

Grimsargh St Michael's C of E Primary School
Long Term Planning: English
Year 3

English Area of Study:	Heroes and Heroines	
	Autumn 1	Autumn 2
Reading	<ul style="list-style-type: none"> - Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories. - Listen to and discuss a range of fiction. - Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. - Explain the meaning of unfamiliar words by using the context. - Use dictionaries to check meanings of words they have read. - Demonstrate understanding of fiction texts by asking and answering who, what, where, when, why, how questions. - Raise questions during the reading process to deepen understanding e.g. I wonder why the character ... - Sequence and discuss the main events in stories. - Explain and discuss their understanding, giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket because... - Discuss their understanding of the text. - Justify responses to the text using the PE prompt (Point + Evidence) - Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. - Listen to and discuss a range of biographies. - Read a range of biographies. 	<ul style="list-style-type: none"> - Read books at an age appropriate interest level - Use knowledge of root words to understand meanings of words - Read and understand words from the Year 3 list - Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. fables, fairy tales, classic poetry, shape poetry, nonchronological reports, explanations - Regularly listen to whole novels read aloud by the teacher. - Sequence and discuss the main events in stories. - Prepare poems to read aloud, showing understanding through intonation, tone, volume and action. - Discuss their understanding of the text. - Raise questions during the reading process to deepen understanding e.g. I wonder why the character. - Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. - Make predictions based on details stated. - Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination - Use dictionaries to check meanings of words they have read. - Take note of punctuation when reading aloud. - Participate in discussion about what is read to them and books they have read independently. - Develop and agree on rules for effective discussion. - Take turns and listen to what others say. - Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles.

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	<ul style="list-style-type: none"> - Prepare for research by identifying what is already known about the subject and key questions to structure the task. - Record information from non-fiction. - Identify a key idea in a paragraph. - Evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. - Navigate texts in print and on screen. 	
Writing	<ul style="list-style-type: none"> - Secure the use of full stops, capital letters, exclamation marks and question marks. - Orally rehearse each sentence prior to writing. - Use subordination for time using when, before and after. e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play. - Use the comma to separate clauses in complex sentences where the subordinate clause appears first e.g. Before I get dressed in a morning, I have a wash. - Use past tense for narrative. - Use inverted commas to punctuate direct speech (speech marks). - Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas. - Read and analyse narrative in order to plan and write their own versions. - Create and develop plots based on a model. - Proofread to check for errors in spelling, grammar and punctuation. - Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. 	<ul style="list-style-type: none"> - Identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description). - Generate and select from vocabulary banks e.g. noun phrases ... - Identify clauses in sentences. - Explore and identify main and subordinate clauses in complex sentences. - Generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond - Explore and collect word families e.g. medical, medicine, medicinal, medic, paramedic, medically to extend vocabulary - Read and analyse narrative in order to plan and write their own versions - Create and develop plots based on a model. - Create and develop settings and characters for narrative. - Use different sentence structures (see VGP).

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	<ul style="list-style-type: none"> - Group related material into paragraphs. - Use headings and sub headings to organise information. 	
Punctuation and Grammar	<ul style="list-style-type: none"> - Use sentences with different forms: statement, question, extend to also include exclamation (Y2) - Use subordination for time using when, before and after, e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play. (Y2) - Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. Before I get dressed in a morning, I have a wash. (Y3) - Adjectives, verbs, nouns, ly adverbs in the context of a story. 	<ul style="list-style-type: none"> - Explore and identify main and subordinate clauses in complex sentences (Y3). - Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. Before I get dressed in a morning, I have a wash. (Y3) - Focus on identifying clauses in sentences, and main and subordinate clauses in complex sentences. - Identify and select prepositions for where e.g. above, below, beneath, within, outside, beyond.
Spelling	<ul style="list-style-type: none"> - Spell words from Common Exception List Year 2 - Look at suffixes such as, er, est, ness, ful, less, ment, es - Investigate different spellings for different sounds e.g. wr for r, ey for ee, or for ir, s for zh - Investigate words ending in tion, el, al, le - Contractions and apostrophes - Apostrophes for possession 	<ul style="list-style-type: none"> - Use the first two letters of a word to check its spelling in a dictionary. - Add suffixes beginning with vowel letters to words of more than one syllable

