

**English Long Term Planning Document**

Year Three						
Skills Coverage	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Set Text</b>	The Colour Monster Lights on Cotton Rock Lifted	Mrs Noah's Pockets	The Tear Thief	Winters Child	Cloud Tea Monkeys	Edward Tulane
<b>Purpose/Outcome</b>	Emotions					
<b>Fiction Genre</b>	Narrative	Narrative- retelling the story from Mrs Noah's viewpoint.	Narrative- alternative ending	Narrative-Spring Child		
<b>Non-fiction Genre</b>	Recount- Diary entries	Non-chronological report on a mythical creature	Instructions- how to collect tears.			
<b>Genre re-visited</b> <i>(opportunity for writing across the curriculum)</i>		Diary and letter writing				
<b>Vocabulary</b> <i>(Tier 1)</i>						
<b>Vocabulary</b> <i>(Tier 2)</i>						
<b>Vocabulary</b> <i>(Tier 3)</i>						
	<b>Writing skills</b>			<b>Reading skills</b>		
<b>Age related expectations</b>	<ul style="list-style-type: none"> <li>Write for a range of purposes and audiences based on personal experiences and high quality texts</li> <li>Use a or an correctly</li> <li>Use a range of adverbs, conjunctions and prepositions for time</li> <li>Use a range of adverbs, conjunctions and prepositions for place</li> <li>Use a range of adverbs, conjunctions and prepositions for cause</li> <li>Create plots in narratives with a clear opening, build up, dilemma, resolution, ending</li> </ul>			<b>Oral</b>	Read books that are structured in different ways and for a range of different purposes e.g. cartoons (to share plot concisely) chapter books (to provide more detail) diaries (for viewpoint) Orally retell whole stories/sections of stories linked to the Y3 range Recite poems by heart, using intonation, tone and volume to gain the interest of the listener e.g. Waves (Jackie Kay) The King's Breakfast (AA Milne) Up on the Downs and The Boneyard Rap (Wes Magee) Read aloud and perform play scripts, gaining the audience's interest in the characters and plot e.g. using stage directions, volume and action	

	<ul style="list-style-type: none"> <li>• Create settings that are appropriate for the type of story/effect</li> <li>• Describe characters in narratives</li> <li>• Use the present perfect form of verbs</li> <li>• Use a range of coordinating and subordinating connectives accurately to form a variety of compound and complex sentences</li> <li>• Use paragraphs to group related ideas</li> <li>• Use a range of organisational features in fiction and non-fiction</li> <li>• Use commas in lists, apostrophes for contractions and singular possession</li> <li>• Demarcate direct speech with inverted commas (speech marks)</li> <li>• Consistently use features of standard English and explore when non-standard English could be used</li> <li>• Use nouns and pronouns to aid cohesion within sentences</li> <li>• Use a dictionary</li> <li>• Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y3 grammar and spelling expectations</li> <li>• Proof-read and edit their writing</li> <li>• Read their own writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>• Spell many words from the Year 3-word list and use these accurately in their writing</li> </ul>	<p style="text-align: center;"><b>Grammar</b></p> <hr/> <p style="text-align: center;"><b>Response</b></p>	<p>Identify the language conventions of non-fiction in relation to the text type (see range)</p> <p>Identify and discuss the meaning of words in context e.g. I think 'generous' means kind because he gave his money away</p> <p>Identify words and phrases that capture the reader's interest and contribute to the meaning of the text e.g. it says gobbled, which tells you he was eating it greedily and quickly. The author's used powerful verbs like flushed, drifting, sneaked, pluck</p> <p>Use age appropriate dictionaries to check the meanings of words</p> <p>Discuss their understanding of both texts they have read independently and those read to them (see range)</p> <p>Express their views and listen to the views of others</p> <p>Identify the over-arching theme of a text e.g. honesty, loneliness, good overcoming evil</p> <p>Ask relevant questions to clarify and improve their understanding of a text e.g. why didn't the villagers trust the Iron Man?</p> <p>Predict what may happen based on both what has been stated (obvious) and implied (less obvious) e.g. I think mum will get cross because Tom knew he shouldn't have lied</p> <p>Draw inferences about characters' thoughts and actions e.g. I think the boy really misses his dad because he cries when he sees his friends with their dads</p> <p>Justify inferences with a single piece of evidence from the text to support one specific point</p>
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	<ul style="list-style-type: none"> <li>Meet Y3 expectations from the chosen spelling scheme</li> </ul>	<b>Organisation &amp; research</b>	<p><b>Summarise the main idea/s within a paragraph or section</b> e.g. this paragraph is about how Harry is feeling. This paragraph is about how penguins feed.</p> <p><b>Use contents and sub-headings to locate relevant information</b></p> <p><b>Identify a main topic to research, independently and through shared reading -term 4 prephase and term 3 computing link</b></p> <p><b>Use skimming to locate main ideas in the text</b></p> <p><b>Use scanning to locate pieces of information</b></p> <p>Identify the structural conventions of non-fiction in relation to the text type (see range)</p> <p><b>Identify how the structure and presentation of texts contributes to the meaning</b> e.g. shape poems, rhyme in rap, direction/size of print in</p> <p>‘Emily Brown and the Thing’</p> <p>Make notes from one source to capture key information about a topic</p> <p>e.g. information about penguins’ habitats through recording or highlighting sentences/key words</p>
		<b>Word reading</b>	<p>Apply their knowledge of root words, prefixes and suffixes to read aloud</p> <p>Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words</p>
		<b>Range</b>	<p>Read a wide range of books including: fiction, fairy stories, myths and legends, plays, non-fiction, reference books or textbooks and different forms of poetry independently</p>
<b>Greater Depth of Study</b>	<ul style="list-style-type: none"> <li>Begin to demarcate speech with all necessary punctuation</li> <li>Understand the concept of a main and subordinate clause</li> <li>Begin to use commas to separate main and subordinate clauses</li> <li>Secure use of paragraphing</li> <li>Write effectively for a range of purposes and audiences</li> <li>Manipulate the language and grammar taught within Y3 in a range of independent writing, drawing on their own reading</li> <li>Consistently use editing and revising strategies to</li> </ul>	<ul style="list-style-type: none"> <li>I can skim materials and note down different views and arguments.</li> <li>I can justify predictions by referring to the story.</li> <li>I am beginning to find meaning beyond the literal, e.g. the way impressions of people are conveyed through choice of detail and language.</li> <li>I can read ahead to determine direction and meaning in a story.</li> <li>I can investigate what is known about the historical setting and events and their importance to the story.</li> <li>I can work out from the evidence in the text what characters are like.</li> <li>I can explore figurative language (simile, metaphor etc) and the way it conveys meaning effectively.</li> <li>I can identify the way a writer sets out to persuade.</li> <li>I can explore the relationship between a poet and the subject of a</li> </ul>	

	<p>improve the quality and accuracy of their writing</p> <ul style="list-style-type: none"><li>• Consistently use vocabulary from across the curriculum in their writing</li><li>• Consistently apply Y3 spelling expectations across their writing</li></ul>	<p>poem.</p>
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