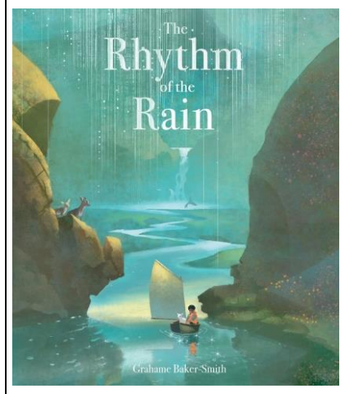
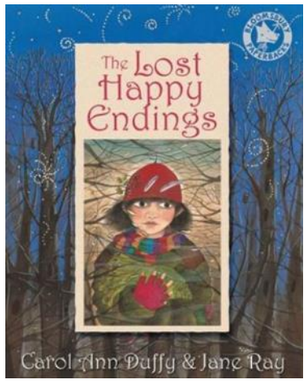
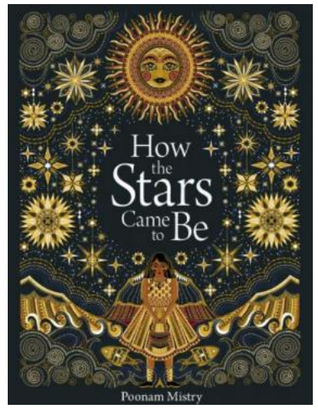
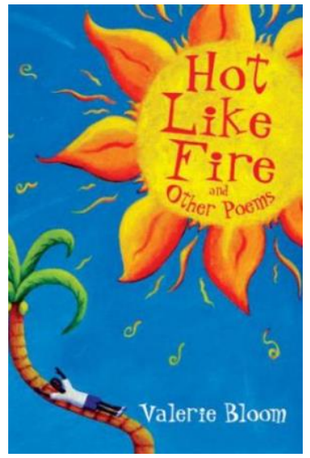
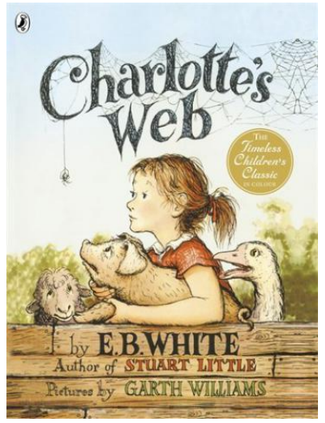
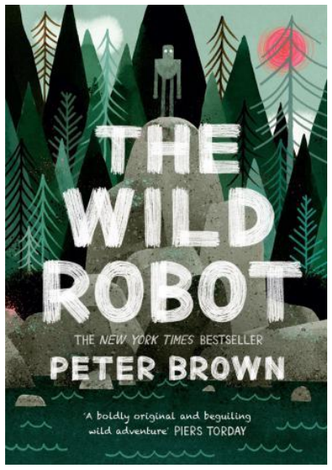
Scartho Gateway Academy Long Term English Plan: The Power of Reading

Milestone 2: Year 3

Year 3	Autumn 1 (6.5 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (7 weeks)
Theme	Environmentalism				Coping with Change	Compassion
Type of text	Non-fiction Picture Book	Contemporary Fiction	Traditional Tales	Poetry	Classic Texts and Modern Classics	Building Reading Stamina
Power of Reading text:	Rhythm of the Rain by Grahame Baker-Smith 	The Lost Happy Endings by Carole Ann Duffy 	How the stars came to be by Poonam Mistry 	Hot Like Fire and Other Poems by Valerie Bloom 	Charlotte's Web by E.B. White 	The Wild Robot by Peter Brown 
Links to additional texts to support reading and story time (end of the day).	• Rain, Sam Usher • The Water Princess, Susan Verde, Georgie Badiel and Peter H. Reynolds • Water is Water, Miranda Paul and Jason Chin • **Lila and the Secret of Rain, David Conway and Jude Daly** • Bringing the Rain to Kapiti Plain, Verna Aardema and Beatriz Vidal • River Story, Meredith Hooper and Bee Willey • The River: An Epic Journey to the Sea, Patricia Hegarty and Hanako Clulow • A River, Marc Martin • River Stories, Timothy Knapman, Ashling Lindsay and Irene Montano	• Classic Fairy Tales by Berlie Doherty • Grimm Tales: For Young and Old by Philip Pullman • The Singing Bones, Art Inspired by Grimms' Fairy Tales by Shaun Tan	• How the Whale Became and Other Tales of the Early World. • How the Stars fell into the sky; A Navajo Legend retold by Jerrie Oughton and Lisa Desimini • Professor Astro Cat's Frontiers of Space, Ben Newman and Dominic Walliman. • StarFinder for Beginners, Maggie Aderin-Pocock.	Additional poetry books. Books linked to the themes of the poems.	• Lady Lollipop by Dick King-Smith • Clever Lollipop by Dick King-Smith • The Sheep-Pig by Dick King-Smith • Stuart Little by E B White and Garth Williams • Quick Quack Quentin by Kes Gray and Jim Field Aaaarrgghh, Spider! Lydia Monks • The Very Busy Spider by Eric Carle • Emily's Legs by Dick King-Smith and Russell Ayto	• Robot: Meet the Machines of the Future by Lucy Rogers • How to Build Robots by Louise Derrington • Robots by Tammy Gagne • The Iron Man by Ted Hughes and Laura Carlin • **The Robot and the Bluebird by David Lucas** • Incredible Animal Journeys by Mike Unwin and Jenni Desmond • Amazing Animal Journeys by Chris Packham and Jason Cockcroft • Life on Earth by David Attenborough • If the World Were a Village by David J. • Our Beautiful Earth: Saving our Planet Piece by Piece,

