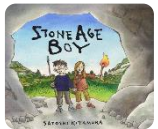





Year 3 Long Term English Plan

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	 	 				<p>Isis and Osiris</p> <p>Instructions – Mummification</p>
Genre	<p>Description of characters and settings</p> <p>Re-tell</p> <p>Letters</p> <p>Instructional writing</p>	<p>Character description- develop character through dialogue</p> <p>Narrative – focus on planning</p> <p>Write to Church/chapel invite someone to talk about advent.</p> <p>Mouse Hole Cat - sequencing description/adjectives (using words and pictures)</p>	<p>Letter</p> <p>Recount -diary</p> <p>Instructions</p> <p>News report</p> <p>Recount - newspaper report</p>	<p>Persuasive letter</p> <p>Explanation text - How sweets/chocolate are made</p> <p>Character profile/description</p> <p>Narrative</p>	<p>Narrative</p> <p>Recount -newspaper report -linked to the discovery of King Tut's tomb</p> <p>Setting description</p> <p>Diary</p> <p>Playscript</p>	<p>Instructions</p> <p>Character/setting description</p> <p>Narrative</p> <p>Non-chronological report</p> <p>Personal recount – linked to class visit.</p> <p>Write a guide to Year 3 for the Year 2 children</p>
Poetry	<p>Kennings and Quatrains</p> <p>Literacy Shed</p>					<p>Poetry – Question and Answer poems.</p> <p>Literacy Shed</p>

Statutory National Curriculum Requirements – Year 3 Reading:

- *Children should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction and reference books. (Plays could be in guided reading)*
- *Include increasing familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally.*
- *Identify themes in books eg good v evil; use of magical devices in fairy stories and folk tales*
- *Read non-fiction about a wide range of subjects*
- *Use dictionaries*
- *Read aloud poems and playscripts*

Word Reading	Comprehension – Response and Attitude	Comprehension – Understanding
<ul style="list-style-type: none"> • Applies knowledge of root words, prefixes and suffixes (etymology and morphology) to support reading and understanding of new vocabulary • Prefixes: in-, un-, dis-, mis- • Suffixes: -ness, -ful, -ly • Root words: adding –ing, -ed, -er, -est, -y • Reads further exception words, checking alternative pronunciations to secure accurate decoding 	<ul style="list-style-type: none"> • Listens to and discusses a range of fiction, poetry, plays, non-fiction, reference and textbooks, including fairy stories, myths and legends • Reads books that are structured in different ways • Reads for a range of purposes • Uses a dictionary to check the meaning of unfamiliar words • Prepares poems to read aloud and to perform, showing understanding through intonation, tone, volume and action • Identifies words and phrases that capture the reader’s interest and imagination and comments on them 	<ul style="list-style-type: none"> • Reads independently and discusses their understanding of the text • Asks questions to improve their understanding • Draws inferences such as inferring characters’ feelings, thoughts and motives based on what they have read • Predicts what might happen based on details stated in the text • Identifies main ideas drawn from more than one paragraph • Participates in discussion about books they have read/heard, taking turns and listening to what others say

Statutory National Curriculum requirements – Year 3 writing:

- Learn about structure, vocabulary and grammar from books read
- Organise paragraphs around a theme
- Create characters, setting and plot in narratives
- Use simple organisational devices eg headings and sub-headings
- Assess effectiveness of own and others' writing, propose changes
- Proof-read for spelling and punctuation errors

Spelling

Spells correctly:

- Words with suffixes beginning with vowel letters
- Words with the /ɪ/ sound spelt y
- Words with the u sound spelt ou
- Words with the prefixes
- Words with the suffix –ation
- Words with endings sounding like zh
- Words with the suffix –ous
- Words with endings which sound like shun spelt –tion, –sion, –ssion, –cian
- Spell at least half of the words in the Y3/4 word list correctly.
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Vocabulary, Grammar and Punctuation

- Uses the forms a or an correctly
- extends sentences with a wider range of conjunctions, e.g. when, if, because, although
- Uses the present perfect forms of verbs instead of the simple past
- Expresses time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of)
- Understands how word families are related
- Uses inverted commas to punctuate direct speech
- accurately and appropriately uses and understands the following grammatical terminology: adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas

Writing Process

- Discusses writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Plans by discussing and recording ideas
- Composes and rehearses sentences orally (including dialogue)
- Uses conjunctions, adverbs, and prepositions to express time, place and cause
- In narratives, creates settings, characters and plot
- uses paragraphs as a way to group related material in non-narrative material, uses simple organisational devices such as headings and sub-heading
- Assesses the effectiveness of their own and others' writing and suggesting improvements
- Proof-reads for spelling and punctuation errors
- Reads aloud their own writing, to a group or the whole class, controlling the tone and volume so that the meaning is clear.
- Within sentences, chooses nouns or pronouns appropriately for clarity and to avoid repetition

Handwriting

- Uses the diagonal and horizontal strokes that are needed to join letters
- Understands which letters, when adjacent to one another, are best left unjoined

