

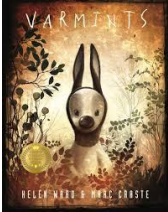
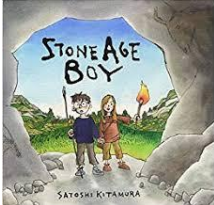

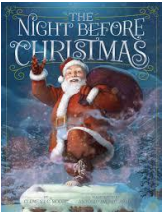


Year 3 English Long Term Plan



Year 3 English Long Term Plan


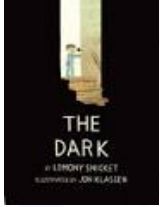
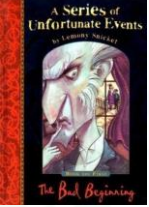


Term	Subject	Overview	
Autumn Term	Writing	<p>Fiction - Narrative Writing – Character Description (<i>'Varmints' By Helen Ward</i>)</p> <p>Non-Fiction – Non-Chronological Report – (<i>'Stone Age Boy' By Satoshi Kitamura</i>)</p> <p>Fiction – Narrative Writing – Character Description (using historical fiction)(<i>'Beowulf' By Michael Morpurgo</i>)</p> <p>Fiction - Narrative Writing – Hero Story (<i>'Beowulf' By Michael Morpurgo</i>)</p> <p>Poetry – Structured poems (<i>'The Night Before Christmas' by Clement C. Moore</i>)</p>	
	Core Text/s	<p>Transition Text Varmints By Helen Ward</p> 	<p>Stone Age Boy By Satoshi Kitamura</p>  <p>Beowulf By Michael Morpurgo</p>  <p>The Night Before Christmas By Clement C. Moore</p> 
	Reading	<p>Independent/Group/1:1 Reading & Quizzing (Accelerated Reader)</p> <p>Exploring Genres – Range of text-types and comprehension questions relating to the Focus Reading VIPERS (Vocabulary, Infer, Predict, Explain, Summarise)</p> <p>Daily Reading of Core Text</p> <p>Daily Core Text GR Sessions & Comprehension</p> <p>Story Time (Daily)</p>	
	PaG	<p>Verbs: Round-up of Verb Tenses</p> <p>Sentences: Main and Subordinate Clauses</p> <p>Nouns: recap common and Proper</p> <p>Nouns: expanded noun phrases</p> <p>Adjectives – including similes</p>	<p>Pronouns: Possessive</p> <p>Adverbs: Adverbial phrases</p> <p>Verbs: Past Perfect Tense – Regular Verbs</p> <p>Use of –ly in Standard English to turn adjectives into adverbs</p> <p>Subordination and Co-ordination</p>
	Spelling	<p>Recap of Song of Sounds Stage 2 and 3 phonemes including digraphs and trigraphs</p> <p>Unit related spellings</p>	<p>Statutory spelling words for Year 3</p> <p>Suffixes (<i>es, er, ed, ing – revise from Year 2</i>)</p> <p>Prefixes (<i>un, dis, mis, re</i>)</p> <p>Homophones</p>



Year 3 English Long Term Plan

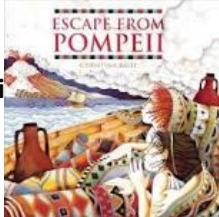

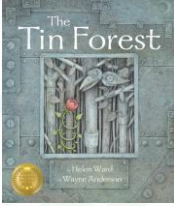
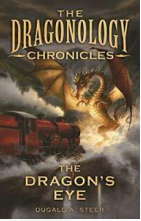


Term	Subject	Overview	
Spring Term	Writing	<p>Fiction - Narrative Writing – Contemporary Story (<i>'The King Who Banned the Dark'</i>; by Emily Haworth-Booth)</p> <p>Non Fiction – Discussion text – should the dark be banned? (<i>'The King Who Banned the Dark'</i> By Emily Haworth-Booth)</p> <p>Fiction - Narrative Writing – Mystery Story (<i>'The Dark'</i> by Lemony Snicket)</p> <p>Non-Fiction – Recount – newspaper article about the boy who met the dark! (<i>'The Dark'</i> by Lemony Snicket)</p> <p>Fiction - Narrative Writing – Character Description (<i>'Series of Unfortunate Events'</i> By Lemony Snicket)</p> <p>Non-Fiction – Instructional / Procedural Text (<i>'Series of Unfortunate Events'</i> By Lemony Snicket)</p>	
	Core Text/s	<p>The King Who Banned the Dark By Emily Haworth-Booth</p>  <p>The Dark By Lemony Snicket</p>  <p>Series of Unfortunate Events By Lemony Snicket</p> 	
	Reading	<p>Independent / Group / 1:1 Reading</p> <p>Exploring Genres – Range of text-types and comprehension questions relating to the Focus Reading VIPERS (Vocabulary, Infer, Predict, Explain, Sequence)</p> <p>Daily Reading of phonic words and sentences</p> <p>Daily Core Text GR Sessions & Comprehension</p> <p>Story Time (Daily)</p>	
	PaG	<p>Use conjunctions, adverbs and prepositions to express time, place and cause</p> <p>Pronouns and Adjectives: Possessives</p> <p>Use paragraphs to group related ideas</p> <p>headings and sub-headings</p>	<p>Sentences: Direct and Indirect Speech</p> <p>Use 'a' and 'an' correctly</p> <p>Homophones and near homophones</p> <p>Adjectives: Synonyms</p> <p>Pronouns: Relative</p> <p>Use the past perfect form</p>
	Spelling	<p>Suffixes –ness and –full following a consonant</p> <p>Prefixes (sub- and tele-)</p> <p>Apostrophes for contracted words e.g. is not = isn't</p> <p>Spelling words with 'ion' and 'ure'</p>	<p>Statutory spelling words for Year 3</p> <p>Use possessive apostrophe with regular and irregular plurals</p> <p>Homophones and near homophones</p>