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English Area of Study:	Our Changing World	
	Spring 1	Spring 2
Reading	<ul style="list-style-type: none"> - Read books at an age appropriate interest level. - Use knowledge of root words to understand meanings of words. - Listen to and discuss a range of fiction - Regularly listen to whole novels read aloud by the teacher. - Sequence and discuss the main events in stories. - Orally retell a range of stories - Discuss their understanding of the text. - Raise questions during the reading process to deepen understanding e.g. I wonder why the character - Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. - Justify responses to the text using the PE prompt (Point + Evidence) - Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. - Explain the meaning of unfamiliar words by using the context - Use intonation, tone and volume when reading aloud. - Take note of punctuation when reading aloud. - Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles. 	<ul style="list-style-type: none"> - Use prefixes to understand meanings e.g. <i>un-, dis-, mis-, re-, pre</i> - Take note of punctuation, when reading aloud. - Discuss their understanding of the text. - Make predictions based on details stated. - Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. - Orally retell a range of fables. - Identify and discuss themes e.g. <i>weak and strong, wise and foolish.</i> - Use suffixes to understand meanings e.g. <i>-ly, -ous.</i> - Listen to and discuss non-fiction. - Read books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference.</i> - Analyse and evaluate texts looking at language, structure and presentation. - Explain the meaning of unfamiliar words by using the context. - Raise questions during the reading process to deepen understanding. - Record information from a range of non-fiction texts. - Prepare for research by identifying what is already known about the subject and key questions to structure the task. - Discuss the purpose of paragraphs. - Identify a key idea in a paragraph. - Evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i> - Quickly appraise a text to evaluate usefulness. - Navigate texts in print and on screen.

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		<ul style="list-style-type: none"> - Develop and agree on rules for effective discussion. - Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups</i>.
Writing	<ul style="list-style-type: none"> - Identify clauses in sentences. - Explore, identify and create complex sentences using a range of conjunctions e.g. <i>when, if because, although, while, since, until, before, after, so</i>. - Generate and effectively use adverbs - Read and analyse narrative in order to plan and write their own versions - Identify and discuss the language and structures of narrative for writing. - Create and develop settings for narratives. - Create and develop characters for narrative. - Create and develop plots based on a model. - Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs</i>, appropriate to text type. - Group related material into paragraphs. 	<ul style="list-style-type: none"> - Use different sentence structures e.g. adverbs within sentences. - Read and analyse fables in order to plan and write their own versions. - Create and develop characters for a fable. - Discuss and record ideas for planning e.g. story map or chunk a plot - Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs</i> - appropriate to text type. - Group related material into paragraphs. - Proofread to check for errors in grammar (determiners a/an and adverbs) in own and others' writing. - Explore and identify main and subordinate clauses in complex sentences. - Explore, identify and create complex sentences using a range of conjunctions e.g. <i>since, until, before, after, although, as</i>. - Read and analyse non-fiction in order to plan and write own versions. - Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction. - Use headings and sub headings to organise information. - Discuss and propose changes with partners and in small groups. - Improve writing in the light of evaluation.

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Punctuation and Grammar	<ul style="list-style-type: none">- Secure the use of full stops, capital letters, exclamation marks and question marks. (Y2)- Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, I'll. (Y2)- Use apostrophes for singular possession in nouns, e.g. the girl's name. (Y2)- Explore and collect nouns with prefixes super, anti, auto.- Generate and effectively use adverbs- Explore and identify main and subordinate clauses in complex sentences.- Use the comma to separate clauses in complex sentences where the subordinate clause appears first- Use inverted commas to punctuate direct speech (speech marks).	<ul style="list-style-type: none">- Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box</i>- Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, eventually.</i>- Explore and identify main and subordinate clauses in complex sentences.- Use the comma to separate clauses in complex sentences where the subordinate clause appears first

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Spelling	<ul style="list-style-type: none">- Use further prefixes dis_, mis_, re_, and suffixes _ly, _ous, and understand how to add them.- Spell words containing the sound spelt ou e.g. young, touch, double	<ul style="list-style-type: none">- Spelling words with endings sounding like or /ture/ e.g. creature, furniture, adventure- adding suffixes- irregular sounds- Spell word endings sounding like /ure/ e.g. treasure, enclosure, pleasure
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English Area of Study:	Unscrew the Lid...Release the Potential	
	Summer 1	Summer 2
Reading	<p><u>Playscripts</u></p> <ul style="list-style-type: none"> - Listen to and discuss a range of plays. - Use intonation, tone and volume when reading aloud. - Take note of punctuation when reading aloud. - Analyse and evaluate texts looking at language, structure and presentation. - Prepare play scripts to read aloud, showing understanding through intonation, tone, volume and action. - Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups</i>. <p><u>Discussion</u></p> <ul style="list-style-type: none"> - Read discussion texts. - Read books and texts for a range of purposes e.g. <i>research</i> - Explain the meaning of unfamiliar words by using the context. - Discuss their understanding of the text. - Use point and evidence to structure and justify responses. - Identify a key idea in a paragraph. - Analyse and evaluate texts looking at language, structure and presentation e.g. <i>discussion texts</i>. - Evaluate how specific information is organised within a discussion text. - Develop and agree on rules for effective discussion. - Take turns and listen to what others say. 	<p><u>Persuasive Letters</u></p> <ul style="list-style-type: none"> - Listen to and discuss a range of letters including persuasive letters. - Read a range of letters including persuasive letters. - Discuss their understanding of the text. - Analyse and evaluate letters by looking at language, structure and presentation. - Discuss the purpose of paragraphs. - Identify a key idea in a paragraph. - Evaluate how specific information is organised within a persuasive letter. <p><u>Classic Poetry</u></p> <ul style="list-style-type: none"> - Listen to and discuss a range of poetry e.g. classic poetry. - Recognise some different forms of poetry e.g. narrative, calligrams, shape poems. - Identify, discuss and collect favourite words and phrases, which capture the reader's interest and imagination. - Use knowledge of root words to understand meanings of words. - Explain the meaning of unfamiliar words by using the context. - Discuss their understanding of the text. - Prepare poems to read aloud, showing understanding through intonation, tone, volume and action. - Use intonation, tone and volume when reading aloud. - Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. - Develop and agree on rules for effective discussion.

