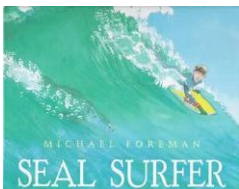
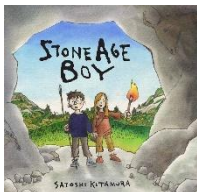
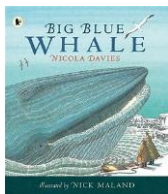
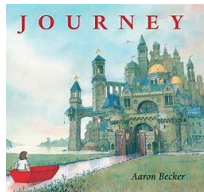
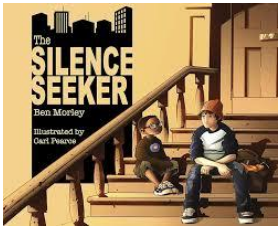
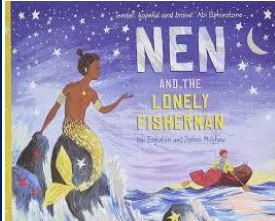
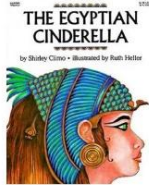
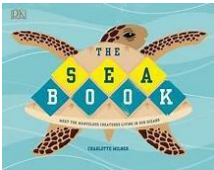
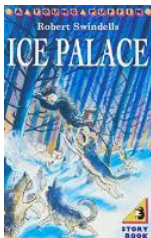
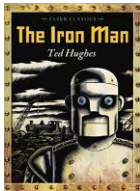
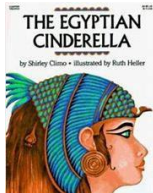


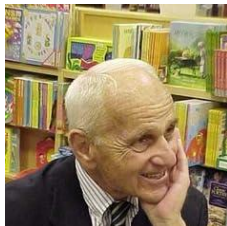


Year 3 English Long-Term Plan: Writing, Reading and Oracy

Year 3						
	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Text & Writing Outcomes	<u>Seal Surfer by Michael Foreman</u> 	<u>Winter's Child by Graham Baker-Smith</u> 	<u>Stone Age Boy by Satoshi Kitamura</u> Final Writing 	<u>Big Blue Whale by Nicola Davies</u> 	<u>Journey by Aaron Becker</u> 	<u>Zeraffa Giraffa by Dianne Hofmeyer</u> 
	Final Writing Outcome - fiction: Recount: letter in role (plot-driven)	Final Writing Outcome - fiction: Descriptive narrative (plot-driven)	Outcome - fiction: historical, linear narrative	Final Writing Outcome - non-fiction: Information text with elements of persuasion	Final Writing Outcome - fiction: Fantasy narrative	Final Writing Outcome - non-fiction: leaflet with elements of persuasion
	Incidental Writing Opportunities: character description, setting description, section of narrative	Incidental Writing Opportunities: Short dialogue, diary, setting description, character description	Incidental Writing Opportunities: Setting description, character description, dialogue, recount, diary	Incidental Writing Opportunities: Letter, information (explain), speech, non-chronological report	Incidental Writing Opportunities: Diary, setting description, recount, dialogue, character description	Incidental Writing Opportunities: Diary, setting description, letter, information, invitation, poster
	Revisit outcome: series of diaries (character-driven) (Y2, Su2 revisit)	Revisit outcome: letter in the role (Y3, A1 revisit)	Revisit outcome: instructions (Y2, Sp2 revisit)	Revisit outcome: section of linear narrative linked to This Morning I Met a Whale	Revisit outcome: letter/note in the role to inform (Y3, A1/A2 revisit)	Revisit outcome: dialogue (Y3 revisit)