						Giancarlo Macri and Carolina Zanotti
Extended writing outcomes: Teachers can choose from the following lists when they are planning writing. Teachers are responsible for ensuring that children have the opportunity to write in different styles and genres. In each half term, teachers must ensure children have had the following writing opportunities: - Fiction/poetry - Non-fiction	**Fiction** Descriptive narrative **Non-Fiction** Explanation text- the water cycle	**Fiction** Narrative- end of a narrative **Non-Fiction** Persuasive letter **Poetry** Kenning about Witch.	**Fiction** Narrative - myths and legends **Non-Fiction** Recount - diary entry	**Poetry** Poetry inspired by the collection **Non-Fiction** Non-chronological report about the stimuli for the poems read.	**Fiction** Narrative - Adventure **Non-Fiction** Information text- fact file	**Fiction** Narrative - Story sequel (science fiction) **Non-Fiction** Survival manual/ instruction
Shorter writing opportunities.	Poetry Writing in Role Referential Writing Persuasive Speech Poetry Biography Explanatory (Informal) Explanatory (Formal)	Writing in role Advisory notes Non-chronological reports Narrative Poetry	Book talk responses Playscript Information text Free writing Poetry Writing in role	Hot seating questioning Note taking Descriptive paragraphs	Poetry Diary entry Story maps Note taking Writing in role Character description Narrative description	Drawing and annotating Role on the wall/characterisation A variety of information texts including digital The robot's backstory Advisory emails Poetry Story mapping Survival manual Interview questions for Hot seating Thought tracking Writing in role - log entry, letters and Notes A fireside speech Poster for #Think. Help. Change campaign Robot stories Play script Party preparations Book Review Story sequel

National Curriculum coverage - Reading

Word Reading:

1. Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
2. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension:

Develop positive attitudes to reading and understanding of what they read by:

1. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
2. Reading books that are structured in different ways and reading for a range of purposes.
3. Using dictionaries to check the meaning of words that they have read.
4. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
5. Identifying themes and conventions in a wide range of books.
6. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

	7. Discussing words and phrases that capture the reader's interest and imagination. 8. Recognising some different forms of poetry [for example, free verse, narrative poetry]. **Understand what they read, in books they can read independently, by:** 1. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. 2. Asking questions to improve their understanding of a text. 3. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 4. Predicting what might happen from details stated and implied. 5. Identifying main ideas drawn from more than one paragraph and summarising these. 6. Identifying how language, structure, and presentation contribute to meaning. 7. Retrieve and record information from non-fiction. 8. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

National Curriculum coverage - Writing

Transcription **Spelling** • 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.	**Composition** Pupils should be taught to: **Planning** • 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]. **Revise and edit** • 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.

National Curriculum coverage - Spelling, Grammar and Punctuation

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.

National Curriculum coverage - Handwriting

- 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; those lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

National Curriculum coverage - Speaking and listening

1. Listen and respond appropriately to adults and their peers.
2. Ask relevant questions to extend their understanding and knowledge.
3. Use relevant strategies to build their vocabulary.
4. Articulate and justify answers, arguments and opinions.
5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
8. Speak audibly and fluently with an increasing command of Standard English.
9. Participate in discussions, presentations, performances, role play/improvisations and debates.
10. Gain, maintain and monitor the interest of the listener(s).
11. Consider and evaluate different viewpoints, attending to and building on the contributions of others.
12. Select and use appropriate registers for effective communication.