English – Within-Year Progression Map Year Group **3** Curriculum Cycle: **2026-27**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Text Focus	**Art** **Narrative** – To write a story which creates an image of a setting and character. (The artists are wanting to create an impression.) **Purpose -** To entertain and engage the reader by creating vivid imagery and atmosphere. **Recount** – Diary entry of an Artist. **Purpose -** To inform the reader about events, experiences and thoughts from the artist's perspective.	**Music** **Persuasion** – Review of the piece of music to persuade someone to go and watch it. **Purpose** - To convince or influence the reader to listen to or attend the performance. **Poetry** – Music body percussions **Purpose** - To entertain, express feelings and ideas, and create an effect through rhythm and language.	**Geography** **Recount** – Newspaper article. **Purpose** - to empathise. **Narrative** – Of a historical account of a natural disaster. **Purpose** - to empathise.	**D & T** **Instruction** – how to survive an Earthquake. **Purpose** – To know how to. **Explanation** – Product evaluation review **Purpose –** To learn about the product and how it worked.	**History - Greek** **Narrative –** To write a story about an imaginary creature with a moral. Purpose - to teach a myth. **Discussion –** Compare Spartans and Athenians, ***Purpose*** – To compare both sides.	**History – Romans** **Recount –** Life of a Roman soldier. ***Purpose*** – to empathise. **Non-Chronological report –** Boudicca's life. ***Purpose*** – To learn about the life of Boudicca.
Word, Sentence & Punctuation Focus *Rainbow Grammar**	Recap & focus on embellishing simple sentences (main clauses) determiner, noun, pronoun, adjective, verb	Adverbs, Fronted Adverbials & Prepositions	Coordination (conjunctions) Appositive	Speech	Subordination Adverbial clause	Subordination Non-finite clause
Year 3 *Rainbow Grammar*	Compose a simple statement sentence where the predicate is: verb + object The moon shone. The boy opened the gate. Planned Compose a simple command that starts with a verb Look out for ghosts. Planned Use the following question words to compose a question how what when where which who whose why Use 'how' and 'what' to compose an exclamation What a spooky house this is. How dark it is in here. Add a where or when adverbial to a simple statement sentence: The moon shone in the sky. The moon shone all night.	Begin a sentence with a fronted adverbial (an adverb or adverbial phrase) of time (when), place (where) or manner (how) That night the moon shone. In the sky the moon shone. Silently a bat flew across the sky. Separate a fronted adverbial with a comma That night, the moon shone. Begin a sentence with a linking adverb Soon the sky was as black as pitch. Begin a sentence with a simile (a 'how' adverbial phrase), separating with a comma Like a ghost, the moon drifted across the sky. As quiet as a mouse, the boy tiptoed across the garden.	Join 2 main clauses with a coordinating conjunction The clouds covered the moon so the night turned black. Join 3 predicates with a comma and a coordinating conjunction The boy fumbled through his bag, found the old key and pushed it into the lock.	Use direct speech in a sentence, punctuating with inverted commas (speech marks) "It's dark tonight" the boy said. Use direct thought in a sentence, punctuating with inverted commas (speech marks) "Is it safe in here?" the boy wondered.	Use an adverbial clause after a main clause The gate creaked when the boy pushed it. Start a sentence with an adverbial clause When the boy pushed it the gate creaked. Separate an adverbial clause with a comma when it starts a sentence When the boy pushed it, the gate creaked.	Use an -ing non-finite clause after a main clause, separating with a comma The moon hung in the sky, casting a sickly light over the world. Start a sentence with an -ing non-finite clause, separating with a comma Casting a sickly light over the world, the moon hung in the sky. Year 4 Use a parenthetic -ing non-finite clause, separating with commas The moon, casting a sickly light over the world, shone with a deathly glow.