				(Y3, Sp1 revisit)		
<u>Celebration of Diversity and Inclusion</u> <u>Text and Writing Outcomes</u>	<i>How can we communicate our values if we speak different languages?</i> <u>The Silence Seeker by Ben Morey</u>  Final Writing Outcome - fiction: Setting description (character-driven) (Y2, Su1 revisit)	<i>What is more important: protecting your identity or fitting in?</i> <u>Coming to England by Floella Benjamin</u>  Final Writing Outcome - fiction: series of diaries (character-driven) (Y3, A1 revisit)	<i>Are things always as they seem?</i> <u>Our Tower by Joseph Coelho</u>  Final Writing Outcome - fiction: letter in the role including a setting description (Y3, A1 revisit)	<i>Whose responsibility is it to protect the natural world?</i> <u>Leaf by Sandra Diekmann</u>  Final Writing Outcome – non-fiction: Pledge for the future	<i>Why is companionship important?</i> <u>Nen and the Lonely Fisherman by Ian Eagleton</u>  Final Writing Outcome - fiction: Lonely Hearts advert (with focus on character and setting description)	<i>How are other cultures like ours?</i> <u>Egyptian Cinderella by Shirley Climo</u>  Final Writing Outcome – non-fiction: information text on the River Nile (Y3, Sp2 revisit)
<u>Reading Focus: Texts and Skills</u>	The Sea Book Charlotte Milner  Mastery Skills: Identify main ideas drawn from more than one	Ice Palace Robert Swindells  Mastery Skills: Ask questions to improve	The IronMan Ted Hughes  Mastery Skills: Draw inferences (inferring)	The Morning I met a Whale Michael Morpurgo  Mastery Skills: Ask questions to improve	Usborne Illustrated Atlas of Britain and Ireland by Struan Reid  Mastery Skills:	Egyptian Cinderella Shirley Climo Wonderful things by The Literacy Company 

	paragraph and summarise • Identify how language, structure and presentation contribute to meaning • Identify themes and conventions in a wide range of books • Identify how language, structure and presentation contribute to meaning	understanding • Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence • Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence • Discuss words and phrases that capture the reader's interest and imagination	characters' feelings, thoughts and motives from their actions); justify with evidence • Identify themes and conventions in a wide range of books • Discuss words and phrases that capture the reader's interest and imagination • Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence • Identify themes and conventions in a wide range of books	understanding • Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence • Discuss words and phrases that capture the reader's interest and imagination • Ask questions to improve understanding • Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	• Retrieve and record information • Identify how language, structure and presentation contribute to meaning • Retrieve and record information from non-fiction • Use dictionaries to check the meaning of words that they have read	Mastery Skills: • Use dictionaries to check the meaning of words that they have read • Identify main ideas drawn from more than one paragraph and summarise • Retrieve and record information from non-fiction • Retrieve and record information from non-fiction • Identify main ideas drawn from more than one paragraph and summarise
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<u>Class Author Study</u>	Helen Ward	Roald Dahl	Dick King Smith	Nicola Davies	Jeff Brown	Jeremy Strong
						
<u>Oracy Curriculum and Skill Development</u>	Can words paint a picture? Focus: Descriptive Language Mastery skills: Using detail to explain and describe, the importance of selecting appropriate adjectives to specify and describe Oracy Strands: Linguistics, Physical Oracy Outcome: <i>a presentation to a group about an aspect of Antarctica</i>		What makes a good group discussion? Focus: Group Discussion Mastery skills: Turn-taking, building on ideas, questioning and avoiding repetition (ABC concept), listening respectfully, ensuring input is thoughtful and relevant Oracy Strands: Cognitive, Social & Emotional Oracy Outcome: small group discussion based on the key science questions - <i>Are all plants the same?</i> <i>What would the world be like without light?</i>		What makes us sound like experts when talking about the Romans? Focus: Oral Presentation Mastery skills: Structured delivery with cue cards, confidence, Ownership of knowledge and presentation skills, well planned and delivered based on audience and purpose Oracy Strands: Physical, Cognitive Oracy Outcome: Children will work in small groups to discuss, debate, and present their ideas based on the question 'How did the Romans change life in Britain?'	