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		<p><u>Adventure Stories</u></p> <ul style="list-style-type: none"> - Listen to and discuss a range of fiction and poetry. - Regularly listen to whole novels read aloud by the teacher. - Explain the meaning of unfamiliar words by using the context. - Use dictionaries to check meanings of words they have read. - Identify, discuss and collect favourite words and phrases, which capture the reader's interest and imagination. - Discuss their understanding of the text. - Make predictions based on details stated. - Raise questions during the reading process to deepen understanding e.g., <i>I wonder why the character...</i> - Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. - Sequence and discuss the main events in stories. - Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm's Fairy Tales. - Identify and discuss themes e.g. <i>good over evil; weak and strong; wise and foolish; mean and generous; rich and poor.</i>
Writing	<ul style="list-style-type: none"> - Explore and identify main and subordinate clauses in complex sentences. - Read and analyse plays in order to plan and write their own versions. - Identify and discuss the purpose, audience, structure, vocabulary and grammar of playscripts. - Discuss and record ideas for planning. - Create and develop plots based on a model. - Generate and select from vocabulary banks e.g. <i>synonyms for said</i> appropriate to text type. 	<p><u>Persuasive Letters</u></p> <ul style="list-style-type: none"> - Use present perfect form of verbs using <i>have</i> and <i>had</i> to indicate a completed action e.g. <i>Year Three have researched different foods, which are healthy.</i> - Explore, identify and create complex sentences using a range of conjunctions e.g. <i>because, if, so, although.</i> - Explore and identify main and subordinate clauses in complex sentences. - Read and analyse letters in order to plan and write their own. - Identify and discuss the purpose, audience, structure, vocabulary and grammar of persuasive letters.

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	<ul style="list-style-type: none"> - Proofread to check for errors in spelling, grammar and punctuation in own and other's writing. - Discuss and propose changes with partners and in small groups. - Improve writing in the light of evaluation. - Use appropriate intonation, tone and volume to present their writing to a group or class. - Identify clauses in sentences. - Explore, identify and create complex sentences using a range of conjunctions e.g. <i>because, if, although</i>. - Read and analyse discussion texts in order to plan and write their own versions. - Identify and discuss the purpose, audience, structure, vocabulary and grammar of discussion texts for writing. - Generate and select from vocabulary banks e.g. <i>technical language</i>, appropriate to discussion texts. - Group related material into paragraphs. 	<ul style="list-style-type: none"> - Discuss and record ideas for planning e.g. boxing up - Group related material into paragraphs. - Proofread to check for errors in spelling and punctuation in own and others' writing. <p><u>Classic Poetry</u></p> <ul style="list-style-type: none"> - Read and analyse poetry in order to plan and write their own versions. - Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. - Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type. - Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. - Use appropriate intonation, tone and volume to present their writing to a group or class. <p><u>Adventure Stories</u></p> <ul style="list-style-type: none"> - Explore and identify main and subordinate clauses in complex sentences. - Improvise, create and write dialogue. - Read and analyse narrative in order to plan and write their own versions. - Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative. - Discuss and record ideas for planning using a range of formats, e.g. chunking a plot. - Create and develop settings for narratives.
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		<ul style="list-style-type: none"> - Create and develop characters for narrative. - Create and develop plots based on a model. - Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, synonyms for said</i> appropriate to text type. - Group related material into paragraphs.
Punctuation and Grammar	<ul style="list-style-type: none"> - Use the comma to separate clauses in complex sentences where the subordinate clause appears first. - Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, eventually</i>. - Explore and collect nouns with prefixes super, anti, auto 	<ul style="list-style-type: none"> - Use inverted commas to punctuate direct speech (speech marks).
Spelling	<ul style="list-style-type: none"> - Prefix – re, - anti - Spell words with the ei sound spelt ei, eigh or ey e.g. vein, weigh, eight, neighbour, they, obey. - Spell irregular plurals e.g. goose/geese, woman/women, potato/es 	<ul style="list-style-type: none"> - Use further suffixes <i>_ly, _ous</i>, and understand how to add them. - Spell irregular past tense verbs e.g. send/sent, hear/heard, think/thought - Spell homophones and near homophones