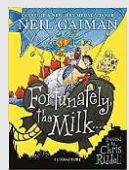
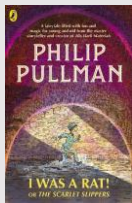
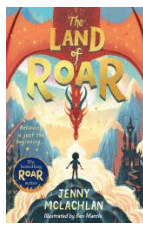
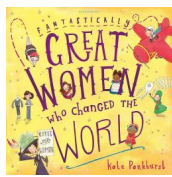
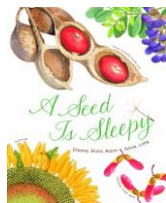




English Long-Term Plan Year 3

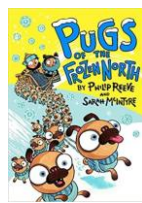
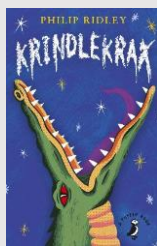
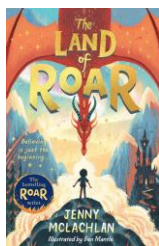
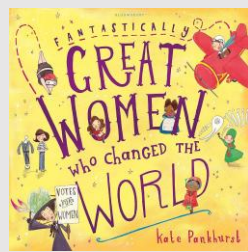
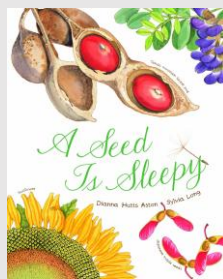


Autumn Topic 1	Autumn Topic 2	Spring Topic 1	Spring Topic 2	Summer Topic 1	Summer Topic 2
Fortunately, the Milk by Neil Gaiman  WE - Setting Description	Was a Rat by Philip Pullman  WI - Explanation - leaflet	Krindlekrax by Philip Ridley  WI - Newspaper Report (in its most basic form)	The Land of Roar by Jenny McLachlan  WI - Letter	Fantastically Great Women who Changed the World by Kate Pankhurst  WE - Narrative.	A Seed is Sleepy by Dianna Hutts Aston  WI - Non-Chron- of plant growth
Success Criteria Sensory Details Figurative Language Expanded Noun Phrases Prepositions	Success Criteria Introduction Paragraphs Technical Vocabulary Time Connectives Diagrams with labels Cause and effect language	Success Criteria Third Person Formal Tone Paragraphs Time Connectives Headline or Title Past Tense consistency	Success Criteria Formal Greeting Paragraphs Clear Structure Persuasive Phrases Closing Statement Check for Tone	Success Criteria Paragraphs Character Development Setting Description Use of Speech Marks Varied Openings Logical Sequence	Success Criteria Introduction Paragraphs Technical Vocabulary Present Tense Subheadings Diagrams with captions
SPaG to be taught □ Paragraphs – grouping ideas logically □ Conjunctions (when, while, because, although) □ Prepositions (before, after, during, in, because of) □ Adverbs (suddenly, cautiously, eventually)	SPaG to be taught □ Inverted commas for speech □ Speech punctuation rules (capital letter, comma, closing punctuation) □ Fronted adverbials (Later that day, Suddenly, Without warning) □ Commas after fronted adverbials	SPaG to be taught □ Apostrophes for possession (singular & plural) □ Prepositional phrases (under the bridge, behind the door) □ Expanded noun phrases with detail □ Paragraph cohesion (adverbials, pronouns, repeated phrases)	SPaG to be taught □ Formal/informal tone □ Pronouns for clarity □ Paragraphs organised by purpose □ Conjunctions for explanation (therefore, however, although)	SPaG to be taught □ Present perfect tense (has/have + past participle) □ Technical vocabulary □ Cohesion across paragraphs □ Adverbs for time & cause (therefore, consequently)	SPaG to be taught □ Alliteration □ Expanded noun phrases for scientific description □ Precise vocabulary choices □ Editing for clarity & accuracy
SPaG to Review □ CL/FS □ Expanded noun phrases □ Past tense □ Subordination (Y2 level)	SPaG to Review □ Paragraphs □ Conjunctions □ Prepositions □ Adverbs	SPaG to Review □ Fronted adverbials □ Speech punctuation □ Conjunctions	SPaG to Review □ Fronted adverbials □ Prepositional phrases □ Expanded noun phrases □ Tense consistency	SPaG to Review □ Pronouns □ Fronted adverbials □ Prepositional phrases	SPaG to Review □ Present perfect □ Prepositions □ Word families □ Prefixes



