

Year 3 Long Term English Planning

Term	• Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Write to: ENTERTAIN	Write to: INFORM	Write to: ENTERTAIN	Write to: PERSUADE	Write to: ENTERTAIN	Write to: INFORM
Plot Types/Non-Fiction/Poetry	<ul style="list-style-type: none"> Dialogue – write a small section of dialogue between two people to be performed Voyage and Return Story Didactic Cinquain (focus on effective word choice) 	<ul style="list-style-type: none"> Explanation text (linked to curriculum subject matter) Instructions 	<ul style="list-style-type: none"> Rags to Riches Story AABB rhyme scheme (couplet quatrains) 	<ul style="list-style-type: none"> Letter writing Persuasive writing – letter to Miss Porter (uniform, swimming pool, afternoon break) 	<ul style="list-style-type: none"> Quest story Acrostic Poetry describing a setting 	<ul style="list-style-type: none"> Non chronological report - paragraphing
Texts	<ul style="list-style-type: none"> Summer and Winter seasonal dialogue piece (Teacher WAGOLL) Where the Wild Things are Teacher WAGOLL 	<ul style="list-style-type: none"> Linked to science curriculum – nutrition Food and a healthy diet Recipes – Making a Crumble 	<ul style="list-style-type: none"> Charlie and the Chocolate Factory Teacher WAGOLL 	<ul style="list-style-type: none"> Teacher WAGOLL Teacher WAGOLL 	<ul style="list-style-type: none"> Arthur and the Golden Rope Teacher WAGOLL – rainforest and beach (setting descriptions) 	<ul style="list-style-type: none"> Linked to history curriculum – Regency Cheltenham
Spoken Language	<ul style="list-style-type: none"> Listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books. Prepare poems and play scripts to read aloud and to perform showing basic understanding through intonation, tone, volume and action. Discuss words and phrases that capture the reader’s interest and imagination. Ask questions to improve his/her understanding of the text. Participate in discussion about both books that are read to him/her and those that can be read for him/herself, taking turns and listening to what others say. Compose and rehearse sentences orally (including dialogue) progressively building a varied vocabulary and an increasing range of sentence structures. Read aloud his/her own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>(Note that there are also some maths and scientific based spoken language targets).</p>					
Word Reading	<ul style="list-style-type: none"> Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis- in-, il-, im-, ir-, -ly. Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word. 					

Reading Comprehension	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays and non-fiction. • Reading books that are structured in different ways. • Increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. • Identifying themes in books. • Reading aloud poems and performing play scripts. • Discussing words that capture the readers' interest and imagination. <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> • Checking that the text makes sense to him/her, discussing his/her understanding of words. • Asking questions to improve his/her understanding of the text. • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. • Predicting what might happen from details stated. • Identifying main ideas drawn from within one paragraph and summarise these. • Identifying how language, structure and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech. • Retrieve and record information from non-fiction. • Participate in reasoned discussion about books, poems and other material that are read to him/her and those that can be read for him/herself, taking turns and listening to what others say. 					
Generic Writing Statements (continuous objectives)	<ul style="list-style-type: none"> • Plan writing (by discussing and recording ideas, based on the structure and vocab of similar texts) • Draft and write by composing sentences orally • Build a varied and rich vocabulary • Proof read, evaluate and edit • Read own writing aloud 					
Composition Work	<ul style="list-style-type: none"> • Write a speech for performance • Write narratives, creating settings, characters and plot • Write a didactic cinquain 	<ul style="list-style-type: none"> • Draft and write non-narratives • Use headings and subheadings 	<ul style="list-style-type: none"> • Write narratives, creating settings, characters and plot • AABB rhyme scheme (couplet quatrains) 	<ul style="list-style-type: none"> • Draft and write non-narratives – showing awareness of audience • Use emotive/persuasive language 	<ul style="list-style-type: none"> • Embedding earlier objectives • Acrostic poetry 	<ul style="list-style-type: none"> • Embedding earlier objectives.
Sentence Work	<ul style="list-style-type: none"> • Express time, place and cause using conjunctions: when, before, while, after, so because, then, next, or and, but) • Begin to use inverted commas 	<ul style="list-style-type: none"> • Use a or an appropriately • Extend the range of sentences with more than one clause by using a wider range of conjunctions (if, 	<ul style="list-style-type: none"> • Use present perfect verb form in contrast to the past tense (he has gone out to play not he went out to play) • Develop use of inverted commas 	<ul style="list-style-type: none"> • Use imperative verbs to convey urgency 	<ul style="list-style-type: none"> • Write dictated, simple sentences from memory. 	<ul style="list-style-type: none"> • Consolidate the four main punctuation areas (. , ?!)

	<ul style="list-style-type: none"> Use expanded noun phrases for description and specification (the blue butterfly, plain flour) Use the cinquain structure 	<p>although, therefore, soon, in)</p> <ul style="list-style-type: none"> Use sub-heading and headings to aid presentation. Introduction to paragraphs as a way to group related material. 	<p>and other speech punctuation</p> <ul style="list-style-type: none"> Use AABB structure in poetry writing 			
Word Work	<ul style="list-style-type: none"> Identify word families 	<ul style="list-style-type: none"> Form nouns using prefixes: un, dis, mis, Add suffixes ing, er, est 	<ul style="list-style-type: none"> Form nouns using prefixes: re, super. 	<ul style="list-style-type: none"> Form nouns using prefixes: anti, sub, auto, inter 	<ul style="list-style-type: none"> Use suffixes –ly, ed, ing 	<ul style="list-style-type: none"> Use suffixes sion, tion Use prefixes in, il, im, ir
Spelling	<ul style="list-style-type: none"> Spell words that are often misspelt Spell words containing the ‘i’ sound spelt ‘y’ Spell words containing the ‘u’ sound spelt ‘ou’ 	<ul style="list-style-type: none"> Spell words containing the ‘ay’ sound spelt ‘ei’, ‘eigh’ or ‘ey’ Spell split digraphs 	<ul style="list-style-type: none"> Use the first two or three letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> Spell homophones 	<ul style="list-style-type: none"> Use the first two or three letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> Spell words with endings sounding like ‘zhun’
Handwriting	<ul style="list-style-type: none"> Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined 	<ul style="list-style-type: none"> Increase the legibility, consistency and quality of handwriting 	<ul style="list-style-type: none"> Embedding earlier objectives 	<ul style="list-style-type: none"> Embedding earlier objectives 	<ul style="list-style-type: none"> Embedding earlier objectives 	<ul style="list-style-type: none"> Embedding earlier objectives
Grammatical Terminology	<ul style="list-style-type: none"> preposition conjunction direct speech inverted commas 	<ul style="list-style-type: none"> prefix subordinate clause clause 	<ul style="list-style-type: none"> word family direct speech 	<ul style="list-style-type: none"> consonant consonant letter vowel vowel letter 	<ul style="list-style-type: none"> embedding earlier objectives. 	<ul style="list-style-type: none"> embedding earlier objectives.