



ENGLISH – Long Term Plan – Year 3

YEAR 3 Using a Power of Reading Teaching Sequence to Create an English Curriculum	The Comet By Joe Todd Stanton	UG – Boy Genius of the Stone Age By Raymond Briggs	Iron Man By Ted Hughs	A Nest Full of Stars By James Berry	Varjak Paw By SF Said	The Rhythm of the Rain By Graham Baker Smith
Literary Form	Picture Book	Comic Book	Classic Texts	Poetry	Building Stamina Text	Non-Fiction Text
Shine a Light Person	Michael Foale	Mary Anning	Howard Carter	Greta Thunberg		Lord Shaftesbury
Reading: Experience, Knowledge, Skills and Strategies	Reading illustration Lifting meaning through performance reading Predicting Developing inference Making personal connections Developing experience by making intertextual connections	Discuss a range of fiction Identify and discuss themes and conventions Make comparisons across texts Discuss their understanding Explore the meaning of words in context Develop inference Justifying inferences with evidence Make predictions Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language	Develop positive attitudes to reading by listening to and discussing a wide range of fiction Increase familiarity with a range of books Identify themes and conventions Discuss words and phrases that capture readers’ interest and imagination Ask questions to improve understanding of the text Draw inferences and justify inferences with evidence Identify how language and structure contribute to meaning	Read a range of literature drawn from a variety of cultures and traditions Read and discuss myths, legends and traditional stories Reading and responding to texts from different cultures.	Read and discuss an increasingly wide range of fiction Read books that are structured in different ways Discuss themes and conventions. Explore the meaning of words in context Infer characters’ feelings, thoughts and motives from their action Predicting Evaluate author’s use of language, considering the impact on the reader	Identify and comment on the features of organization across a different range of non-fiction texts. Locate information using skimming, scanning and text marking. Read books that are structured in different ways and read for a range of purposes Use dictionaries to check the meaning of words that they have read Read most words fluently, with unfamiliar words accurately decoded
Writing: Transcription/Composition	<ul style="list-style-type: none">♣ Sentences to articulate and summarise♣ Descriptive words and phrases♣ Interview questions for characters♣ Writing in role – diary entries♣ Simple playscript♣ Book review♣ Information text♣ Comparative descriptions♣ Personal narrative♣ Poetry♣ Extended Story	<ul style="list-style-type: none">♣ Identify audience/purpose♣ Describe character and setting♣ Use speech/dialogue to convey character.♣ Build cohesion across paragraphsProcedural: Script♣ Instructions♣ Postcard♣ Information Writing♣ Recount♣ Comic Strip♣ Persuasive Speech♣ Advertisement♣ Note♣ Poetry♣ Persuasive Presentation♣ Non-Chronological Report	<ul style="list-style-type: none">♣ Learn structure, vocab and grammar from existing text types.♣ Plan writing.♣ Draft writing by composing sentences orally.♣ Organise paragraph around a theme.♣ Use organisation devices for non-fiction.♣ Write for different purposes.♣ Suggest improvements to own writing.♣ Proof-read.Annotated drawings ♣ Recounts (diary entries)♣ Persuasive letter♣ List poetry	<ul style="list-style-type: none">♣ Write poems (as a class and individually) based on observation and experience♣ identify dialect features in the poems written in a Caribbean voice and discuss differences between dialect and standard English♣ bring out the meaning of a poem through performance♣ Develop generalisations about the main themes and features in the work of an individual poet.	<ul style="list-style-type: none">♣ Consider how authors develop character and setting.♣ Understand how grammar/vocab choices can change and enhance meaning.♣ Use cohesive devices across paragraphs.♣ Edit their own writing.♣ Character summaries♣ Advisory notes♣ Writing in Role♣ Missing Posters♣ Poetry♣ Persuasive Writing♣ Newspaper report	<ul style="list-style-type: none">♣ Visual Organisers♣ Personal Narrative♣ Poetry♣ Writing in Role♣ Referential Writing♣ Persuasive Speech♣ Poetry♣ Biography♣ Explanatory (Informal)♣ Explanatory (Formal)♣ Narrative

Make your light shine so others will see the good that you do”



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			♣Questions ♣Newspaper report			
Extended Writing Outcome	Diary entry detailing the characters move and change in circumstance.	Recount (School trip)	Newspaper Article	Poetry Writing	Narrative Writing	Letter Writing
	Letter writing		Narrative Writing		Persuasive Writing	Persuasive Writing Biography
Vocabulary, Grammar, Punctuation and Spelling to be taught and continuously revisited throughout the year to ensure thorough understanding						
National Curriculum Vocabulary, Grammar, Punctuation Year 3	<ul style="list-style-type: none">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.Expressing time, place and cause using conjunctions, adverbs or prepositions.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.Introduction to inverted commas to punctuate direct speech.Use possessive apostrophes with plural words<u>Terminology</u>: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks).					
Spelling (Active Learn – Spelling Bug & Twinkl Scheme)	Long /ai/ sound spelt “ei” Long /ai/ sound spelt “ey” Long /ai/ sound spelt “ai” /ur/ sound spelt “ear” Homophones and near homophones	Creating adverbs using –ly suffix (All rules) Statutory challenge words	Short /i/ sound spelt with “y” Add suffixes beginning with vowel Use prefix mis- Use prefix dis- /k/ sound spelt with “ch”	Homophones & Near homophones Prefix bi- and re- /g/ sound spelt “gue” /k/ sound spelt “que” /sh/ sound spelt “ch” Statutory spelling	Words ending –ary Short /u/ sound spelt with “o” Short /u/ sound spelt with “ou” Word families	-al suffix /zhuh/ sound spelt “sure” /chuh/ sound spelt “ture” Silent Letter revision
National Curriculum Reading Year 3	<ul style="list-style-type: none">read books that are structured in different ways and read for a range of purposesusing dictionaries to check the meaning of words that they have readread most words fluently, with unfamiliar words accurately decodedread most common exception words accurately including those with unusual correspondences between spellings and soundsdiscuss words and phrases that capture the reader’s interest and imaginationdrawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidencemake predictions from the texts they are reading and summarise the main points in paragraphcan identify and comment on the features of organization across a different range of non-fiction texts;can locate information using skimming, scanning and text marking.					<div>Termly Focus Objectives<div>AutumnSpringSummer</div></div>
National Curriculum Writing Year 3	<ul style="list-style-type: none">A legible handwriting style is developing with consistent letter formation, sometimes joinedWriting demonstrates awareness of purpose and reader with attempts to interest the readerIn narrative writing, can create settings, characters and plotBegins to evaluate, edit and improve work with supportSpells many words from the Year 3 word listUses the correct selection of homophones most of the timeUses simple organisational devices in non-narrative writingBegins to organise paragraphs around a themeUses a range of conjunctions e.g. when, before, after, while, so, becauseUses adverbs e.g. Then, next, soon, thereforeUsing prepositions e.g. before, after, during, in, because ofSome accurate use of inverted commas to punctuate direct speechUses apostrophes for singular possession and to mark where letters are missing mostly correctlyUses the correct form of a or anUses the present perfect form of verbs instead of the simple past e.g. he has gone out to play contrasted with he went out to playTense is used mainly accurately					

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