using dictionaries to check the meaning of words that they have read Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identifying themes and conventions in a wide range of books ✚ Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. ✚ Discussing words and phrases that capture the reader's interest and imagination. Recognising some different forms of poetry [for example, free verse, narrative poetry]. ✚ Understand what they read, in books they can read independently, by: ✚ Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context <ul style="list-style-type: none"> ➤ Asking questions to improve their understanding of a text | <p>Intonation & Expression</p> <ul style="list-style-type: none"> ✚ Recognise how commas area used to give more meaning. | <p>Word Reading</p> <ul style="list-style-type: none"> ✚ 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. | <p>Grammatical Features Recognise:</p> <ul style="list-style-type: none"> ✚ Plurals - pronouns and how used - collective nouns – adverbs ✚ Can explain the difference that adjectives and verbs make. | <p>Prediction, inference & deduction</p> <ul style="list-style-type: none"> ✚ Draw inferences such as inferring characters' feelings, thoughts & motives from their actions. |

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| <ul style="list-style-type: none"> ➤ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ➤ Predicting what might happen from details stated and implied - identifying main ideas drawn from more than one paragraph and summarising these ➤ Identifying how language, structure, and presentation contribute to meaning <ul style="list-style-type: none"> ✚ 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 | | | | |
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Genres to cover in Year 3

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| Story with familiar setting | Traditional stories (fairy tales) | Traditional stories (myths and legends) | Fables Parables | Adventure/Mystery Stories |
| Poems based upon observations | Performance poetry | Classic Poetry | Haiku Free verse | Informal & Formal letter (to recount, to explain, to enquire, to congratulate, to complain) |
| Journalistic Writing/ | Newspaper Reports | Persuasive writing | Persuasive leaflet | Book review by same author |
| | | | Debates | Speech Writing |
| | | | | Non chronological reports |
| | | | | Instructions Diaries |
| | | | | Points of view |

Writing

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| <p align="center">Sentence & text structure</p> <ul style="list-style-type: none"> ✚ Use conjunctions when, so, before, after, while, because. ✚ Use adverbs e.g. then, next, soon. ✚ Use prepositions e.g. before, after, during, in, on, beside, because of. ✚ Experiment with adjectives to create impact. ✚ Correctly use verbs in 1st, 2nd and 3rd person. ✚ Use perfect form of verbs to mark relationships of time and cause. | <p align="center">Paragraphing</p> <ul style="list-style-type: none"> ✚ Group ideas into paragraphs around a theme. ✚ Write under headings and sub-headings | <p align="center">Handwriting</p> <p>Following the Nelson Handwriting Scheme</p> <ul style="list-style-type: none"> ✚ Legible, joined handwriting. ✚ Writing in pencil. ✚ 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 (e.g. initial capital and second letter). ✚ Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch). |
| | | <p align="center">Composition plan their writing by</p> <ul style="list-style-type: none"> ✚ 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 |

- ✚ 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 whole class, using appropriate intonation, controlling tone and volume so that meaning is clear.

Grammar Punctuation and Spelling Curriculum : Autumn 1 and 2

SPELLING: See Years 3 & 4 Rules and guidance in the National Curriculum Programme of Study. Spelling class work and Homework is done at least 2 times per week.
CAROL VODERMAN'S SPELLING & GRAMMAR pg. 126 - 168

