








St George's Primary Literacy – Long Term Plan -Year 3 English

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	7 weeks	7 weeks	7 weeks	6 weeks	5 weeks	7 weeks
Class Read	Stig of the Dump - Clive King		Aesop's fables		Josh Lacey - Dragon Sitter	
Reading	Key Texts – Dangerous by Tim Warnes - (2/3 weeks) Forgotten Beasts by Matt Sewell - (3 weeks)	Key Texts – Diary of a Killer Cat by Anne Fine - (3 weeks) The Return by Aaron Becker- (3 weeks) (supplement with addition text)	Key Texts – Fox by Margaret Wild - (3 weeks) Egyptology by Dugald Steer (3 weeks)	Key text The Egyptian Echo by Paul Doswell - (2 weeks) Leon and the Place Between by Angela McAllister - (steps to read) (3 weeks)	Key Texts – Rivers - Rebecca Kahn (Steps to read) (3 weeks) Blue Planet 0 Moira Butterfield (3 weeks)	Key Texts- Jemmy Button by Jennifer Uman & Valerio Vidali - (3 weeks) Iron Man by Ted Hughes (Literacy Counts) (3 weeks)
Composition	Dangerous- Character Description Forgotten beats- Non chronological report (animals from stone age)	Diary of a killer cat- Diary entry Return Setting description	Fox Fable Egyptology - Mystery Story	Egyptian echo Newspaper report Leon and the Place Between - Creative story narrative	Rivers Non Chronological report River Pollution Persuasive letter	Jemmy Button- Return Story The Iron Man- Explanation - How to capture the iron man
Poetry	National poetry day - I was born in the stone age by Michael Rosen			Walking with my iguana - Poetry (1 week)		Limericks - Edward Lear
Vocabulary, punctuation and grammar	Recap KS1: Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, noun, noun phrase, statement, question, exclamation, command, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma. Consonant/Vowels Four sentence types Word class Prepositions and adjectives (using commas between adjectives)	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Group ideas into paragraphs. choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> Determiner: 'a' or 'an' Adverbs and prepositions to express time and cause using and punctuating direct speech choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition organisation of paragraphs Use, when appropriate, 	<ul style="list-style-type: none"> Use, when appropriate, figurative language included metaphors and similes Use the present perfect form of verbs instead of the simple past extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, 	<ul style="list-style-type: none"> Group ideas into paragraphs. Headings and sub-headings to structure and present my work. extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<ul style="list-style-type: none"> Group ideas into paragraphs. extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using conjunctions, adverbs and prepositions to express time and cause Use, when appropriate,

	Subordinating conjunctions	<ul style="list-style-type: none"> Headings and sub-headings to structure and present my work. Prepositions to express place and time apostrophes for possession Use, when appropriate, figurative language included metaphors and similes 	figurative language included metaphors and similes	<p>if, because, although</p> <ul style="list-style-type: none"> Headings and sub-headings to structure and present my work. apostrophes for possession 		<p>figurative language included metaphors and similes</p> <ul style="list-style-type: none"> apostrophes for possession using and punctuating direct speech
Terminology for year 3	preposition, conjunction, word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')					
Spelling (taught through RWI spelling)	<p>Year 2 Special Focus 3 - words ending in -il and words where s sounds like zh</p> <p>Unit 7: Adding suffix -ness</p> <p>Unit 8: words ending in -le</p> <p>Special focus 4: homophones</p> <p>Unit 9: Words ending in -el</p>	<p>Unit 10: Words ending in -al</p> <p>Special focus 5: ir sound spelt or after w</p> <p>Unit 11: Adding suffix -ful</p> <p>Unit 12 - Adding suffix - less</p> <p>Special focus 6: contractions and apostrophes</p>	<p>Unit 13: adding suffix -ment</p> <p>Unit 14: Words ending in -ation</p> <p>Unit 15: Adding suffix -es</p> <p>Special focus: possessive apostrophe</p>	<p>Year 3 Book 3</p> <p>Unit 1 : adding the prefixes dis-and in-</p> <p>Unit 2: adding im-to root words beginning with m or p</p> <p>Special focus 1: Orange words</p> <p>Unit 3: adding the suffix -ous</p> <p>Unit 4: adding the suffix -ly</p>	<p>Unit 5: words ending in -ture</p> <p>Special focus 2: Homophones</p> <p>Unit 6: adding -ation to verbs to form nouns</p> <p>Unit 7: words with the c sound spelt ch</p> <p>Unit 8: words with the sh sound spelt ch</p>	<p>Special focus 3: the short i sound spelt y</p> <p>Unit 9: adding the suffix -ion</p> <p>Unit 10: adding the suffix -ian</p> <p>Unit 11: adding the prefix re-</p> <p>Special focus 4: Homophones</p>

Word list	Review Year 2 CEW – Focus on whole, sure, great, break, behind, beautiful, Was, my, there, were, because, with, busy	Y3 CEW: accident, believe, disappear, suppose, certain, thought, surprise, promise, learn, heard, caught, occasionally, strange actually, believe, often, interest(ing), remember extraordinary	Year 3 CEW accident address appear occasion pressure possess possible difficult grammar centre certain medicine minute eight height quarter	Year 3 CEW learn early heard favourite library ordinary separate believe describe island peculiar popular regular remember imagine increase	Year 3 actual busy calendar complete continue thought naughty therefore enough forward guard various	
Handwriting	Pupils should be taught to: 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 [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. Intervention by class teacher who anyone who needs it					
Oracy Framework		 Physical	 Physical	 Linguistic	 Cognitive	 Social & Emotional
Oracy Links	Introduce Talking Tips Oral rehearsal activities to generate ideas for character description Performance Poetry – Stone Age poem	Hot seating /Conscience Alley for character of Tuffy (Diary of a Killer Cat) Drama and performance poetry – Christmas performance	Use of talking tactics Presenting written work in relation to feedback and editing.	Role play with quotes for newspaper. Poetry performance – use of language. Presenting knowledge as a tour guide to parents during Egyptian Museum Event	Articulate and justify answers, arguments and opinions through debate – linked to persuasive writing through text about rivers	Debate – use of stem sentences