



Year 3 Long Term Plan - English

Topic				
There's No Place Like Home	Healthy Humans	Rock and Roll	The Iron Man	What the Romans did for us
Class reads				
Leicestershire Folk Tales for Children - Tom Phillips. Short biographies of Richard Attenborough, Gary Lineker and Alice Hawkins.	Aesop's fables- Michael Rosen Cat Tales	Stig of the Dump	The Iron Man	Escape from Pompeii Tony Robinson's Weird World of Wonders- Romans Sheep pig
Reading comprehension				
Focus to bridge the gap between decoding and reading for meaning. Short extracts shared with the whole class for 30 mins at least 3 times per week. These extracts will be taken from topic novel, story time text or an information text linked to learning. Shared reading takes place using the strategies listed from WIT Reading.	Guided reading - questions based on class read, Wordsmith text, other age appropriate text or Nelson comprehension Reading dogs	Guided reading - questions based on class read, other age appropriate text or Nelson comprehension Reading dogs	Guided reading - questions based on class read, other age appropriate text or Nelson comprehension Reading dogs	Guided reading - questions based on class read, other age appropriate text or Nelson comprehension Reading dogs
Writing - composition				
Folk tales Recount: biographies	Fables Poems with a structure Persuasion: letters	Story as a theme Poems on a theme Discussion	Novel as a theme Recount: diaries	Playscripts Non-chronological reports
Writing - Spelling, Vocabulary, Punctuation and Grammar				

<p>Words with the long /eɪ / sound spelt with ei Words with the long /eɪ / sound spelt with ey Words with the long /eɪ / sound spelt with ai Words with / / sound spelt with ear Homophones & near homophones</p> <p>Inverted commas.</p> <p>Identifying main and subordinate clauses in complex sentences.</p>	<p>Creating adverbs using the suffix -ly (no change to root word) Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable) Creating adverbs using the suffix -ly (root word ends in 'le') Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al') Creating adverbs using the suffix -ly (exceptions to the rules) Statutory Spelling Challenge Words.</p> <p>Focus on determiners a or an according to whether the next word begins with a consonant or vowel e.g. a fox; an animal.</p> <p>Focus on adverbs. Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, eventually.</i></p>	<p>Words with short /i/ sound spelt with 'y' Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant) Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant) Creating negative meanings using prefix mis Creating negative meanings using prefix dis Words with a /k/ sound spelt with 'ch'</p> <p>Prepositions used within sentences.</p> <p>Focus on using knowledge of root words to understand meanings of words e.g. <i>volcano, volcanic, earth, earthy, earthquake, stone, stony, Stone Age, Stonehenge</i></p>	<p>Homophones & Near Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or 'back') Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' Words with a /sh/ sound spelt with 'ch' Statutory Spellings Challenge Words</p> <p>Focus on selecting, generating and using adverbs.</p> <p>Explore, identify and create complex sentences using a range of conjunctions e.g. <i>since, until, in case.</i></p>	<p>Words ending in -ary Words with a short /u/ sound spelt with 'o' Words with a short /u/ sound spelt with 'ou' Word families based on common words, showing how words are related in form and meaning. Word families based on common words, showing how words are related in form and meaning Word families based on common words, showing how words are related in form and meaning.</p> <p>Explore and identify main and subordinate clauses in complex sentences.</p> <p>Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, eventually.</i></p>
<p>Assessment</p>				

Big Write STACMAT statements	NFER Big Write STACMAT statements	Big Write STACMAT statements	NFER Big Write STACMAT statements	NFER Big Write STACMAT statements
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