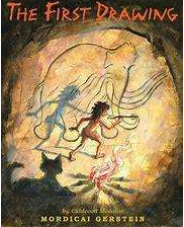
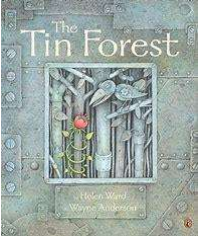
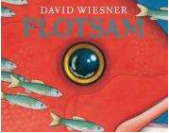
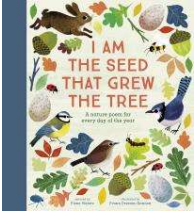

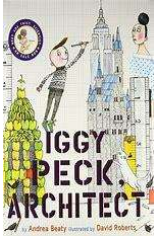

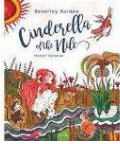
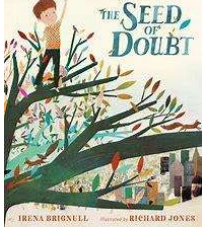
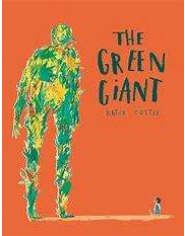
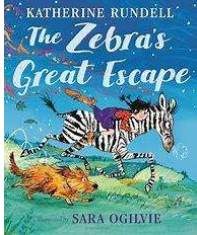


Year 3 Long Term Plan - English

Fiction focus Non-fiction focus Poetry						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Purpose	1. Writing to entertain 2. Writing to inform	1. Writing to entertain 2. Poetry	1. Writing to entertain 2. Writing to persuade	1. Writing to entertain.	1. Writing to entertain. 2. Poetry	1. Writing to entertain
Core Texts	<p>The First Drawing</p>  <p>Tin Forest</p> 	<p>Flotsam</p>  <p>I am the Seed That Grew the Tree</p> 	<p>Hansel &amp; Gretel</p>  <p>Iggy Peck Architect</p> 	<p>The Egyptian Cinderella</p>  <p>Cinderella of the Nile</p> 	<p>The Seed of Doubt</p>  <p>The Green Giant</p> 	<p>The Zebra's Great Escape</p> 
Short Burst Writing	<p>Character description, diary entry, recount</p> <p>Persuasive posters, information leaflets, postcards, diary entries, wishes, setting descriptions</p>	<p>Postcards, setting descriptions, non-chronological reports, message in a bottle letters</p>	<p>Debate, drama, discussion</p>	<p>Comparisons, playscript, diary entries.</p> <p>Short news report, diary entry, character description, advert</p>	<p>Poetry, future dreams and aspirations, setting description, letter of advice, paper aeroplane message, character description, speech</p> <p>Drama</p>	<p>Detective notes, 'wanted' poster, letter, action scene, poetry, dialogue</p>
Final Outcomes	1. Character description	1. Alternative story ending	1. Persuasive letter	1. Alternative Ending	1. Setting Description	1. Narrative

	2. Information leaflet	2. Poetry writing outcome for I am the seed that grew			2. Poetry	
Authorial Intent	<p>Children understand the purpose of the piece they are writing.</p> <p>Children can engage in discussions around who their audience would be.</p> <p>Children understand that an author creates a character based off their appearance and personality.</p> <p>Children will select vocabulary to show a contrast in the character's appearance and emotions.</p> <p>Select tier 2/3 language to inform the reader.</p> <p>Children will be able to sequence their writing.</p> <p>Children can identify and select key facts (5Ws).</p> <p>Children can condense</p>	<p>Children understand the purpose of the piece they are writing.</p> <p>Children can engage in discussions around who their audience would be.</p> <p>Use familiar story structures, altering characters and events.</p> <p>Children will think carefully about descriptive vocabulary to describe a historical setting.</p> <p>By the end of the Autumn term, we would expect them to be emerging in these skills.</p>	<p>Children understand the purpose of the piece they are writing.</p> <p>Children can engage in discussions around who their audience would be.</p> <p>Children will draw on character's experiences and emotions to explain their motives.</p> <p>Children know that a letter needs an address.</p>	<p>Children understand the purpose of the piece they are writing.</p> <p>Children can engage in discussions around who their audience would be.</p> <p>By the end of the Spring term, we would expect them to be developing in these skills.</p>	<p>Children understand the purpose of the piece they are writing.</p> <p>Children can engage in discussions around who their audience would be.</p> <p>Identify and select vocabulary that shows contrast and change.</p> <p>To engage in discussions around 'mood' and what this means with links to how seasons can affect this.</p> <p>To make adjective choices which create mood.</p> <p>Children will select similes to help paint a picture in the reader's mind.</p> <p>In non-narrative material, using simple organisational devices.</p>	<p>Children understand the purpose of the piece they are writing.</p> <p>Children can engage in discussions around who their audience would be.</p> <p>By the end of the Summer term, we would expect them to be secure in these skills.</p>

	<p>information to inform on the key facts.</p> <p>In non-narrative material, using simple organisational devices.</p>					
Skills Phase	<p>Use verbs forms for present tense.</p> <p>Begin to use the progressive tense.</p> <p>Use commas in a list (starter- revision).</p> <p>Use apostrophes for possession to include plural nouns.</p> <p>Select and use appropriate pronouns.</p> <p>Begin to use inverted commas to show words that someone has said.</p> <p>Use verb forms for past tense (starter- revision).</p> <p>Begin to use past progressive tense.</p> <p>Understand that paragraphing can be used to change events (introduction 5Ws, what happened, what the outcome is/ what's happening now).</p>	<p>Use inverted commas to punctuate direct speech.</p> <p>Understand that 'ly' adverbs can move to the start of a sentence.</p> <p>Know that adverbials should be followed by a comma.</p>	<p>Use paragraphing (introduction, what I want, conclusion).</p> <p>Understand the 4 sentences types (statement, question, command and exclamation).</p> <p>Use first person (starter- revision).</p> <p>Use the progressive tense.</p>		<p>Introduce similes.</p> <p>Understand that 'ly' adverbs can move to the start of a sentence.</p> <p>Know that adverbials should be followed by a comma.</p> <p>Use a full range of subordinating conjunctions.</p> <p>Use prepositions (starter- revision).</p>	

	Identify and use adverbials of time with commas after these.					
Editing	<p>Children will develop as editors continuing to develop the year 2 skills of reading their work aloud to a peer or an adult and refining tense and punctuation.</p> <p>In addition, in Year 3, children will learn how to edit person by checking that 1 st and 3rd person pronouns are consistent throughout a piece of writing. Children will also begin to suggest vocabulary level changes such as verbs and adjectives to be more specific for the reader</p>					
Spelling	Ed Shed – Spelling Bee					