

Year 3 English Long Term Plan

	Autumn 1 7 weeks	Autumn 2 7 weeks
Curriculum Areas	Volcanoes and Earthquakes Rocks	Stone Age to Iron Age Animals including Humans – Nutrition and Diet
CLPE Texts	The Pebble in my Pocket – Meredith Hooper and Chris Coady (4 weeks)	Ug: Boy Genius of the Stone Age – Raymond Briggs (4 weeks)
Writing Outcomes	Free Verse Poetry Blackout Poetry Narrative Recount Explanatory Text Writing in Role	Procedural: Script Instructions Postcard Information Writing Recount Comic Strip Persuasive Speech Advertisement Note Poetry Persuasive Presentation Non-Chronological Report
Grammar Focus	<ul style="list-style-type: none"> • Revision of objectives Year 1 and 2: See below for all objectives – after assessment identify key objectives for revision. • Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel • Using headings and sub headings to organise information. 	<ul style="list-style-type: none"> • Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i>. • Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, eventually</i>. • Explore and collect words with prefixes <i>super, anti, auto</i>.

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	Spring 1 5 weeks	Spring 2 6 weeks	
Curriculum Areas	Local Geography – Martin Mere Forces and Magnets	The Development of Martin Mere Light	
CLPE Texts	The Iron Man – Ted Hughes (4 weeks)	The Sun is Laughing - Various Poets (3 weeks)	Leon and Bob by Simon James (2 weeks)
Writing Outcomes	Annotated drawings Recounts (diary entries) Persuasive letter List poetry Questions Newspaper report	Note taking Reviews Writing in character Setting description	Letter writing Poetry Character description Postcard
Grammar Focus	<ul style="list-style-type: none"> Grouping related material into paragraphs. Use inverted commas to punctuate direct speech (speech marks). Explore and identify main and subordinate clauses in complex sentences. Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, while, since, after, before, so, although, until, in case</i>. 	<ul style="list-style-type: none"> Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, eventually</i>. 	<ul style="list-style-type: none"> Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary.

	Summer 1 6 weeks	Summer 2 6 weeks
Curriculum Areas	Rivers Animals including Humans – Skeletons and Muscles	Romans Plants

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CLPE Texts	Varjak Paw – S.F. Said (6 weeks)	The Great Kapok Tree (3 weeks)	The Tinderbox - Hans Christian Anderson, retold by Stephen Mitchell (2 weeks)
Writing Outcomes	Character summaries Advisory notes Writing in Role Missing Posters Poetry Persuasive Writing Newspaper report	Poetry Performance of a poem Explanation text Debate Report writing Writing in role Argument writing Making a visual text Note of advice Playscript Extension of a narrative	Character description Diary entry Newspaper report Biography Traditional tale
Grammar Focus	<ul style="list-style-type: none"> Use perfect form of verbs using <i>have</i> and <i>had</i> to indicate a completed action e.g. <i>I <u>have</u> washed my hands. We will <u>have</u> eaten our lunch by the time Dad arrives. Jack <u>had</u> watched TV for over two hours!</i> Use inverted commas to punctuate direct speech (speech marks). 	Revision of objectives covered over the year.	Revision of objectives covered over the year.

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Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i> , or <i>undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Year 2: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using suffixes such as <i>–ness, –er</i> and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as <i>–ful, –less</i> (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of <i>–ly</i> in Standard English to turn adjectives into adverbs
Sentence	Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Text	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

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Year 3: Detail of content to be introduced (statutory requirement)	
Word	<p>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <u>a</u> rock, <u>an</u> open box]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>
Sentence	<p>Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>
Text	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>
Punctuation	<p>Introduction to inverted commas to punctuate direct speech</p>
Terminology for pupils	<p>preposition, conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>