English Long-Term Plan Year 3



 Pugs of the Frozen North by Philip Reeve and Sarah McIntyre WP – Persuasive poster	 The Magic Finger by Roald Dahl WE – Narrative	 WE – Narrative	 WE – Poetry	 WI – biography	 WE-Poetry
Success Criteria Title Opening Statement Opinion Words Reasons Emotive Language Ending	Success Criteria Paragraphs Character Development Setting Description Use of Speech Marks Varied Openings Logical Sequence	Success Criteria Paragraphs Character Development Setting Description Use of Speech Marks Varied Openings Logical Sequence	Success Criteria Use Similes Create a Mood Line breaks and Stanzas Powerful Verbs Use Repetition Read aloud with rhythm.	Success Criteria Title Chronological Order Key Life Events Time Connectives Past Tense Paragraphs	Success Criteria Use Similes Create a Mood Line breaks and Stanzas Powerful Verbs Use Repetition Read aloud with rhythm.
SPaG to be taught ☐ Powerful verbs ☐ Adverbs of persuasion (surely, definitely, clearly) ☐ Word families (solve/solution, magic/magician) ☐ Prefixes (un-, dis-, mis-, re-)	SPaG to be taught ☐ Pronouns for cohesion (he, she, they, it) ☐ Noun/pronoun clarity ☐ Powerful adjectives ☐ Tense consistency in longer narratives	SPaG to be taught ☐ Inverted commas for speech ☐ Speech punctuation rules ☐ Fronted adverbials for action & suspense ☐ Tense consistency across paragraphs ☐ Pronouns for cohesion	SPaG to be taught ☐ Figurative language basics (simile, metaphor introduction) ☐ Powerful vocabulary choices ☐ Expanded noun phrases for imagery ☐ Sentence types for effect	SPaG to be taught ☐ Present perfect tense <i>has/have + past participle – ideal for life achievements</i> ☐ Formal conjunctions <i>therefore, however, although</i> ☐ Paragraphs organised by theme <i>childhood → achievements → impact</i> ☐ Technical vocabulary <i>invention, activism, discovery, equality</i>	SPaG to be taught ☐ Alliteration <i>whispering winds, shimmering seeds</i> ☐ Expanded noun phrases for scientific imagery <i>the tiny, delicate seed</i> ☐ Precise vocabulary choices <i>botanical, sprouting, germinating</i> ☐ Editing for effect <i>improving imagery, rhythm, and clarity</i>
SPaG to Review ☐ Paragraphs ☐ Conjunctions ☐ Expanded noun phrases	SPaG to Review ☐ Speech punctuation ☐ Fronted adverbials ☐ Paragraphs	SPaG to Review ☐ Paragraphs ☐ Prepositional phrases ☐ Expanded noun phrases ☐ Apostrophes for possession	SPaG to Review ☐ Adverbs ☐ Prepositions ☐ Word families ☐ Prefixes	SPaG to Review ☐ Prepositional phrases ☐ Fronted adverbials ☐ Pronouns for cohesion ☐ Expanded noun phrases	SPaG to Review ☐ Figurative language (from Spring 2 poetry) ☐ Adverbs ☐ Prepositions ☐ Word families ☐ Prefixes
PVPG Writing focus: setting description, explanation PVPg focus: • SVA / SVOA / SVOC		PVPG Writing focus: newspaper report, letter PVPg focus: • Clause boundaries in speech		PVPG Writing focus: narrative, biography, poetry PVPg focus: • Present perfect • Relative clauses	



English Long-Term Plan
Year 3



- Prepositional adverbials - Fronted adverbials + comma	- Paragraph cohesion - SVIODO (reporting verbs)	Participial phrases
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You must replace one of these with a recount from a visit or visitor that you have done.



Grey boxes indicate that these pieces are the ones that should be written as a best piece for the Writing Journal. There should be 3 pieces. Your 6th piece should be a recount of something they have done in school which can be swapped for one of the above.

National Curriculum Coverage



English Long-Term Plan

Year 3



Year 3/4

Statutory requirements
Spelling (see English Appendix 1) Pupils should be taught to:
- use further prefixes and suffixes and understand how to add them (English Appendix 1) - spell further homophones - spell words that are often misspelt (English Appendix 1) - place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] - use the first two or three letters of a word to check its spelling in a dictionary - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Statutory requirements
Handwriting Pupils should be taught to:
- 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 - increase the legibility, consistency and quality of their handwriting [for example, 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].

Writing – composition
Statutory requirements Pupils should be taught to:
- plan their writing by: - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas - draft and write by: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] - evaluate and edit by: - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proof-read for spelling and punctuation errors - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing – vocabulary, grammar and punctuation
Statutory requirements Pupils should be taught to:
- develop their understanding of the concepts set out in English Appendix 2 by: - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - using the present perfect form of verbs in contrast to the past tense - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - learning the grammar for years 3 and 4 in English Appendix 2 - indicate grammatical and other features by: - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns - using and punctuating direct speech - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

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

Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial

Spelling

Revision from years 1 and 2

Adding suffixes beginning with vowel letters to words of more than one syllable, The /i/ sound spelt y elsewhere than at the end of words, The /a/ sound spelt ou, prefixes-un, dis, mis, in, Before a root word starting with l, in- becomes il, Before a root word starting with m or p, in- becomes im-, Before a root word starting with r, in- becomes ir-, re- means 'again' or 'back', sub- means 'under', super- means 'above', anti- means 'against', auto- means 'self' or 'own', suffix-ation, suffix-ly, words with endings sounding like ure, words ending sion, suffix-ous, Endings which sound like /æn/, spelt -tion, -sion, -ssion, -cian, Words with the /k/ sound spelt ch (Greek in origin), Words with the /f/ sound spelt ch (mostly French in origin), Words ending with the /g/ sound spelt -que and the /k/ sound spelt -que (French in origin), Words with the /s/ sound spelt se (Latin in origin), Words with the /ei/ sound spelt ei, eigh, or ey, Possessive apostrophe with plural words, Homophones and near-homophones

Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (LKS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (UKS2)	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

The 4 main writing purposes, and some of the 'best types' that could fall under each.



English Long-Term Plan Year 3

