

## *i-read* curriculum correlation charts Year 3 – Fiction



<b>Fiction</b>				
	<b>NLS objectives</b>	<b>ICT objectives<sup>1</sup></b>	<b>Speaking and listening practice<sup>2</sup></b>	<b>Links to subjects other than English and ICT</b>
<b>Term 1 Familiar settings</b>	<p>T1: compare a range of story settings; select words and phrases to describe scenes</p> <p>T2: consider presentations of dialogue in stories</p> <p>T3: be aware of different voices in stories; difference between narrator and characters</p> <p>T8: express views about a story, identifying words and phrases to support viewpoint</p> <p>T9: generate ideas relevant to a topic by brainstorming, word association, etc.</p> <p>T11: develop use of settings in own stories</p> <p>W19: consider common vocabulary for introducing and concluding dialogue</p>	<p>3a: share and exchange information in a variety of forms</p> <p>4a: review what they and others have done to help them develop their ideas</p> <p>4b: talk about how they could improve future work</p>	<p>26: Listening: follow up others' points and show agreement/disagreement</p> <p>28: Drama: present events and characters through dialogue to engage the interest of an audience</p>	<p><b>History</b></p> <p>8: The differences between rich and poor people in Tudor times</p> <p><b>Art and design</b></p> <p>2C: Can buildings speak?</p> <p>3A: Portraying relationships</p> <p><b>Citizenship</b></p> <p>2: Choices</p> <p>9: Respect for property</p>
<b>Term 2 Traditional tales</b>	<p>T1: investigate styles and voices of traditional story language</p> <p>T2: identify typical story themes</p> <p>T3: identify, discuss and evaluate main and recurring characters</p> <p>T6: plan main points as a structure for story writing</p> <p>T7: describe and sequence key incidents in various ways</p> <p>T8: write portraits of characters</p> <p>T9: write a story plan for own traditional tale</p> <p>T10: write alternative sequels to traditional stories</p>	<p>4a: review what they and others have done to help them develop their ideas</p> <p>4b: talk about how they could improve future work</p>	<p>29: Speaking: choose and prepare stories for performance</p> <p>31: Group discussion and interaction: actively include and respond to all members of group</p> <p>32: Drama: identify and discuss qualities of others' performances</p>	<p><b>Art and design</b></p> <p>3A: Portraying relationships</p> <p>4A: Viewpoints</p> <p><b>Citizenship</b></p> <p>1: Taking part – developing skills of communication and participation</p>

## ***i-read* curriculum correlation charts** **Year 3 – Fiction (continued)**



<p><b>Term 3</b> <b>Adventure</b></p>	<p>T1: re-tell main points of story in sequence T2: refer to significant aspects of the text and the language used to create these T3: distinguish between first and third person accounts T4: consider credibility of events T5: discuss characters' feelings, behaviour and relationships T10: plot sequence of episodes modelled on known story T11: write openings to stories arising from reading T12: write a first person account T13: write more extended stories</p>	<p>4a: review what they and others have done to help them develop their ideas 4b: talk about how they could improve future work</p>	<p>35: Group discussion and interaction: use the language of possibility to investigate and reflect on feelings, behaviour and relationships 36: Drama: use some drama strategies to explore stories or issues</p>	<p><b>Science</b> 3F: Light and shadow <b>Art and design</b> 3A: Portraying relationships 4C: Journeys <b>Citizenship</b> 2: Choices 4: People who help us – the local police 8: How do rules and laws affect me?</p>
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## *i-read* curriculum correlation charts Year 3 – Non-fiction



<b>Non-fiction</b>				
	<b>NLS objectives</b>	<b>ICT objectives<sup>1</sup></b>	<b>Speaking and listening practice<sup>2</sup></b>	<b>Links to subjects other than English and ICT</b>
<b>Term 1 Non-chronological reports</b>	<p>T17: understand distinction between fact and fiction</p> <p>T20: compare the way information is presented</p> <p>T21: read information passages and identify main points/gist of text</p> <p>T23: write simple non-chronological reports from known information</p>	<p>1a: talk about what information they need and how they can find and use it</p> <p>1b: prepare information for development, selecting suitable source, finding, classifying and checking information</p> <p>3a: share and exchange information in a variety of forms</p> <p>3b: be sensitive to the needs of the audience and think carefully about the content and quality when communicating information</p> <p>4a: review what they and others have done to help them develop their ideas</p> <p>4b: talk about how they could improve future work</p>	<p>- paired and whole-class comparative discussion</p> <p>- sharing factual information</p>	<p>Science</p> <p>4B: Habitats</p> <p>Citizenship</p> <p>3: Animals and us</p>
<b>Term 2 Instructions</b>	<p>T12: identify different purposes of instructional texts</p> <p>T13: discuss merits and limitations of particular instructional texts</p> <p>T14: consider how written instructions are organised</p> <p>T15: read and follow simple instructions</p> <p>T16: write instructions</p>	<p>1a: talk about what information they need and how they can find and use it</p> <p>2b: create, test, improve and refine sequences of instructions</p> <p>3b: be sensitive to the needs of the audience and think carefully about the content and quality when communicating information</p> <p>4a: review what they and others have done to help them develop their ideas</p> <p>4b: talk about how they could improve future work</p>	<p>31: Group discussion and interaction: actively include and respond to all members of group</p>	<p>Design and technology</p> <p>3B: Sandwich snacks</p> <p>3C: Moving monsters</p> <p>5B: Bread</p> <p>5D: Biscuits</p>

