

Long Term English Curriculum Year 3

Year Group 3	Autumn 1-7wks	Autumn 2-7wks	Spring 1-6wks	Spring 2-6wks	Summer 1-6wks	Summer 2-7wks
Topic/theme	Geography -UK study Science -Skeletons	History - Stone Age to the Iron Age (Fossils) Science - Rocks	Geography -Italy/Europe Science -Fossils	History -The Roman Empire Science - Light	History -The Roman Empire Science -Plants	Geography -Volcanoes & earthquakes Science -Forces & magnets
Class Reader and author	Stig of the Dump - Clive King		Romans on the Rampage -Jeremy Strong		The Iron Man – Ted Hughes	
Stimuli for writing <i>Picture books, Film, Audio (song), Poetry, Art/photo/picture, Novs</i>	Aesop's Fables-The Tortoise and the Hare. Play scripts	Stone Age Boy - Satoshi Kitamura Poetry- I was born.. Shape poetry	Hansel and Gretel-Anthony Brown	Roman Soldier's Handbook -Lesley Sims Limerick poems	Escape from Pompeii- Christina Balit Model text- diary of a Roman soldier	Variety of Poems Comics of the Iron Man
Writing Model/ outcome Approx. 150 entertain inform persuadediscuss <i>Narrative/ Non-Fiction/ Poetry</i>	(All time tool Kit-SPAG) Model text-Short paragraph Narrative In narratives, create settings, characters and plot (clear beginning, middle and end and coherent, clear plot) Use varied and rich vocabulary choices appropriate to the writing purpose Use varied and rich vocabulary choices appropriate to the writing purpose Proof reading for spelling and punctuation errors.	Model text -Uses paragraphs as a way to group related material Non-fiction Recount/Instructions – giving directions (Use simple organisational devices (for example, headings and sub-headings.) Poetry Vocabulary building Take one poet – poetry appreciation (1 week)- Michael Rosen	Model text-2 Short paragraphs In narratives, create settings, characters and plot Use varied and rich vocabulary choices Proof reading for spelling and punctuation errors Narratives -Traditional Tales – fairy tales (alternative versions) (Create settings, characters and plot)	Non-fiction Non-fiction Use simple organisational devices (for example, headings and sub-headings.) Poetry Vocabulary building Structure – limericks (1 week) (About human bodies and/or Romans)	Model text -3 Paragraph with cohesion Narrative Adventure stories (plot, setting, character)	Non-Narratives: Persuasion - persuasive letter writing- (3 weeks) Poetry Vocabulary building Structure – haiku, tanka and kennings

GPS to be focused on in model texts (add selected to Unit Cover page)

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for children
Formation of nouns using a range of prefixes, such as super—, anti—, Use of the determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Word families based on common words	Expressing time and cause using conjunctions (e.g. when, before, after, while, because), adverbs (e.g. then, next, soon, so), or prepositions (e.g. before, after, during, in, because)	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said.)	Commas to separate items in a list Apostrophes to mark contracted forms in spelling Speech marks to punctuate direct speech	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause

Short Burst Writing/ Writing for pleasure. (At least 3 x per week across the curriculum)

Sentences and handwriting practice (At least 3x a week.)

Writing skills/ Outcomes (also see TAF and small steps)

