Eltham C of E Primary School

Year 3 Literacy Long Term Planning

- This long-term planning grid ensures coverage and progression of the National Curriculum.
- The document should be used alongside the National Curriculum and ELS/CUSP 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 2/3/4 week teaching sequence as appropriate.
- As much as possible, punctuation and grammar activities should be contextualised and taught within the units so that 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 the ELS scheme and Phase 5 phonics in Year 1 and from the Summer term of Year 1 and in Years 2-6 teachers follow the 'CUSP' 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).
- Handwriting is to be taught in line with Letter Join.

Year group: 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing						
Whole text	**Traditional Tales Transition unit Year 2/3** **Grammar focus for 4 weeks with short writing tasks** **A Year Full of Stories – 52 folk stories and legends from around the world by Angela McAllister. Illustrations by Christopher Corr** **Starbird by Sharon King-Chai**	**Literary Heritage** **Charlie and the Chocolate Factory: Roald Dahl**	**Traditional Tales from Arabia** **Tales told in Tents-Carpet of Dreams: Sally Pomme Clayton** **People/places/other cultures** **The Last Garden: Rachel Ip**		**Curriculum link** **CUSP Science Link: lifecycles of a plant** **Poetry** **Benjamin Zephaniah/Michael Rosen Performance Poetry**	**Fantasy/adventure fiction** **Krindlekrax: Phillip Ridley**
Writing outcomes	• **ENTERTAIN-Narrative:** writing a new version of a familiar traditional tale	• **ENTERTAIN-Narrative:** character description-Willy Wonka • **PERSUADE-Speech:** to persuade willy Wonka to make a new chocolate bar invention.	• **INFORM-Recount:** diary entry • **ENTERTAIN-Narrative:** setting description • **ENTERTAIN-Narrative:** extended narrative about a community overcoming adversity.		• **INFORM-Explanation:** how plants grow (Science link) • **Poetry:** performance poetry	• **INFORM-Recount/diary:** 1st person retelling of events • **ENTERTAIN-Narrative:** setting description
Writing Transcription Spelling **Taught through CUSP Spelling Scheme**	**Pupils should be taught to:** • use further prefixes and suffixes and understand how to add them - see English appendix 1 • spell further homophones • 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] • use the first 2 or 3 letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.					
Writing Transcription 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, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
Writing Composition	**Pupils should be taught to** plan their 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 • discussing and recording ideas **Draft and write by:** • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] **Evaluate and edit by:** • 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 • proofread for spelling and punctuation errors • read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Writing Vocabulary, grammar and punctuation	**Pupils should be taught to develop their understanding of the concepts set out in English appendix 2 by:** • extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for Year 3 in English appendix 2 **Indicate grammatical and other features by:** • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading
	Year 3: Detail of Statutory content to be introduced (Appendix 2 NC)
Word	Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
Sentence	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
Punctuation	Introduction to inverted commas to punctuate direct speech
Terminology for pupils	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel, letter, inverted commas (or 'speech marks')

ELTHAM
CHURCH OF ENGLAND PRIMARY SCHOOL

<table>
<tr><th colspan="2">Reading</th></tr>
<tr><td rowspan="3">Whole Class Guided Reading Texts

The teaching of DERIC skills through Whole texts/text extracts</td><td>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).</td></tr>
<tr><td><table><tr><td>Whole Class Guided Reading</td><td>Whole Class Guided Reading</td><td>Whole Class Guided Reading</td><td>Whole Class Guided Reading</td><td>Whole Class Guided Reading</td><td>Whole Class Guided Reading</td></tr></table></td></tr>
<tr><td>Teachers plan a range of activities around class age appropriate text/extract for that week.

Planning for these lessons is rooted in the ERIC skills, the Reading National Curriculum and Assessment Framework.</td></tr>
<tr><td>Reading - word reading (D)</td><td>Pupils should be taught to:
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.</td></tr>
<tr><td>Reading - comprehension</td><td>Pupils should be taught to develop positive attitudes to reading, and an understanding of what they read, by:
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]
Understand what they read, in books they can read independently, by:
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.</td></tr>
<tr><th colspan="2">Spoken Language</th></tr>
<tr><td></td><td>The national curriculum statutory requirements, which underpin all aspects of spoken language, are the same for all six years of primary education from Y1 to Y6. The requirements are further reflected and contextualised within the reading and writing domains.
listen and respond appropriately to adults and their peers
ask relevant questions to extend their understanding and knowledge
use relevant strategies to build their vocabulary</td></tr>
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	• articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication.
Eltham C of E's interpretation of how the statutory and non-statutory spoken language guidance can be broken down to show the progression of skills and knowledge across KS1 and KS2.	• To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. • To follow instructions in a range of unfamiliar situations. • To recognise when it is needed and ask for specific additional information to clarify instructions. • To ask questions that relate to what has been heard or what was presented to them. • To begin to offer support for their answers to questions with justifiable reasoning. • To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. • To speak regularly in front of large and small audiences. • To participate in role play tasks, showing an understanding of • character by choosing appropriate words and phrases to indicate a person's emotions. • To use vocabulary that is appropriate to the topic and/or the audience. • To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk. • To discuss topics that are unfamiliar to their own direct experience. • To organise what they want to say so that it has a clear purpose. • To begin to give descriptions, recounts and narrative retellings with added details to engage listeners. • To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. • To take account of the viewpoints of others when participating in discussions.