

Curriculum Matrix 2017-18

Year group: 3

Subject: English	Autumn 1 (8)	Autumn 2 (7)	Spring 1 (7)	Spring 2 (6)	Summer 1 (5)	Summer 2 (7)
Text / Stimulus	Krindlekrax by Philip Ridley	Varjak Paw - SF Said and Dave McKean	Dear Greenpeace – by Simon James Enchanted horse – Magdalen Nabb	Escape from Pompeii	Stig of the Dump	Artefacts Secondary sources
Genre	Fiction: Character description Diary writing Descriptive writing Non fiction: Non chronological report	Fiction: Persuasive writing Narrative writing Non fiction Information text	Fiction: Narrative Descriptive writing Non fiction: Non chronological reports Persuasive letter	Fiction: Short stories Non-fiction: Instructions -	Fiction: Narrative writing Non-fiction	Fiction: Descriptive writing Non fiction: Recount diary Information texts
SPaG	Commas (in lists) Present perfect verbs Past Simple Conjunctions Prepositions (time, [place and cause) Paragraphs Apostrophes for contraction (revision from Y2) Headings/subheadings	Formation of nouns using a range of prefixes Subordinate clause Consonant letter Vowel letter Inverted commas	Conjunctions Adverbs Prefix Punctuating direct speech	Revision- formation of nouns using a range of prefixes Consonant letter Vowel letter	Word families based on common words Revision- headings and subheadings Conjunctions	Paragraphs Revision present perfect verbs Inverted commas Prepositions (revision)

Spelling	<p><u>The 'l' sound spelt with a y</u> Myth Gym Egypt Pyramid Mystery</p> <p><u>The 'u' sound spelt with 'ou'</u> Young Southern Touch Double Trouble Country Cousin</p> <p><u>The 'k' sound spelt 'ch'</u> Scheme Chorus Stomach</p> <p><u>The 'sh' sound spelt with 'ch'</u> Chef Machine Brochure</p>	<p><u>Words ending with 'g' sound spelt 'que'</u> Analogue League Colleague Dialogue</p> <p><u>Words ending with the 'k' sound</u> spelt 'que' Technique Critique Antique</p> <p><u>Words with the 's' sound spelt 'sc'</u> Scenario Scenery Science</p>	<p><u>Words with the 'ay' sound spelt 'ei', 'eigh', or 'ey'</u> Vein Abseil Reign Rein</p> <p><u>Possessive apostrophe with plural words</u> Girls' boys' babies'</p> <p><u>Prefixes at the beginning of a root word</u> Unable Unpack Unbelievable Unpopular</p> <p><u>Prefixes with dis</u> Disagree Disqualified Disinterested</p> <p><u>Prefixes with mis</u> Misbehave Misplace Misfortune</p> <p><u>re</u> refuse repeat rewind</p>	<p>The suffix ly Weekly Wisely Bravely Proudly</p> <p><u>Y to an I</u> Angrily Clumsily Happily Heavily</p> <p><u>Le to ly</u> If the root word ends in le it is changed to ly Gently Simply</p>	<p><u>The suffix- ous</u> Poisonous Tremendous Adventurous</p> <p><u>Words ending with sounds like -sure</u> Disclosure Exposure Reassure</p>	<p><u>Ending sound spelt -ture</u> Measure Treasure Disclosure</p> <p><u>Ending with an sound like -sion</u> Collision Erosion Explosion</p> <p>Consolidate Revise-</p> <p><u>Possessive apostrophe with plural words</u> Girls' boys' babies'</p>
Handwriting	<p>Using a line guide – which lines to use</p> <p>write legibly, fluently and with increasing speed - Revise being clear about what standard of handwriting</p>	<p>choosing the writing implement that is best suited for a task – geography diagrams</p> <p>Unjoined style (science / geography), for labelling a</p>	<p>Edit and redraft</p>			<p>Edit and redraft</p>

	<p>is appropriate for a particular task - quick notes or a final handwritten version for display</p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters (more challenging letters f, x, z, r, v, tails of descenders)</p>	diagram or data				
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