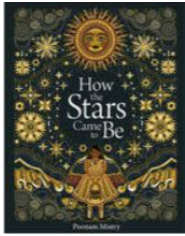
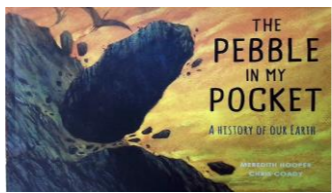
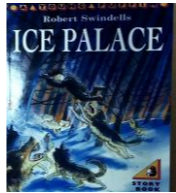
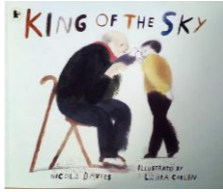
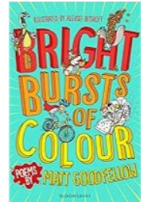



# Kings Hill Primary School - English Curriculum Map: The Power of Reading

YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	 <p><b>How the Stars Came to Be</b> Poonam Mistry</p>	 <p><b>The Pebble in my Pocket</b> Meredith Hooper</p>	 <p><b>Ice Palace</b> Robert Swindells</p>	 <p><b>King of the Sky</b> Nicola Davies</p>	 <p><b>Bright Bursts of Colour</b> Matt Goodfellow</p>	 <p><b>The Lost Happy Endings</b> Carol Ann Duffy</p>
<b>Literary Form</b>	Picture Book	Picture Book	Short Novel	Picture Book	Poetry Book	Picture Book
<b>Link to Main NC Area of Learning</b>	Art and Design Science Geography	Geography Science	Art Geography	Art Geography History	PSHE Music	Science
<b>PSED &amp; Human Themes</b>	The natural world Empathy Resilience	The outdoor learning environment. Understanding the history of the world	empathy bravery resilience compassion	Loneliness Bravery Friendship Migration and the meaning of home	Direct and personal experiences with school, family, everyday experiences and the wider world.	Traditional stories/fairy tales The outdoor learning environment
<b>Reading: Experience, Knowledge, Skills and Strategies</b>	Response to illustration Prediction Asking questions Making connection of own experience Developing inference – text and illustrations Visualisation	Response to illustration. Summarise and recall key events Developing inference	Prediction Asking questions Making connection of own experience Developing inference  Freeze Frame Hot seating to support deeper empathy with characters and reading comprehension Conscience Alley  Summarise and recall key events	Response to illustration Prediction Asking questions Making connection of own experience Developing inference-text and illustrations  Freeze Frame Hot seating to support deeper empathy with characters and reading comprehension Conscience Alley	Reading aloud Hearing poems performed by a poet Performing poetry Looking at language Rereading and revisiting poems Responding to poetry Learning about poetry	Response to the book/illustration Prediction Asking questions Making connection of own experience Developing inference-text and illustrations  Role on the Wall to develop deeper empathy with characters and reading comprehension Impact of precise language choices on meaning
<b>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</b>	<ul style="list-style-type: none"> <li>Using a range of suffixes; formation of nouns using a range of prefixes. Using the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning.</li> <li>Expressing time, place and cause using conjunctions, adverbs or prepositions.</li> <li>Introduction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past.</li> <li>Introduction to inverted commas to punctuate direct speech.</li> </ul> <p><u>Terminology:</u> preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks).</p>					
<b>Language Competency: through reading, talk and writing</b>	Emotional response Hot seating to support deeper empathy with characters and reading comprehension Book talk Writing in role	Prepositional phrases Descriptive language and precise vocabulary choice Introduction to paragraphs as a way to group related material. Annotations	Expanded noun phrases Descriptive language and precise vocabulary choice Suffixes Express time and place using conjunctions	Inverted commas (Speech marks) Alliteration Sensational language Adverbs	Exploring poetic forms and devices: This collection gives an opportunity to explore the following poetic devices: Assonance Alliteration Rhythm Rhyme Personification Enjambment Opposition Free verse List poems	Language and sentence structure for effect Active verbs to create movement etc Figurative language Paragraphs to group related material, headings, subheadings Non-fiction features
<b>Writing Outcomes</b>	Book talk responses	Free verse poetry	Instructions	Description	Performance of the poet's poetry	Writing in role



# Kings Hill Primary School - English Curriculum Map: The Power of Reading

	Playscript Information letter Poetry Writing in Role – Diary Entry Personal Narrative Original Creation or Pourquoi story	Blackout poetry Narrative recount Writing in role	Recount (Note written in role) Free verse poem Captions Narrative endings	Diary in role Newspaper report	Identifying poetic language and devices Text marking and annotation Evaluation of performances Own written poems Performances of children's own original poetry.	Non-chronological report Narrative
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