

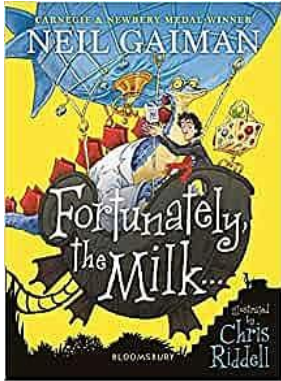
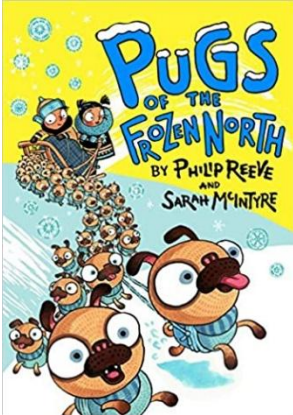
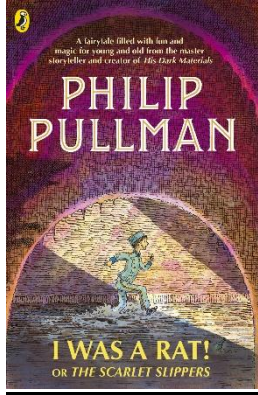
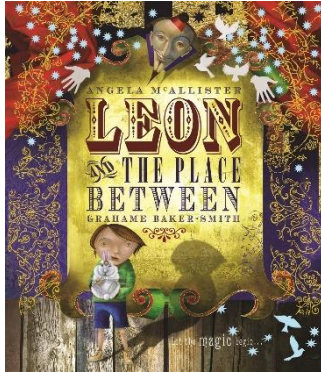
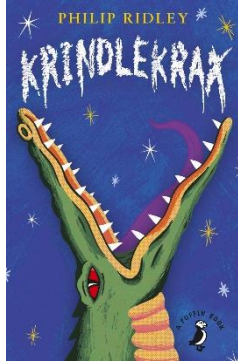
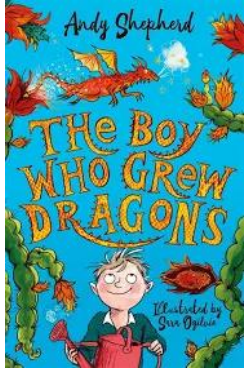


English Long-Term Plan

Year 3

2025-2026



Autumn Topic 1	Autumn Topic 2	Spring Topic 1	Spring Topic 2	Summer Topic 1	Summer Topic 2
<p>Text:</p> <p>Fortunately, the Milk by Neil Gaiman</p> 	<p>Text:</p> <p>Pugs of the Frozen North by Philip Reeve and Sarah McIntyre</p> 	<p>Text:</p> <p>I Was a Rat by Philip Pullman</p> 	<p>Text:</p> <p>Leon and the Place Between by Grahame Baker-Smith</p> 	<p>Text:</p> <p>Krindlekrax by Philip Ridley</p> 	<p>Text:</p> <p>The Boy who Grew Dragons</p> 
<p>Text Types:</p> <p>WE - Setting Description WP - Persuasive poster</p>	<p>Text Types:</p> <p>WI - Explanation - leaflet WE - Narrative</p>	<p>Text Types:</p> <p>WI - Newspaper Report (in its most basic form) WE - Story</p>	<p>Text Types:</p> <p>WI - Letter WE - Poetry</p>	<p>Text Types</p> <p>WE - Narrative. WI - biography (basic form on The Life of krindlekrax)</p>	<p>Text Types:</p> <p>WI - Non-Chron- of plant growth WE - Poetry</p>
<p>Text Features</p> <p><u>Setting Description</u></p> <ul style="list-style-type: none"> Expanded noun phrases. Detailed description. Fronted adverbials. Paragraphs. <p><u>Informative Poster-</u></p> <ul style="list-style-type: none"> Planned repetition Facts and Statistics Relative clause 	<p>Text Features</p> <p><u>Explanation</u></p> <ul style="list-style-type: none"> Paragraphs used to group related ideas. Subheadings to label content. Relative clause. <p><u>Stories</u></p> <ul style="list-style-type: none"> Detailed description - adjectives Paragraphs to organise in time sequence. Present perfect tense. <p>SPaG Lesson Coverage:</p> <ul style="list-style-type: none"> Adjectives (recap) 'A' or 'An' 	<p>Text Features</p> <p><u>Newspaper</u></p> <ul style="list-style-type: none"> Layout features - headline ect. Paragraphs to organise in time sequence - time adverbials Paragraphs used to group related ideas. Direct speech for quotes. <p><u>Story</u></p> <ul style="list-style-type: none"> Paragraphs used to group related ideas. Expanded noun phrases Setting description. Conjunctions 	<p>Text Features</p> <p><u>Letter- to inform</u></p> <ul style="list-style-type: none"> Letter layout Paragraphs used to group related ideas. Commas for a list Present perfect tense. <p><u>Story</u></p> <ul style="list-style-type: none"> Setting description Expanded noun phrases. Fronted adverbials. <p><u>Poem</u></p> <ul style="list-style-type: none"> Oracy - performance Detailed description - Expanded noun phrases. Similes 	<p>Text Features</p> <p><u>Character Description</u></p> <ul style="list-style-type: none"> Expanded noun phrases Paragraphs <p><u>Letter - Persuade</u></p> <ul style="list-style-type: none"> Imperative verbs. Letter layout Rhetorical questions. Exaggeration <p><u>Biography</u></p> <ul style="list-style-type: none"> Paragraphs used to group related ideas. Relative clauses Third person Chronological order Subheadings 	<p>Text Features</p> <p><u>Persuasive Poster</u></p> <ul style="list-style-type: none"> Use of colour and images. Planned repetition Use of 2nd person. Power of three Rhetorical questions Exaggeration <p><u>Explanation</u></p> <ul style="list-style-type: none"> Paragraphs used to group related ideas. Subheadings to label content. Place and cause conjunctions