| First 3 Days | Week 1 | Week 2 & 3 | Week 4 & 5 | Week 6 |
|--|---|--|---|---|
| Identify 9 word classes in sentences. (use a range of resources + CT to model + Pupils to write their own) PUNCTUATION -Capital letters -Full stop | VERBS -INFINITIVE -TENSES (PRESENT, PAST, FUTURE) PUNCTUATION -commas | SENTENCE STRUCTURE -SUBJECT & PREDICATE -SUBJECT + VERB + OBJECT -CLAUSE + PHRASE -Independent & dependent clauses & CONJUNCTIONS COMPOUND AND COMPLEX SENTENCES PUNCTUATION -parentheses | NOUNS -COMMON, COLLECTIVE, COUNTABLE, UNCOUNTABLE, ABSTRACT, PROPER CONCRETE, COMPOUND -SINGULAR AND PLURAL NOUNS | PRONOUNS -CHANGE NOUNS TO PRONOUNS PUNCTUATION -Question marks |
| Week 7 | Week 8 | Weeks 9 & 10 | Week 11 | Week 12 |
| SUBJECT-VERB AGREEMENT PUNCTUATION REVIEW -capital letters -full stop | DETERMINERS REVIEW SUBJECT-VERB AGREEMENT | PHRASES & CLAUSES & COMPOUND AND COMPLEX SENTENCES Begin to introduce simple Shift in Formality PUNCTUATION | ADJECTIVES (Include comparative and superlatives) | ADVERBS -manner -frequency -time -place -degree FRONTED ADVERBIALS |

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|---|--|---------------------------------|---|-----------------|
| -comma -question marks -parentheses | | -Inverted commas (Speech marks) | & DESCRIPTIVE TECHNIQUES FOR MAGS AND HAGS DESCRIPTIVE TECHNIQUES -metaphors -alliterations -similes -onomatopoeia -personification -Groups of three | -colon in lists |
|---|--|---------------------------------|---|-----------------|

Year 3

Grammar Punctuation and Spelling Curriculum : Spring 1 and 2 Review and Secure

| Weeks 1 & 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|---|--|---|---|---|
| PREPOSITION AND PREPOSITIONAL PHRASES PUNCTUATION REVIEW -COLON -INVERTED COMMAS | REVIEW SENTENCE STRUCTURE -SUBJECT & PREDICATE -SUBJECT + VERB + OBJECT -CLAUSE + PHRASE -Independent & dependent clauses | REVIEW PAST, PRESENT AND FUTURE TENSES PUNCTUATION REVIEW Capital letters Full stops Commas parentheses | INTERJECTION PUNCTUATION -EXCLAMATION | AUXILLARY VERBS REVIEW AND SECURE -subject-verb agreement |
| Week 7 | Week 8 | Week 9 & 10 | Week 11 | Week 12 |
| IRREGULAR VERBS PUNCTUATION REVIEW -SEMI-COLON | PUNCTUATION Apostrophes -omission -possession | PREFIXES AND SUFFIXES Un, im, pre, re, im, sub, dis Ness, ment, er, est, ed, ly, ing, able, ful, s, es REVIEW AND SECURE AUXILLARY VERBS | COMPOUND WORDS PUNCTUATION -hyphens | SYNONYMNS & ANTONYMS PUNCTUATION REVIEW -hyphens |

Year 3

Grammar Punctuation and Spelling Curriculum : Summer

| Weeks 1 & 2 | Weeks 3 & 4 | Weeks 5 & 6 | Weeks 7 & 8 | Weeks 9 & 10 |
|---|--|---|--|--|
| SENTENCE TYPES -declaratory -exclamatory -command -question PUNCTUATION REVIEW -question marks -exclamation marks -parentheses -dashes -commas | REVIEW SENTENCE STRUCTURE -SUBJECT & PREDICATE -SUBJECT + VERB + OBJECT -CLAUSE + PHRASE -Independent & dependent clauses | MODAL VERBS (AUXILLARY VERB REVIEW AND SECURE) PUNCTUATION REVIEW -question mark -exclamation mark -parentheses -dashes -commas | PARTICIPLES (review tenses) PUNCTUATION REVIEW -question mark -exclamation mark -parentheses -dashes -commas | REVIEW WORD CLASSES, TENSES AND SENTENCE TYPES. |

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| | PUNCTUATION REVIEW | | | |
| | -Inverted commas -apostrophes -dashes -semi-colon | | | |

- Inverted commas
- apostrophes
- dashes
- semi-colon