## *i-read* curriculum correlation charts Year 3 – Non-fiction (continued)



<p><b>Term 2</b> <b>Alphabetic texts</b></p>	<p>W15: use apostrophe to spell shortened forms of words W22: know the quartiles of the dictionary W23: organise words or information alphabetically using the first two letters T17: understand distinction between fact and fiction T18: notice differences in style and structure of fiction and non-fiction writing T19: locate information, using contents, index, headings, sub-headings, page nos., bibliographies</p>	<p>1a: talk about what information they need and how they can find and use it 4a: review what they and others have done to help them develop their ideas 4b: talk about how they could improve future work 5a: work with a range of information to consider its characteristics and purposes</p>	<p>31: Group discussion and interaction: actively include and respond to all members of group</p>	<p><b>Geography</b> 8: Improving our local environment <b>Art and design</b> 4C: Journeys <b>Design and technology</b> 2A: Vehicles</p>
<p><b>Term 3</b> <b>Letters</b></p>	<p>S1: use awareness of grammar to decipher new or unfamiliar words S6: investigate through reading and writing how words and phrases can signal time sequences T16: read examples of letters written for a range of purposes, understand form and layout and ways of addressing different audiences T19: summarise orally in one sentence the content of a passage or text and the main point it is making T20: write letters</p>	<p>3a: share and exchange information in a variety of forms 3b: be sensitive to the needs of the audience and think carefully about the content and quality when communicating information 4a: review what they and others have done to help them develop their ideas 4b: talk about how they could improve future work</p>	<p>35: Group discussion and interaction: use the language of possibility to investigate and reflect on feelings, behaviour and relationships 36: Drama: use some strategies to explore stories or issues</p>	<p><b>Art and design</b> 4A: Viewpoints</p>

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## *i-read* curriculum correlation charts Year 3 – Poetry



Poetry				
	NLS objectives	ICT objectives <sup>1</sup>	Speaking and listening practice <sup>2</sup>	Links to subjects other than English and ICT
<b>Term 1 Shape and observation</b>	<p>T6: to recite poems, comparing different views of the same subject; discuss choice of words and phrases that describe and create impact</p> <p>T7: distinguish between rhyming and non-rhyming poetry, and comment on the impact of layout</p> <p>T8: express views about a poem, identifying specific words and phrases to support viewpoint</p> <p>T14: invent calligrams and a range of shape poems</p> <p>S3: consider function of verbs in sentences</p>	<p>3a: share and exchange information in a variety of forms</p> <p>4a: review what they and others have done to help them develop their ideas</p> <p>4b: talk about how they could improve future work</p>	<p>26: Listening: follow up others' points and show agreement/disagreement</p> <p>27: Group discussion and interaction: use talk to organise roles and action</p>	<p>Music</p> <p>7: Rain, rain, go away: exploring timbre, tempo and dynamics</p> <p>9: Animal magic: exploring descriptive sounds</p>
<b>Term 2 Performance</b>	<p>T4: choose and prepare poems for performance</p> <p>T5: rehearse and improve performance, taking note of punctuation and meaning</p> <p>T11: write new or extended verses for performance</p>	<p>1a: talk about what information they need and how they can find and use it</p> <p>4a: review what they and others have done to help them develop their ideas</p> <p>4b: talk about how they could improve future work</p>	<p>29: Speaking: choose and prepare stories for performance</p> <p>30: Listening: identify presentational features used to communicate main points</p> <p>31: Group discussion and interaction: actively include and respond to all members of group</p> <p>32: Drama: identify and discuss qualities of others' performances</p>	<p>Music</p> <p>10: Play it again: exploring rhythmic patterns</p> <p>20: Stars, hide your fires: performing together</p>

## *i-read* curriculum correlation charts Year 3 – Poetry (continued)



<p><b>Term 3 Language play</b></p>	<p><b>T6:</b> compare forms and types of humour <b>T7:</b> select, prepare, read aloud and recite by heart poetry that plays with language or entertains; recognise rhyme, alliteration and other patterns of sound that create effects <b>T15:</b> write poetry that uses sound to create effects</p>	<p><b>3a:</b> share and exchange information in a variety of forms <b>4a:</b> review what they and others have done to help them develop their ideas <b>4b:</b> talk about how they could improve future work</p>	<p>- discussion of personal responses to poems, supported by evidence from the text - preparation of poetry readings</p>	<p><b>Music</b> <b>10:</b> Play it again: exploring rhythmic patterns <b>14:</b> Salt, pepper, vinegar, mustard: exploring singing games</p>
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