Year 3 English Long Term Plan



Term	Subject	Overview		
<p style="text-align: center; font-size: 2em; font-weight: bold;">Summer Term</p>	<p style="text-align: center; font-weight: bold;">Writing</p>	<p>Fiction - Narrative Writing – Playscript (<i>‘Escape from Pompeii’</i> by Christina Balit)</p> <p>Non Fiction – Discussion text (<i>‘Escape from Pompeii’</i> by Christina Balit)</p> <p>Fiction - Narrative Writing – Adventure Story (<i>‘The Snow Dragon’</i> by Vivian French)</p> <p>Non-Fiction – Instructional / Procedural Text (<i>‘The Snow Dragon’</i> By Vivian French)</p> <p>Fiction - Narrative Writing – Science Fiction Story (<i>‘The Tin Forest’</i> by Helen Ward)</p> <p>Non Fiction – Explanatory text – looking after the environment (<i>‘The Tin Forest’</i> by Helen Ward)</p> <p>Fiction - Narrative Writing – Science Fiction Story (<i>‘The Dragonology Chronicles’</i> by Dugald A. Steer)</p>		
	<p style="text-align: center; font-weight: bold;">Core Text/s</p>	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <p>Escape from Pompeii By Christina Balit</p>  </div> <div style="text-align: center;"> <p>The Snow Dragon By Vivian French</p>  </div> <div style="text-align: center;"> <p>The Tin Forest By Helen Ward</p>  </div> <div style="text-align: center;"> <p>The Dragonology Chronicles By Dugald A. Steer</p>  </div> </div>		
	<p style="text-align: center; font-weight: bold;">Reading</p>	<p>Independent/Group/1:1 Reading & Quizzing (Accelerated Reader)</p> <p>Exploring Genres – Range of text-types and comprehension questions relating to the Focus Reading VIPERS (Vocabulary, Infer, Predict, Explain, Summarise)</p> <p>Daily Reading of Core Text</p> <p>Daily Core Text GR Sessions & Comprehension</p> <p>Story Time (Daily)</p>		
	<p style="text-align: center; font-weight: bold;">PaG</p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Use conjunctions, adverbs and prepositions to express time, place and cause</p> <p>Use inverted commas to punctuate speech</p> <p>Use paragraphs to group related ideas</p> <p>headings and sub-headings</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Sentences: Direct and Indirect Speech</p> <p>Writing noun phrases expanded by modifying adjectives and nouns</p> <p>Synonyms</p> <p>Antonyms</p> </td> </tr> </table>	<p>Use conjunctions, adverbs and prepositions to express time, place and cause</p> <p>Use inverted commas to punctuate speech</p> <p>Use paragraphs to group related ideas</p> <p>headings and sub-headings</p>	<p>Sentences: Direct and Indirect Speech</p> <p>Writing noun phrases expanded by modifying adjectives and nouns</p> <p>Synonyms</p> <p>Antonyms</p>
	<p>Use conjunctions, adverbs and prepositions to express time, place and cause</p> <p>Use inverted commas to punctuate speech</p> <p>Use paragraphs to group related ideas</p> <p>headings and sub-headings</p>	<p>Sentences: Direct and Indirect Speech</p> <p>Writing noun phrases expanded by modifying adjectives and nouns</p> <p>Synonyms</p> <p>Antonyms</p>		
<p style="text-align: center; font-weight: bold;">Spelling</p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Recap previously taught prefixes and suffixes</p> <p>Suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’</p> <p>Word building (<i>able, ible, ably, ibly</i>)</p> <p>Mnemonics – Identifying simple mnemonics</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Checking spelling by proof-reading work</p> <p>Spelling the Year 3 statutory words</p> <p>Checking spellings using a dictionary</p> <p>Spelling words that are often misspelt</p> </td> </tr> </table>	<p>Recap previously taught prefixes and suffixes</p> <p>Suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’</p> <p>Word building (<i>able, ible, ably, ibly</i>)</p> <p>Mnemonics – Identifying simple mnemonics</p>	<p>Checking spelling by proof-reading work</p> <p>Spelling the Year 3 statutory words</p> <p>Checking spellings using a dictionary</p> <p>Spelling words that are often misspelt</p>	
<p>Recap previously taught prefixes and suffixes</p> <p>Suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’</p> <p>Word building (<i>able, ible, ably, ibly</i>)</p> <p>Mnemonics – Identifying simple mnemonics</p>	<p>Checking spelling by proof-reading work</p> <p>Spelling the Year 3 statutory words</p> <p>Checking spellings using a dictionary</p> <p>Spelling words that are often misspelt</p>			