*Refer to long-term curriculum plans, progression documents and English Policy for further detail and guidance

Transcription **Handwriting** Letter-Join*	**Module 2** -Gross & fine motor skills: warm-up activities -Correct pencil grip, sitting and paper positions Letter families: Long ladder, Curly caterpillar, One-armed robot, Zig-zag CAPITAL LETTERS	**Module 3** -Diagonal joins -Horizontal joins - Join letters and words to and from the letters: f k b and d	**Module 3** - Join letters and words to and from the letters: w s z **Module 4** -Understand the correct height of ascenders -To write and join the letters bb, cc, dd, ee, correctly.	**Module 4** -To write and join the letters ff, gg, ll, mm, nn, oo, pp, rr, ss, tt, zz correctly.	**Module 5** Year 3-4 spellings: cloze sentences 1-6 Dictation exercises: My Shadow There was an Old Man	**Module 5** Year 3-4 spellings: cloze sentences 7-11 Dictation exercises: Custard the Dragon Jack Climbs the Beanstalk The Giant Chases Jack
Transcription **Spelling** *No Nonsense**	*Pupils will learn…* *The orthography, morphology and etymology of their spelling words* *Strategies – for learning spellings, spelling at the point of writing, proof-reading*					
Composition	**Before writing:** Boxed-up planning **During writing:** Compose and	**Before writing:** Identify success criteria linked to text-type	**Before writing:** Discuss and record a range of useful ideas from model texts	**Before writing:** Discuss and improve initial planning ideas with peers	**Before writing:** Draw upon wider reading as models (imitating the style of authors)	**Independent application of all composition skills**

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Also refer to Marking & Feedback Policy	rehearse sentences orally and improve them as they are said out loud **After writing:** Re-read to find and correct errors in punctuation and spelling	**During writing:** Model how to turn notes from plan into sentences and paragraphs **After writing:** Read writing aloud to a group or the whole class, with appropriate intonation to make the meaning clear	using *writing ideas* book **During writing:** Edit the tense and subject-verb agreement in sentences and paragraphs **After writing:** Suggest a better choice of vocabulary within *sentences* Assess own writing against the success criteria (WILF) and identify examples of this	**During writing:** Edit spelling of commonly misspelt words and homophones at the point of writing **After writing:** Suggest a better choice of vocabulary within *paragraphs* Assess a peer's writing against the success criteria (WILF); identify examples of this and give an appropriate next step	**During writing:** Improve a paragraph of writing using an editing strip. **After writing:** Edit and improve whole pieces of writing using peer editing stations	**taught and learned throughout the year.**
Class reader	**The abominables – Eva Ibbotson**		**The boy who grew dragons – Andy Shepherd**		**A dangerous game – Malorie Blackman**	
Reading Core Shared Reading Text (**fiction**)	Journey – Aaron Becker	Ice Palace – Robert Swindells	The Wild Robot – Peter Brown		Bill's New Frock – Anne Fine	**Picture Book** The Man who Walked Between the Towers - Mordicai Gerstein
Non-fiction suggested texts	Science – Book of bones Art – A World of Art Music – The Very Young Person's Guide to Ballet Music		Science – The Pebble in my Pocket / Everyday STEM: Geology Geography – Escape from Pompeii / Earth-Shattering Events		Science – Botanicum / The Speed of Starlight History – Orchard Book of Greek Myths / The Magnificent Book of Treasures: Ancient Rome	
Poetry	I Don't Like Poetry – Joshua Seigal (teacher's choice)		My Shadow – R L Stevenson			
Explicit **Fluency*** Focus	Pitch	Power	Pace	Pause	Punctuation	Personality
Comprehension* Skills & Strategies	**Teach & Practise** Explicit teaching of individual VIPERS s*kills*: Vocabulary	**Teach & Practise** -Metacognitive *strategies* for reading:	**Teach & Practice** *Explain* – writer's choice of language and organisational	**Teach & Practice** Use of graphic organisers to make comparisons within and between texts	**Teach & Practice** Commenting and reading for pleasure:	**Teach & Practise** Performance of poetry and playscripts

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	Infer Predict Explain (Spring Term) Retrieve Sequence / Summarise	Before – activate prior knowledge & *predict* During – clarify & question After – *Summarise*	structures and their effect on the reader		-Book review and recommendations	
	Once reading comprehension skills and strategies have been explicitly taught using the seven-step approach to modelling independence (EEF), pupils will apply these independently to a range of high-quality texts. Learning will be scaffolded to ensure that all pupils are able to access the whole-class text; pupils' knowledge and understanding will be deepened through questioning and whole-class discussion around characters, plots and themes that promotes empathy.					