

Year 3 English Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre	Stories with Familiar Settings Reports	Myths Poetry - Poems to Perform	Mystery Instruction	Adventure Stories Poetry - Shape Poetry & Calligrams	Dialogues & Plays Information	Poetry - Language Play Authors
Class Text	Voices in the Park - Anthony Browne Enchantment in the Garden - Shirley Hughes Born to Run - Michael Morpurgo	Greek Myths - Ann Turnball The children's book of Myths and Legends - Ronne Randall Norse Myths: Tales of Odin, Thor & Loki - Kevin Crossley-Holland	Krindlekrax - Phillip Ridley The Haunting of Pip Parker - Anne Fine The Tunnel - Anthony Browne	You're a bad man Mr Gum! - Andy Stanton Gangsta Granny - David Walliams Stormbreaker - Anthony Horowitz	Little Mouse's Big Book of Fears - Emily Gravett The Iron Man - Ted Hughes The Turbulent Term of Tyke Tyler - Gene Kemp	David Walliams Andy Stanton Anne Fine Anthony Horowitz Michael Morpurgo Anthony Browne Simon Bartram Ted Hughes Choose a different one to one already covered
Suggested Satellite Texts / www sites	The human Body - Penny Coltman Great Little Facts - Clare Oliver	http://myths.e2bn.org I've got a poem for you - John Foster Perform me a poem - Frances Reed	Link instruction to other areas of the curriculum	What shape is a poem? - Paul Cookson Doodle Dandies: Poems that take shape - J.Patrick Lewis	Play Time: Plays for all ages - Julia Donaldson The BFG: A set of plays - Roald Dahl Link information books to other areas of the curriculum	Raps, Riddles & Concrete - Pie Corbett Utter Nonsense - Lewis Carroll

	Autumn 1	Autumn 2
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Class Text	Voices in the Park - Anthony Browne Enchantment in the Garden - Shirley Hughes Born to Run - Michael Morpurgo	Greek Myths - Ann Turnball The children's book of Myths and Legends - Ronne Randall Norse Myths: Tales of Odin, Thor & Loki - Kevin Crossley-Holland
Suggested Satellite Texts / www sites	The human Body - Penny Coltman Great Little Facts - Clare Oliver	http://myths.e2bn.org I've got a poem for you - John Foster Perform me a poem - Frances Reed
Oracy / speaking & listening	Ask relevant questions to extend their understanding and knowledge. - Spring 1 & Summer 1 Use relevant strategies to build their vocabulary. Every half term Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - linked to familiar settings. Spring 2 & Summer 2 Speak audibly and fluently with an increasing command of Standard English - through role play and use of speeches. Autumn 2, Spring 2, Summer 1 & Summer 2	Use relevant strategies to build their vocabulary- link to performance poetry. Speak audibly and fluently with an increasing command of Standard English - through role play and use of speeches.
Word reading	Apply their growing knowledge of root words and prefixes. Autumn 2 , Spring 2 & Summer 1 Read further exception words noting unusual correspondences between spelling and sound - Spring 1 & Summer 2	Apply their growing knowledge of root words and prefixes.
Comprehension	Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction and non-fiction. -	Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of poetry. Use dictionaries to check the meaning of words that they have read.

	<p>Use dictionaries to check the meaning of words that they have read. Every half term</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Autumn 2 & Summer 2</p> <p>Discuss words and phrases that capture the reader's interest and imagination - linked to familiar settings Spring 1, Summer 1 & Summer 2</p>	<p>Increase their familiarity with a wide range of books, including fairy stories, <u>myths and legends</u>, and retelling some of these orally.</p> <p>Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognising some different forms of poetry</p>
Writing - Transcription	<p>Use the first two or three letters of a word to check its spelling in a dictionary. Autumn 2 & Summer 1</p> <p>Spell some homophones. Spring 1 & Summer 2</p> <p>Use further prefixes and suffixes and understand how to add them. Autumn 2 & Spring 2</p> <p>Write from memory simple sentences, dictated by the teacher include words and punctuation taught. - Spring 2 & Summer 2</p> <p>Continually refer to year 3/4 spelling list</p>	<p>Use further prefixes and suffixes and understand how to add them.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Continually refer to year 3/4 spelling list</p>
Writing - Handwriting	<p>Use the diagonal and horizontal strokes that are needed to join letters.</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters.</p>
Writing - Composition	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Autumn 1, Spring 2, Summer 1</p> <p>In narratives create settings, characters and plot. Spring 1</p> <p>In non-narrative material, use simple organisational devices. - Summer 1</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Autumn 2 & Spring 2</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Compose and rehearse sentences orally.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
Writing - Grammar,	<p>Extend the range of sentences with more than one clause. Autumn 2, Spring 1 & Summer 1</p> <p>Use fronted adverbials. - Spring 1</p>	<p>Use conjunctions, adverbs and prepositions to express time and cause.</p>

Vocabulary & Punctuation	Use the grammatical terminology in English Appendix 2 in discussing their writing. All half terms	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Use the grammatical terminology in English Appendix 2 in discussing their writing.
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	Spring 1	Spring 2
Genre	Mystery Instruction	Adventure Stories Poetry - Shape Poetry & Calligrams
Class Text	Krindlekrax - Phillip Ridley The Haunting of Pip Parker - Anne Fine The Tunnel - Anthony Browne	You're a bad man Mr Gum! - Andy Stanton Gangsta Granny - David Walliams Stormbreaker - Anthony Horowitz
Suggested Satellite Texts / www sites	Link instruction to other areas of the curriculum	What shape is a poem? - Paul Cookson Doodle Dandies: Poems that take shape - J.Patrick Lewis
Oracy / speaking & listening	Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary.	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - linked to Adventure stories. Use relevant strategies to build their vocabulary. Speak audibly and fluently with an increasing command of Standard English - poetry.