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SPaG Lesson Coverage <ul style="list-style-type: none">Nouns & Pronouns for clarityConsonants & vowelsSuffixes -lyPast TenseSubordinate Clauses	<ul style="list-style-type: none">Present TenseApostrophesOrganisational devicesParagraphs	SPaG Lesson Coverage: <ul style="list-style-type: none">Verbs inc: present perfectCompound Nouns (recap)Subordinating ConjunctionsInverted Commas	<ul style="list-style-type: none">Alliteration. SPaG Lesson Coverage: <ul style="list-style-type: none">Adverbs - Time & Place & CauseCoordinating conjunctions	<ul style="list-style-type: none">Facts SPaG Lesson Coverage: <ul style="list-style-type: none">PrepositionsTime conjunctionsparagraphs	<u>Story</u> <ul style="list-style-type: none">Use paragraphs to organise in time sequence- time adverbials.Expanded noun phrasesFronted adverbials SPaG Lesson Coverage: <ul style="list-style-type: none">HomophonesWord familiesPlace & cause conjunctionsEditing and evaluating
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National Curriculum Coverage

Year 3/4

Statutory requirements
Spelling (see English Appendix 1) Pupils should be taught to:
<ul style="list-style-type: none">use further prefixes and suffixes and understand how to add them (English Appendix 1)spell further homophonesspell 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 dictionarywrite from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Statutory requirements
Handwriting Pupils should be taught to:
<ul style="list-style-type: none">use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoinedincrease 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:
<ul style="list-style-type: none">plan their writing by:<ul style="list-style-type: none">discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammardiscussing and recording ideasdraft and write by:<ul style="list-style-type: none">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 themein narratives, creating settings, characters and plotin non-narrative material, using simple organisational devices [for example, headings and sub-headings]evaluate and edit by:<ul style="list-style-type: none">assessing the effectiveness of their own and others' writing and suggesting improvementsproposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentencesproof-read for spelling and punctuation errorsread 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:
<ul style="list-style-type: none">develop their understanding of the concepts set out in English Appendix 2 by:<ul style="list-style-type: none">extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, althoughusing the present perfect form of verbs in contrast to the past tensechoosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetitionusing conjunctions, adverbs and prepositions to express time and causeusing fronted adverbialslearning the grammar for years 3 and 4 in English Appendix 2indicate grammatical and other features by:<ul style="list-style-type: none">using commas after fronted adverbialsindicating possession by using the possessive apostrophe with plural nounsusing and punctuating direct speechuse 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, <u>a</u> rock, <u>an</u> 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, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]
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, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>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 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 sc (Latin in origin), Words with the /ei/ sound spelt ei, eigh, or ey, Possessive apostrophe with plural words, Homophones and near-homophones

	Writing to entertain	Writing to inform	Writing to persuade	Writing to discuss
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.



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