

Year Three English Genre and Text Type Mapping for Reading and Writing

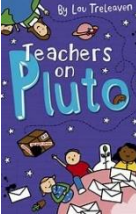

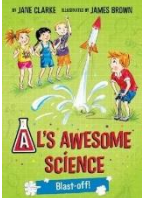
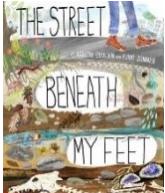
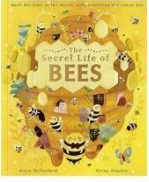


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching:	<ul style="list-style-type: none"> listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and read for a range of purposes Identify themes and conventions in a wide range of books Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum Pupils should 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 					
Narrative	<ul style="list-style-type: none"> increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales Draft and write narratives, creating settings, characters and plot 					
	<u>Stories by significant children’s authors (Roald Dahl)</u> The Twits examples as narrative and as playscript	<u>Stories with an historical setting / fantasy theme</u> The Stone Age Boy (Satoshi Kitamura)	<u>Contemporary fiction</u> The Miraculous Journey of Edward Tulane (Kate DiCamillo)	<u>Stories with diverse representations</u> Wangari’s Trees of Peace (Jeanette Winter)	<u>Myths and Legends</u> The Lambton Worm	<u>Traditional tales – alterative fairy tales</u> Snow White - Stories Around the World (Jessica Gunderson) Gender Swapped Fairytales (Karrie Fransman)
Suggested outcome	Character descriptions - creating extracts which develop character using a model from text. Extracts with dialogue Playscript of an extract Fictional narrative recount	Focus on description to plan and write an ‘encounter’ story	Retell parts of the journey in a diary entry – working to convey character	Create a first person recount or write the story from another perspective.	Create a narrative innovated from the text.	Create an alternative fairy tale by i.e. swapping gender roles or challenging expectations of ‘happy endings’
Non-Narrative	<ul style="list-style-type: none"> Use dictionaries to check the meaning of words that they have read Retrieve and record information from non-fiction Learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions) Pupils should be shown how to use contents pages and indexes to locate information Draft and write non-narrative material, using simple organisational devices [for example, headings and sub-headings] Purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description 					
	<u>Instructions</u> The Stone Age – Hunter Gatherers and Wolly Mammoths (Marcia Williams)	<u>Non-chronological report</u>	<u>Newspaper report</u> Based on Greek myth from History work	<u>Explanation</u> Monsters – Jonathan Emmett)	<u>Persuasion</u> How to Help a Hedgehog (National Trust)	<u>Recount</u>
Suggested outcome	Write and evaluate a range of instructions, including directions e.g. a treasure hunt	Teacher demonstrates research and note-taking and using a spidergram to organise the information.	Write a news report of an event, including detail expressed in ways that will engage the reader/viewer	Create and use a flowchart to write an explanation of a process, ensuring relevant details are included	Write a letter, email or speech persuading a person to change their mind or their actions	Write a chronological recount of a known real or fictional event, including time adverbials and opinions.

Poetry and Plays	<ul style="list-style-type: none"> • Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action # • Recognise some different forms of poetry [for example, free verse, narrative poetry] • Read, re-read, and rehearse poems and plays for presentation and performance to give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words 		
	Poetry Theme Environmental focus	Structure Focus Shape poems and calligrams	Take One Theme/Poet Christina Rossetti – What is Pink Who has seen the Wind?
Suggested outcome	Create a rhyming environmental poem	Create similar poems, innovating from model Learn to perform poems	Create similar poems, innovating from model Learn to perform poems

Year Three Reading for Pleasure Spine

Our reading spine is a carefully chosen selection of good quality children’s books **in addition** to those used in our English lessons. These texts are to be read to and with the children, and should be on offer for children to select as their sharing book or in their reading for pleasure time. These texts may be introduced or explored in reading sessions or storytime.

Reading Spine		Pinocchio – Michael Morpurgo		The Adventures of the Dish and the Spoon – Mini Grey		The Frog Prince continued – Jon Scieszka		Snow White in New York – Fiona French		Zeus on the Loose! – John Dougherty		Wiggles bottom Primary: the Toilet Ghost – Pamela Butchart
		The Cat and the King – Nick Sharratt		Freckle Juice – Judy Blume		Mr Birdsnest and the House Next Door – Julia Donaldson		Best Friends – Wendy Finney		Gregory Cool – Caroline Binch		Teachers on Pluto – Lou Trevalen
		The Iron Man – Ted Hughes		The 13-storey Treehouse – Andy Griffiths		After the Fall – Dan Santat		The Tin Forest – Helen Ward		Jelly Boots, Smelly Boots – Michael Rosen		How to Change the World – Rashmi Sirdeshpande
		Why Do We Wear Clothes? – Helen Hancocks		Blast-Off! – Jane Clarke		The Stone Age – Marcia Williams		Fantastically Great Women who Changed the World – Kate Pankhurst		The Street Beneath My Feet – Charlotte Guillain		The Secret Life of Bees – Moira Butterfield