

Long-Term Plan - English

Year: 3	Subject: English	Autumn Term (13 weeks 2 days)				Spring Term (9 weeks 4 days)				Summer Term (9 weeks 4 days)			
		Autumn 1 (7 weeks 4 days)		Autumn 2 (5 weeks 3 days)		Spring 1 (4 weeks 4 days)		Spring 2 (5 weeks)		Summer 1 (4 weeks 2 days)		Summer 2 (5 weeks 2 days)	
		A	B	A	B	A	B	A	B	A	B	A	B
National Curriculum Subject Content	<p>Reading Word reading Comprehension</p> <p>Writing Transcription and composition including: Spelling Handwriting Vocabulary, grammar and punctuation</p>												
Students will be taught to:	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word develop positive attitudes to reading and understanding of what they read understand what they read, in books they can read independently, by discussing and explaining meaning of words in context, making predictions and inferences, identifying main ideas and summarising, identifying how language, structure, and presentation contribute to meaning 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 spell further homophones spell words that are often misspelt place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 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 plan, draft, write, evaluate and edit writing develop understanding and use of year 3 grammatical concepts, such as conjunctions, adverbs, prepositions, present perform verb forms 												

Long-Term Plan - English

Core Texts through which these skills will be taught:	The Wild Robot <i>Peter Brown</i>	Quill Soup <i>Alan Durant</i>	Varjak Paw <i>SF Said</i>	Film <i>Ride of Passage</i>	The Great Kapok Tree <i>Lynn Cherry</i>	Charlotte's Web <i>E.B.White</i>	Ice Palace <i>Robert Swindwells</i>	Arthur and the Golden Rope <i>Joe Todd Stanton</i>
Learning Outcomes associated with Core Texts:	<ul style="list-style-type: none"> -To engage children with a story with which they will empathise - To enjoy an exciting story with memorable characters To draw inferences about characters' feelings, thoughts and motives from their actions -To explore themes and issues, and develop and sustain ideas through discussion - To develop creative responses to the text through drama, storytelling and artwork - To write in role in order to explore and develop empathy for characters - To write with confidence for real purposes and audiences -To write a sequel narrative based on a familiar story 	<ul style="list-style-type: none"> -To be given the opportunity to develop the skill of oral storytelling -To enjoy a story and discuss its meanings -To explore these through role-play and through writing in role -To develop a personal and distinctive voice to support storytelling and writing inspired by the folk tale -To develop reader response by exploring interpretations of themes, plots and characters' actions and motivations through discussion and debate. 	<ul style="list-style-type: none"> -To engage children with a story with which they will empathise -To explore themes and issues, and develop and sustain ideas through discussion - To develop creative responses to the text through drama, storytelling and artwork -To write in role in order to explore and develop empathy for characters - To write with confidence for real purposes and audiences 	<ul style="list-style-type: none"> -To explore themes and issues, and develop and sustain ideas through discussion -To explore the use of narrative in writing -To demonstrate the passing of time with a range of devices 	<ul style="list-style-type: none"> -To explore global issues through a narrative text To investigate how illustrations influence a reader's experience of a text - To explore how an author uses language to create empathy for an issue - To explore themes and debate issues and dilemmas in relation to a text, enabling children to make connections with their own lives 	<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 grammar -Progressively building a varied and rich vocabulary and an increasing range of sentence structures; -Assessing the effectiveness of their own and others' writing and suggesting improvements. 	<ul style="list-style-type: none"> -To enjoy a story and discuss its meanings - To explore narrative plot, settings, characters and draw inferences to aid understanding -To broaden understanding of writers' use of language and build a varied vocabulary -To write non-fiction texts based on fictional stimulus - To write a non-chronological report -To write a narrative ending 	<ul style="list-style-type: none"> -To engage children with a story told through a mixture of narration, speech and visual imagery -To explore themes and issues, and develop and sustain ideas through discussion -To develop creative responses to the text through drama, storytelling and artwork -To compose writing for a wide variety of purposes -To write in role in order to explore and develop empathy for characters

