

Eltham C of E Primary School
Year 3 English Long Term Planning

- This long term planning grid ensures coverage of the National Curriculum.
- The document should be used alongside the National Curriculum and Spelling overview to produce weekly English writing and Guided Reading plans.
- The whole text specified should be used as part of the teaching sequence for writing. Activities should be linked to it where possible but the focus should always be on what is going to provide the best stimulus for the children and get the best writing from them.
- Each whole text(s) should be covered over the half term and writing outcomes over a 1-2 week teaching sequence.
- Where possible punctuation and grammar activities should be taught within the units and have been plotted where they best fit with the text type that is being covered.
- Carousel and Whole Class Guided Reading time should be used to specifically teach the Skills of DERIC and planning should have a clear focus that reflects these skills.
- Spellings are planned in line with Phase 5 and Phase 6 in Year 1 and 2 and from Years 3-6 Teachers follow the 'Twinkl' spelling programme that covers the statutory requirements of the NC as well as supplementing with words from the statutory words lists for Years 3 and 4 and 5 and 6 (see separate overview).

Year group: 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing						
Whole text	The Great Kapok Tree	Charlie and the Chocolate Factory	Carpet of Dreams (Traditional Tale from Arabia) NEW: Cinderella of the Nile By Beverley Naidoo		Benjamin Zephaniah Biography/Performance Poetry (Author Focus)	Stone Age Boy
Writing outcomes	<ul style="list-style-type: none"> Narrative: setting description-Rainforest (NEW 23-24) Non Chronological Report: report on the Amazon Rainforest (NEW 23-24) Poetry: rhyming 	<ul style="list-style-type: none"> Narrative: character description-Willy Wonka (NEW 23 – 24) Personal Recount – recounting school trip to NHM (NEW 23-24) Newspaper: report about the golden ticket competition 	<ul style="list-style-type: none"> Literary recount: diary entry Narrative: setting description <p>Cinderella of the Nile:</p> <ul style="list-style-type: none"> Newspaper: Short news report, Narrative: character description, advert, Narrative: own version of traditional tale <p>23-24 (Cinderella of the Nile) Spring 1</p> <ul style="list-style-type: none"> Newspaper: short news report Literacy Recount: diary entry (CotN) Narrative: own version of traditional tale (CotN) <p>23-24 Poetry and Benjamin Zephaniah</p> <ul style="list-style-type: none"> Poetry: Kenning, lyrical and free verse. Non-Chron: Biography of Benajmin Zephaniah and his positive impact on the world. 		<p>Poetry: performance poetry</p> <ul style="list-style-type: none"> Personal Recount: from perspective of Benjamin Zephaniah 	<p>Diary Entry: Diary entry written as the boy from the text Stone Age Boy. Narrative: Stone Age Boy. Continuation of the Story form Om’s perspective</p>
Composition	Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. Extend the range of sentences with more than one clause by using a wider range of conjunctions (conjunctions between the clauses) e.g. I am happy when eating chocolate		Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas.	Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

	<p>Use heading and subheadings to aid presentation.</p> <p>Compose and rehearse sentences orally.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions (conjunctions between the clauses) e.g. I am happy when eating chocolate.</p> <p>Introduce paragraphs as a way to group related material.</p> <p>In narrative create vivid settings.</p>	<p>Compose and rehearse sentences orally.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions (conjunctions between the clauses) e.g. I am happy when eating chocolate.</p> <p>Introduce paragraphs as a way to group related material.</p>	<p>Introduce paragraphs as a way to group related material.</p> <p>In narrative create vivid settings.</p>	<p>To compose and rehearse sentences orally with an increasing range of sentence structures.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions (conjunctions between the clauses) e.g. I am happy when eating chocolate.</p> <p>Introduce paragraphs as a way to group related material.</p>	<p>Introduce paragraphs as a way to group related material.</p> <p>To compose and rehearse sentences orally with an increasing range of sentence structures.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions (conjunctions between the clauses) e.g. I am happy when eating chocolate.</p>
<p>Punctuation Grammatical Terminology</p> <p><i>Words in bold are those that need to be taught and learnt.</i></p>	<p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Use word families to help with spelling patterns.</p> <p>Use fronted adverbials.</p> <p>Use commas after fronted adverbials.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Indicate possession by using the possessive apostrophe with plural nouns.</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Use and understand consonant, consonant</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Use word families to help with spelling patterns.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use and understand consonant, consonant vowel letter and vowel letter.</p> <p>Use and punctuate direct speech using inverted commas (or speech marks).</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p>	<p>Use and punctuate direct speech using inverted commas (or speech marks).</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use word families to help with spelling patterns.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Indicate possession by using the possessive apostrophe with plural nouns.</p> <p>Use and punctuate direct speech using inverted commas (or speech marks).</p>

	<p>when, if, although. because,</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>	<p>vowel letter and vowel letter.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>		<p>when, if, although. because,</p>	<p>Use present perfect form of verbs instead of the simple past.</p> <p>Use and punctuate direct speech using inverted commas (or speech marks).</p>
<p>Evaluate and Edit</p>	<ul style="list-style-type: none"> Respond to teacher's identified improvements and redraft accordingly. Proof read for spelling errors (focus on KS1 words, wordlists and patterns that have been taught). Proof read for sentence level punctuation. assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 				
<p>Presentation/ Handwriting</p>	<p>Ensure the down strokes to letters are parallel and equidistant. Space lines of writing so ascenders and descenders of letters do not touch. Use the diagonal and horizontal strokes that are needed to join letters. Understand which letters, when adjacent to each other, are best left un-joined. Increase the legibility and consistency and quality of their handwriting.</p>				
<p>Spelling</p>	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (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] use the first two or three letters of a word to check its spelling in a dictionary Some write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 				

Reading						
Whole Class Guided Reading Texts <i>The teaching of DERIC skills through Whole texts/text extracts</i>	D: Decoding words E: Explaining new vocabulary (discussing vocabulary in context and discussing understanding of whole texts) R: Retrieving information (Understand, sequence, summarise, retrieve and record information from texts, including nonfiction and dictionaries). I: Interpreting information (Draw inferences from texts, explain word meanings, predict information, events or ideas from text, justifying with evidence). C: Choice (Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader-thinking about the choices made).					
	Whole Class Guided Reading	Whole Class Guided Reading	Whole Class Guided Reading	Whole Class Guided Reading	Whole Class Guided Reading	Whole Class Guided Reading
		Whole Text: Charlie and the Chocolate Factory				
National Curriculum statements.	<p>Decoding (word reading) Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Attitudes to reading Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Using dictionaries to check the meaning of words that they have read (E) Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identifying themes and conventions in a wide range of books Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Discussing words and phrases that capture the reader's interest and imagination (E) (C) Recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Understanding reading Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context (E) Asking questions to improve their understanding of a text (R) Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (I) Predicting what might happen from details stated and implied (I) Identifying main ideas drawn from more than one paragraph and summarising these (R) Identifying how language, structure, and presentation contribute to meaning (E) Retrieve and record information from non-fiction (R) 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.</p>					
Spoken Language/ Inc. Word aware techniques	Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Select and use appropriate register for effective communication. Give well-structured explanations for different purposes. Use spoken language to imagine and explore ideas. Consider and evaluate different viewpoints. Articulate arguments and opinions. Use spoken language to develop spoken language through speculation and exploring ideas. Participate in debate.					