

English Long Term Plan Year 3 2022-2023

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		What is the land like in the UK and how do we use it?	When do you think it was better to live – The Stone Age, The Iron Age or The Bronze Age?	What is significant about Europe? Where in the continent would you most like to visit and why?		Biomes – why are they important and why should they be protected?	Who were the Ancient Greeks and how have they influenced our lives today?
Year 3	English Texts	The Rhythm of the Rain – Grahame Baker-Smith Water Cycle text Song of the River – Jill Lewis	How to Wash a Woolly Mammoth – Michelle Robinson Poem – What am I? Kenning by James Carter Poem – Wind on the Hill by A. A. Milne Cave Girl – Abbie Longstaff	Fairy Tales and traditional tales. The 3 Little Pigs The 3 Little Wolves and the Big Bad Pig Fairy stories / Alternative fairy tales / Theme - Good over evil	Escape from Pompeii – Christina Ballit Range of holiday brochures	The Sound Collector (poem) The Journey Home - Frank Preston-Gannon The Explorer – Katharine Russell	Myths and Legends: King Midas and the Golden Touch Theseus and the Minotaur
	Text Type and Outcome	Narrative Setting description Recount of trip Information leaflet	Narrative Instruction text Poem Setting Description Recount	Narrative (NF) Wanted Poster character description Persuasive Letter Writing Write own version / alternative version / character	Non-Fiction Recount of trip to Pizza Express Non-chronological report Diary entry from Tranio's point of view Information Leaflet about visiting Italy Chapter retell	Poetry Prepare a poem for performance Rewrite learned poem using sounds from the Rainforest Fact sheet about the animals – include why homes are at risk and what we can do to help save them Retell story from animal's point of view What happened next?	Narrative (NF) Alternative ending Recount of Super Learning Day (Greek Day)
	Grammar and Punctuation	Word classes: Adjectives, nouns, verbs (powerful verbs) Expanded noun phrases Contractions Commas in a list Capital letters for proper nouns Paragraphs to organise ideas	Four types of sentences Expanded noun phrases Determiners Colon for instruction Imperative verbs Adverbs / Fronted adverbials Speech marks Prepositions Paragraphs to organise ideas	Bullet points Pronouns Relative pronouns Brackets Relative clauses Paragraphs to organise ideas	Long and short sentences Ellipses Compound sentences using co-ordination Complex sentences (subordination)	Similes Singular/Plural Use of the forms 'a' or 'an' (consonant/vowels) Use of present perfect form of verbs Homophones Possessive apostrophe (singular)	Consolidation and Revision.
	Reading skills	Through reading pupils are taught to: <ul style="list-style-type: none"> - Develop positive attitudes to reading and understanding of what they read - Understand what they read, in books they can read independently - Retrieve and record information from non-fiction - 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 					
	Handwriting	Pupils are 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 another, are best left unjoined - Increase legibility, consistency and quality of their handwriting 					
	Spelling	Pupils are taught to spell by: <ul style="list-style-type: none"> - Using further prefixes and suffixes and understand how to add them 					

		<ul style="list-style-type: none"> - Spelling further homophones - Spell words that are often misspelt - Placing the possessive apostrophe accurately in words with irregular plurals - Using the first two or three letters of a word to check its spelling in a dictionary - Writing from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 				
	<p>Spelling rules</p> <p>Words with the long /el / sound spelt with ei + statutory spellings</p> <p>Words with the long /el / sound spelt with ey</p> <p>Words with the long /el / sound spelt with ai + statutory spellings</p> <p>Words with /el /sound spelt with ear + + statutory spellings</p> <p>Homophones & near homophones</p>	<p>Creating adverbs using the suffix -ly (no change to root word)</p> <p>Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable)</p> <p>Creating adverbs using the suffix -ly (root word ends in 'le') + statutory spellings</p> <p>Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al') + statutory spellings</p> <p>Creating adverbs using the suffix -ly (exceptions to the rules)</p> <p>Statutory spellings challenge</p> <p>Words with short /i/ sound spelt with 'y'</p> <p>Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant)</p>	<p>Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant)</p> <p>Creating negative meanings using prefix mis-</p> <p>Creating negative meanings using prefix dis- + statutory spellings</p> <p>Words with a /k/ sound spelt with 'ch'</p> <p>Homophones and near homophones + statutory spellings</p>	<p>Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or 'back')</p> <p>Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'</p> <p>Words with a /sh/ sound spelt with 'ch'</p> <p>Statutory spellings challenge</p> <p>Words ending in -ary + statutory spellings</p>	<p>Words with a short /u/ sound spelt with 'o' + statutory spellings</p> <p>Words with a short /u/ sound spelt with 'ou' + statutory spellings</p> <p>Word families based on common words, showing how words are related in form and meaning.</p> <p>Words ending in the suffix -al + statutory spellings</p>	<p>Words ending with an /zhuh/ sound spelt with 'sure' + statutory spellings</p> <p>Words ending with a /chuh/ sound spelt with 'ture'</p> <p>Silent Letters + statutory spellings</p>