Long-Term Plan - English

	world, events and characters				<ul style="list-style-type: none"> - To use sound, images and video to expand the use of ambitious vocabulary - To develop creative responses to a text through drama and role-play -To innovate from a familiar text to plan and write own narratives - To respond to and evaluate - own writing and that of others. 			
Guided Reading Texts through which these skills will be taught:	<u>Poetry</u> Midnight Feasts; Tasty Poems <i>A.F Harrold</i>	Jim and the Beanstalk <i>Raymond Briggs</i>	Mousehole Cat <i>Antonia Barber</i>	<u>Non-Fiction</u> The Rock Factory: A Story about Rocks and stones <i>Jacqui Bailey</i>	Along the Tapajós <i>Fernando Vilela</i>	One Plastic Bag <i>Miranda Paul</i>	<u>Non-Fiction</u> How to be a Viking <i>Cressida Cowell</i>	
Learning Outcomes	-To explore and understand the	-To read with increasing independence	-To talk confidently about picture books and their own response			- To explore themes and issues, and develop and sustain	-To predict events in the story	

Long-Term Plan - English

<p>associated with Guided Reading texts:</p>	<p>importance of poetry as a genre</p> <ul style="list-style-type: none"> - To listen and respond to a wide range of poems from an anthology of modern and classic poetry - To understand that poems are written for different reasons -To interpret poems for performance - To gain and maintain the interest of the listener through effective performance of poems - To recognise how a poet uses poetry as a voice to express their own feelings and views - To explore how poetry is presented on the page to enhance our understanding - To draft, compose and write poems based on personal interests, experiences and emotions using language and form with intent for effect on the reader 	<ul style="list-style-type: none"> -To ask and answer questions about a text -To retell and summarise a story 	<ul style="list-style-type: none"> - To explore ways in which pictures and illustrations can convey atmosphere and meaning -To read with increasing independence -To explore the story through drama, dance and music -To draw the narrative shape of the story - To write their own stories from more than one viewpoint 			<p>ideas through discussion</p> <ul style="list-style-type: none"> - To develop creative responses to the text - To write with confidence for real purposes and audiences 	<ul style="list-style-type: none"> -To identify main ideas and summarise key events -To discuss words and phrases that capture the reader's interest and imagination -To identify and understand the features of a fact file -To explore fact files and their purpose
---	--	---	--	--	--	---	---

Long-Term Plan - English

<p>Read Class Book Read Alouds (these books are accessible in class book corners, but may also be read at story times during these half terms)</p>	<p>Fangs <i>Malorie Blackman</i></p> <p>We Are Water Protectors <i>Carole Lindstrom</i></p>	<p>Emmanuel's Dream <i>Laurie Ann Thompson</i></p>	<p>The Day You Begin <i>Jacequiline Woodson</i></p>	<p>The Last Bear <i>Hannah Gold</i></p>	<p>Journey to the River Sea <i>Eva Ibbotson</i></p>	<p>Change Sings <i>Amanda Gorman</i></p>	<p>The Land of Road <i>Jenny McLachlan</i></p>	<p>Eyes that kiss in the corners <i>Joanna Ho</i></p>
<p>Additional texts linked to other learning and celebrations</p>	<p>Coming to England: An Inspiring True Story Celebrating the Windrush Generation <i>Baroness Floella Benjamin</i></p> <p><u>Black History Month</u> (October)</p>	<p><u>Anti-Bullying Week</u> (November 15-19)</p> <p><u>Armistice/ Remembrance Day</u> (November 11)</p> <p><u>Christmas Day</u> (December 25)</p> <p><u>World Kindness Day</u> (November 13)</p>	<p><u>Road Safety Week</u> (January 11-17)</p>	<p><u>Shakespeare Week</u> (March 21-27)</p> <p><u>Poetry Day</u> (March 21)</p> <p><u>Science Week</u> (March 11-20)</p> <p><u>World Book Day</u> (March 9)</p> <p>Good Night Stories for Rebel Girls <i>Elena Favilli</i></p> <p><u>Women's History Month</u> (March)</p>				
<p>Enrichment</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>		