Word reading	Read further exception words noting unusual correspondences between spelling and sound.	Read further exception words noting unusual correspondences between spelling and sound. Apply their growing knowledge of root words and prefixes.
Comprehension	Use dictionaries to check the meaning of words. Discuss words and phrases that capture the reader's interest and imagination - linked to mystery. Identify how language, structure and presentation contribute to meaning - instructions. Ask questions to improve their understanding of a text. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Use dictionaries to check the meaning of words. Recognise some different forms of poetry. Predicting what might happen from details stated and implied. Identifying themes and conventions in a wide range of books. Preparing poems to read aloud and perform, showing understanding through intonation, tone, volume and action. Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
Writing - Transcription	Spell homophones. Spell words that are commonly misspelt. Place the possessive apostrophe accurately in words with regular plurals (for example girls', boys') and in words with irregular plurals (for example children's). Continually refer to year 3/4 spelling list	Use further prefixes and suffixes and understand how to add them. Place the possessive apostrophe accurately in words with regular plurals (for example girls', boys') and in words with irregular plurals (for example children's). Write from memory simple sentences, dictated by the teacher include words and punctuation taught. Continually refer to year 3/4 spelling list
Writing - Handwriting	Understand the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Use the diagonal and horizontal strokes that are needed to join letters. Increase the legibility, consistency and quality of their handwriting ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
Writing - Composition	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. In narratives create settings, characters and plot.	Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. Organise a paragraph around a theme.

	<p>Assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>Proof-read for spelling and punctuation errors.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
<p>Writing - Grammar, Vocabulary & Punctuation</p>	<p>Use commas after fronted adverbials.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Using and punctuating direct speech.</p> <p>Indicate possession by using the possessive apostrophe with plural nouns.</p> <p>Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>

	Summer 1	Summer 2
Genre	Dialogues & Plays Information	Poetry - Language Play Authors
Class Text	<p>Little Mouse's Big Book of Fears - Emily Gravett</p> <p>The Iron Man - Ted Hughes</p> <p>The Turbulent Term of Tyke Tyler - Gene Kemp</p>	<p>David Walliams</p> <p>Andy Stanton</p> <p>Anne Fine</p> <p>Anthony Horowitz</p> <p>Michael Morpurgo</p> <p>Anthony Browne</p> <p>Simon Bartram</p> <p>Ted Hughes</p> <p>Choose a different one to one already covered</p>
Suggested Satellite	<p>Play Time: Plays for all ages - Julia Donaldson</p> <p>The BFG: A set of plays - Roald Dahl</p> <p>Link information books to other areas of the curriculum</p>	<p>Raps, Riddles & Concrete - Pie Corbett</p> <p>Utter Nonsense - Lewis Carroll</p>

Texts / www sites		
Oracy / speaking & listening	<p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Speak audibly and fluently with an increasing command of Standard English - through role play and use of speeches.</p>	<p>Use relevant strategies to build their vocabulary.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English - through role play and use of speeches.</p>
Word reading	Apply their growing knowledge of root words and prefixes.	Read further exception words noting unusual correspondences between spelling and sound.
Comprehension	<p>Use dictionaries to check the meaning of words.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of the words in context.</p> <p>Retrieve and record information from non-fiction.</p>	<p>Use dictionaries to check the meaning of words.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Identify themes and conventions in a wide range of books understanding intonation, tone, volume and action.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p>
Writing - Transcription	<p>Spell words that are often misspelt.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Continually refer to year 3/4 spelling list</p>	<p>Spell homophones.</p> <p>Place the possessive apostrophe accurately in words with regular plurals (for example girls', boys') and in words with irregular plurals (for example children's).</p> <p>Write from memory simple sentences, dictated by the teacher include words and punctuation taught.</p> <p>Continually refer to year 3/4 spelling list</p> <p>Revision of spelling rules</p>
Writing - Handwriting	Increase the legibility, consistency and quality of their handwriting ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	Increase the legibility, consistency and quality of their handwriting ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

<p>Writing - Composition</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. In non-narrative material use simple organisational devices - instructions. Proof-read for spelling and punctuation errors.</p>	<p>Organise a paragraph around a theme. Assess the effectiveness of their own and others' writing and suggest improvements. Proof-read for spelling and punctuation errors.</p>
<p>Writing - Grammar, Vocabulary & Punctuation</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Use and punctuate direct speech. Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>Use conjunctions, adverbs and prepositions to express time and cause. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>