

## Year 3 Long Term English Planning

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Write to:</b> <b>ENTERTAIN</b>	<b>Write to:</b> <b>INFORM</b>	<b>Write to:</b> <b>ENTERTAIN</b>	<b>Write to:</b> <b>PERSUADE</b>	<b>Write to:</b> <b>ENTERTAIN</b>	<b>Write to:</b> <b>INFORM</b>
<b>Texts</b> Add book titles to promote Cultural Capital	<ul style="list-style-type: none"> <li>Setting description</li> <li>Character descriptions</li> <li>Narrative (stories with familiar settings)</li> <li>Rhyming Poetry</li> </ul>	<ul style="list-style-type: none"> <li>Fact-file (author study)</li> <li>Book review</li> <li>Instructions</li> </ul>	<ul style="list-style-type: none"> <li>Playscripts</li> <li>Narrative (Chinese New Year)</li> </ul>	<ul style="list-style-type: none"> <li>Poster</li> <li>Production review</li> </ul>	<ul style="list-style-type: none"> <li>Myths and legends?</li> <li>Shape Poetry</li> </ul>	<ul style="list-style-type: none"> <li>Leaflet</li> <li>Brochure</li> </ul>
<b>Spoken Language</b>	•					
<b>Word Reading</b>	•					
<b>Reading Comprehension</b>	•					
<b>Generic Writing Statements (continuous objectives)</b>	<ul style="list-style-type: none"> <li>Plan writing (by discussing and recording ideas, based on the structure and vocab of similar texts)</li> <li>Draft and write by composing sentences orally</li> <li>Build a varied and rich vocabulary</li> <li>Paragraphing</li> <li>Proof read, evaluate and edit</li> <li>Read own writing aloud</li> </ul>					
<b>Composition Work</b>	<ul style="list-style-type: none"> <li>Write narratives, creating settings, characters and plot.</li> <li>Write rhyming poetry with alliteration.</li> </ul>	<ul style="list-style-type: none"> <li>Draft and write non-narratives.</li> <li>Use headings and subheadings.</li> </ul>	<ul style="list-style-type: none"> <li>Draft and write playscripts – adverbs for stage directions, no inverted commas.</li> <li>Write narratives, creating settings, characters and plot.</li> </ul>	<ul style="list-style-type: none"> <li>Draft and write non-narratives – showing awareness of audience.</li> <li>Use emotive/persuasive language.</li> </ul>	<ul style="list-style-type: none"> <li>Embedding earlier objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Embedding earlier objectives.</li> </ul>
<b>Sentence Work</b>	<ul style="list-style-type: none"> <li>Use coordinating and subordinating conjunctions</li> <li>Begin to use inverted commas</li> <li>Write dictated, simple</li> </ul>	<ul style="list-style-type: none"> <li>Use a or an appropriately.</li> <li>Use coordinating and subordinating conjunctions.</li> </ul>	<ul style="list-style-type: none"> <li>Use present perfect verb form.</li> <li>Develop use of inverted commas and other speech punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Embedding earlier objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Embedding earlier objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Embedding earlier objectives.</li> </ul>

	sentences from memory					
<b>Word Work</b>	<ul style="list-style-type: none"> <li>Identify word families</li> </ul>	<ul style="list-style-type: none"> <li>Form nouns using prefixes: un, dis, mis,</li> <li>Add suffixes ing, er, est</li> </ul>	<ul style="list-style-type: none"> <li>Form nouns using prefixes: re, super.</li> </ul>	<ul style="list-style-type: none"> <li>Form nouns using prefixes: anti, sub, auto, inter</li> </ul>	<ul style="list-style-type: none"> <li>Use suffixes –ly, ed, ing,</li> </ul>	<ul style="list-style-type: none"> <li>Use suffixes sion, tion</li> <li>Use prefixes in, il, im, ir</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Spell words that are often misspelt</li> <li>Spell words containing the ‘i’ sound spelt ‘y’</li> <li>Spell words containing the ‘u’ sound spelt ‘ou’</li> </ul>	<ul style="list-style-type: none"> <li>Spell words containing the ‘ay’ sound spelt ‘ei’, ‘eigh’ or ‘ey’</li> <li>Spell split digraphs</li> </ul>	<ul style="list-style-type: none"> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Spell homophones</li> </ul>	<ul style="list-style-type: none"> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Spell words with endings sounding like ‘zhun’</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the legibility, consistency and quality of handwriting.</li> </ul>	<ul style="list-style-type: none"> <li>Embedding earlier objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Embedding earlier objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Embedding earlier objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Embedding earlier objectives.</li> </ul>
<b>Grammatical Terminology</b>	<ul style="list-style-type: none"> <li>preposition</li> <li>conjunction</li> <li>direct speech</li> <li>inverted commas</li> </ul>	<ul style="list-style-type: none"> <li>prefix</li> </ul>	<ul style="list-style-type: none"> <li>word family</li> </ul>	<ul style="list-style-type: none"> <li>consonant</li> <li>consonant letter</li> <li>vowel</li> <li>vowel letter</li> </ul>	<ul style="list-style-type: none"> <li>clause</li> <li>subordinate clause</li> <li>direct speech</li> </ul>	<ul style="list-style-type: none"> <li>Embedding earlier objectives.</li> </ul>