

YEAR 3 ENGLISH LONG TERM PLAN 2021-22

	AUTUMN 1 Week 1 – 2 days 7 full weeks 3x units plus poetry	AUTUMN 2 Week 1 – 4 days 6 full weeks Week 8 – 3 days 3x units plus Writing Week	SPRING 1 Week 1 – 2 days 5 full weeks 2x units plus poetry	SPRING 2 6 full weeks 3x units	SUMMER 1 Week 1 – 4 days Week 2 – full week Week 3 – 3 days Weeks 4-6 full weeks 3x units	SUMMER 2 6 full weeks Week 7 – 2 days 2x units plus poetry and transition
AUTHOR FOCUS	Diary of a Wimpy Kid – Jeff Kinney		Beatrix Potter – Variety of stories		White, E.B - Stuart Little	
TEXT FOCUS	Dangerous – Tim Warnes (4 weeks) Jim and the Beanstalk – Raymond Briggs (2 weeks) Poetry x1 week	Stone Age Boy - Mark Warner x4 weeks The Christmas Miracle of Johnathan Toomey – Susan Wojciechowski X2 weeks	Flotsam – David Wiesner x 2 weeks Old Possum’s Book of Practical Cats – T.S.Elliot X3 weeks	The Tunnel - Anthony Browne x 2 weeks Peter Rabbit – Beatrix Potter x2 Benjamin Bunny – Beatrix Potter x2	Leon and the place between – Grahame Baker-Smith x2 weeks Egyptian Cinderella – Shirley Climo x4	The Promise – Nicola Davies x4 weeks Revolting Rhymes – Roald Dahl x1 weeks
PERSUADE (at least one per term)		Advert (TCMOFT)		Persuasive Letter (PR)		Leaflet (The Promise)
ENTERTAIN	Narrative (Dangerous) Character Description (Dangerous)	Diary (Stone Age Boy)	Setting Description (Flotsam)	Alternative Story Ending (The Tunnel) Book Review (BB)	Setting description (LATPB) Wanted Poster (Egyptian Cinderella)	Eye-witness report (The Promise)
INFORM/ EXPLAIN (at least one per term)	Biography of Jim (JATB)	Non-Chronological report (Stone Age Boy)	Newspaper report (OPBOFC)		Non-Chronological report (EC)	
POETRY (x1 week)	Fireworks		Riddles (OLPBOFC)			Create own revolting rhyme/story (RR)
PUBLISHED PIECE (x6)	Biography of the Giant (JATB)	Diary – from another point of view (Stone Age Boy)	Setting description (Lake District)	Book Review (PR)	Setting description – different image (LATPB)	Leaflet (Visit Ancient Egypt)
ASSESSED PIECE (x3)		Advert (TCMOFT)		Alternative story ending - The Tunnel		Eye-witness report (The Promise)

<p>RANGE</p>	<ul style="list-style-type: none"> • R1 Increasing their familiarity with a wide range of books, including fairy stories, myths and legends • R2 Identifying recurring themes and elements in different stories and poetry (e.g. good triumphing over evil, magical devices) • R3 Learning poetry by heart and recognising different forms of poetry • R4 Preparing poems and play scripts to read aloud, using appropriate intonation and controlling tone and volume so that the meaning is clear • R5 Ensuring pupils have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum
<p>READING COMPREHENSION</p>	<ul style="list-style-type: none"> • RC1 Identifying themes and conventions in a wide range of books • RC2 Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • RC3 Predicting what might happen from details stated and implied • RC4 Identifying main ideas drawn from more than one paragraph and summarising them • RC5 Identifying how language, structure and presentation contribute to meaning <p>KS2 Content Domains</p> <ul style="list-style-type: none"> • 2a Give / explain the meaning of words in context • 2b Retrieve and record information / identify key details from fiction and non-fiction • 2c Summarise main ideas from more than one paragraph • 2d Make inferences from the text / explain and justify inferences with evidence from the text • 2e Predict what might happen from details stated and implied • 2f Identify / explain how information / narrative content is related and contributes to meaning as a whole • 2g Identify / explain how meaning is enhanced through choice of words and phrases • 2h Make comparisons within the text
<p>PUNCTUATION AND GRAMMAR</p>	<p>Sentence</p> <ul style="list-style-type: none"> • S1 Know that a main clause is a part of a sentence that makes sense on its own • S2 Know that a subordinate clause is a part of a sentence that does not make sense on its own • S3 Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • S4 Use fronted adverbials for when (<i>As they left...</i>) <p>Word</p> <ul style="list-style-type: none"> • W1 Use noun phrases appropriately and consistently • W2 Write two-clause sentences with subordinate clauses beginning with the conjunctions: <i>when, as, while, before</i> and <i>after</i> (time); <i>because, so</i> (cause); <i>if</i> (reason); <i>even though</i> (opposition) • W3 Know what a possessive pronoun is (my, his, her, our, their, its, your) and use them appropriately • W4 Use the determiners 'a' or 'an' according to whether the next word begins with a vowel sound (an elephant, an orange, unvoiced 'h' honest) • W5 Know that adverbs (mostly ly words) add detail to verbs and use them appropriately • W6 Recognise prepositions as words indicating place (<i>eg. above, along, around, behind, between, in front of</i>) and use them appropriately <p>Punctuation</p> <ul style="list-style-type: none"> • P1 Use commas in lists appropriately and consistently • P2 Use inverted commas to demarcate the spoken word • P3 Use apostrophes for omission accurately and consistently <p>Text</p> <ul style="list-style-type: none"> • T1 Use paragraphs as a way to group related material • T2 Write in the past and present tenses appropriately and consistently (including the progressive and present perfect forms) • T3 Know the differences between Standard and Non-Standard English and begin to apply what they have learnt • T4 Understand and use similes (<i>as bright as the sun, like a wise owl</i>) • T5 Use headings and sub headings to aid presentation
<p>WRITING COMPOSITION</p>	<p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> • WC1 Composing and rehearsing sentences orally (including dialogue), building a rich vocabulary and range of sentence structures • WC2 In narrative texts, creating settings, characters and plot • WC3 In non-fiction, using organisational devices (eg. headings and sub-headings) • WC4 Using the perfect form of verbs to mark relationships of time and cause <p><u>Evaluate and edit by:</u></p> <ul style="list-style-type: none"> • WC5 Assessing the effectiveness of their own and others' writing, and suggesting improvements • WC6 Proposing changes to grammar and vocabulary to improve consistency (eg. the accurate use of pronouns in sentences) • WC7 Proof-reading for spelling and punctuation errors •