<p>WT-(Yr2 EXP) Edit with prompting and support</p> <ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • use present and past tense mostly correctly and consistently • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spell many common exception words* • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters. 	<p>EXP Edit with prompting</p> <ul style="list-style-type: none"> • In narratives, create settings, characters and plot (clear beginning, middle and end and coherent, clear plot) • In non-narrative material, use simple organisational devices for example headings and subheadings. • Use varied and rich vocabulary choices appropriate to the writing purpose. • Audience and purpose is clear and sustained throughout the text. • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences and recognising where verbs and subjects do not agree or lapses in tense. • Proof reading for spelling and punctuation errors. • Use paragraphs as a way to group related material. • Use the present perfect form of verbs instead of the simple past (e.g. He has gone out to play / He went out to play.) • Express time, place and cause using: <ul style="list-style-type: none"> • conjunctions [e.g. when, before, after, while, so, because, if, although], • adverbs [e.g. then, next, soon, therefore], • prepositions [e.g. before, after, during, in, because of]. • Simple and compound sentences are used accurately. • Some complex sentences are used to convey more than one idea or piece of information or to explain and give reasons. (Use an increasing range of sentence structures (See English Appendix 2)). • Use the determiner ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel [e.g. a rock, an open box] • Use similes in poetry. • Inverted commas are mostly used to punctuate direct speech. • Use the full range of punctuation from previous year groups: capital letters (including for proper nouns), full stops, question marks, exclamation marks, commas in lists, apostrophes for contractions. • Spell further homophones. • Use further prefixes and suffixes and understand how to add them (See English Appendix 1). • Spell words that are often misspelt (See 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]. • Spell 50% of Word List Years 3 and 4. • Use the diagonal and horizontal strokes 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).. 	<p>GD Edit independently</p> <ul style="list-style-type: none"> • Narratives are developed and well-paced • Characters are developed through show not tell techniques, using their actions, speech and reactions • Non-narrative texts inform the reader effectively, giving sufficient relevant background information • Details add interest, create effects and engage the reader • Paragraphs are well-structured and aid cohesion to guide the reader through the text • A range of sentence types are used confidently and appropriately according to the text type, purpose and audience • Sentences are mostly well-structured and include the more controlled use of multi-clause sentences
---	--	--

Progressive skills for Different Genres

Narrative – purpose/ skills

Telling stories; Writing

.Consolidate understanding of sequential story structure: identify common, formal elements in story openings and endings and typical features of particular types of story; notice common themes, similar key incidents and typical phrases or expressions. Note the use of language or music or camera angle to set scenes, build tension, create suspense.

☑ Recognise that authors make decisions about how the plot will develop and use different techniques to provoke readers’ reactions; notice the difference between 1st and 3rd person accounts; take part in dramatised readings using different voices for the narrator and main characters.

☑ Identify examples of a character telling the story in the 1st person; make deductions about characters’ feelings, behaviour and relationships based on descriptions and their actions in the story; identify examples of stereotypical characters; make judgements about a character’s actions, demonstrating empathy or offering alternative solutions to a problem; analyse the way that the main character(s) usually talks and look for evidence of the relationship between characters based on dialogue.

☑ Settings are used to create atmosphere; look at examples of scene changes that move the plot on, relieve or build up the tension.

Tell stories based on own experience and oral versions of familiar stories; include dialogue to set the scene and present characters; vary voice and intonation to create effects and sustain interest; sequence events clearly and have a definite ending; explore relationships and situations through drama.

Long Term English Curriculum Year 3

☒ Write complete stories with a full sequence of events in narrative order; include a dilemma or conflict and resolution; write an opening paragraph and further paragraphs for each stage of the story; use either 1st or 3rd person consistently; use conventions for written dialogue and include some dialogue that shows the relationship between two characters.

Non-Fiction-Purpose/skills

Recount – progression Yr3/\$

☒ Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns.

☒ Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as *meanwhile, following, afterwards* and including detail expressed in ways which will engage the reader *Girls with swirling hijabs danced to the*

☒ Include recounts when creating paper or screen based information texts.

Non-Chron report

Analyse a number of report texts and note their function, form and typical language features:

- o introduction indicating an overall classification of what is being described
- o use of short statement to introduce each new item
- o language (specific and sometimes technical) to describe and differentiate
- o impersonal language
- o mostly present tense

☒ Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information.

☒ Distinguish between generalisations and specific information and between recounts and reports, using content taken from another area of the curriculum.

☒ Analyse broadcast information to identify presentation techniques and notice how the language used signals change.

☒ Teacher demonstrates how to write non-chronological report using notes in a spidergram; draws attention to importance of subject verb agreements with generic participants (e.g.) *family is...., people are...*

☒ Write own report independently based on notes from several sources.

Instructions

Read and follow instructions.

☒ Give clear oral instructions to members of a group.

☒ Read and compare examples of instructional text, evaluating their effectiveness. Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys.

☒ Research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions. Try out with other children, giving instruction and listening and following theirs. Evaluate effectiveness of instructions.

☒ Write clear written instructions using correct register and devices to aid the reader.

Poetry- Purpose /skills

invent new similes and experiment with word play;

use powerful nouns, adjectives and verbs; experiment with alliteration;

write free verse; borrow or create a repeating pattern