<p>SPELLING</p>	<ul style="list-style-type: none"> • SP1 The suffixes –ment, –ness, –ful , –less and ‘-ly’ • SP2 Contractions • SP3 The possessive apostrophe (singular nouns) • SP4 Words ending in –tion • SP5 Homophones and near-homophones • SP6 Common exception words • SP7 Adding suffixes beginning with vowel letters to words of more than one syllable • SP8 The /ɪ/ sound spelt y elsewhere than at the end of words • SP9 The /ʌ/ sound spelt ou • SP10 More prefixes • SP11 The suffix –ation • SP12 The suffix –ly
<p>HANDWRITING</p>	<ul style="list-style-type: none"> • H1 Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • H2 Increase the legibility, consistency and quality of their handwriting (eg. by 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>SPOKEN LANGUAGE</p>	<p>SL 1 – INSTRUCTIONS SL2 – DISCUSSION SL3 – EXPLANATION SL4 – REASONING SL5 – NEGOTIATION SL6 - PERSUASION SL7 – NARRATIVE (LINKED TO READING OBJECTIVES BELOW)</p> <ul style="list-style-type: none"> • SL7A Listening to and discussing a wide range of texts (and listening to what others say) • SL7B Performing and reading poems and play scripts aloud, showing understanding through intonation, tone, volume and action • SL7C Discussing their understanding of texts and explaining the meaning of words in context • SL7D Asking questions to improve their understanding of a text • SL7E Discussing writing similar to that which they are planning to understand and learn from its structure, vocabulary and grammar • SL7F Discussing and recording ideas for writing

Writing Purposes

PERSUADE	Formal letters	Advertisements	Leaflets/ flyer/ pamphlet	Speeches	Balanced arguments	Radio advert	Book blurb	Discussion	Debate
-----------------	----------------	----------------	------------------------------	----------	--------------------	--------------	------------	------------	--------

INFORM/ EXPLAIN	Explanations	Instructions	News Reports	Non-Chronological Reports
	Encyclopaedia entry	List of rules	Interview	Leaflet
	Technical manual	Recipe	Review / sports review	information (eg history link)
	Science investigation	Directions / route planner	Recount (report)	Biography
		Technical instructions	Article/ Magazine article	
			Eyewitness report	

ENTERTAIN	Narrative	Recount	Poetry	Descriptive Writing
	Traditional Tale	Letter	Free Verse (inc. Conversation, Monologue, List Poems)	Setting description
	Fantasy Adventure	Postcard	Visual Poems (Calligrams, Shape, Concrete)	Character Description
	Story with patterned language	Personal diary entry	Structured Poems (cinquain, quatrain, couplets, rap, limerick, kennings, haiku, tanka, renga, ballads, question and answer poems)	
	Stories with familiar settings	Retell event		
	Myths	Biography		
	Legends	Autobiography		
	Fables	Book Review		
	Stories from other cultures			
	Adventure			
	Mystery			
	Issue / dilemma			
	<ul style="list-style-type: none"> • Wanted poster • Diary entry of character • Eyewitness account as character 			
	Imaginary world / Sci-fi			
	Flashback/ Flashforwards			
Write the poem as a story				
Alternative story ending				