

ENGLISH LONG TERM PLAN - YEAR 3

|  | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
|--|---|--|--|---|--|---|
| <p><b>Phonics</b><br/>Children who have not passed the phonics screen in Y1 or Y2 or who still have obvious writing phonics gaps are to receive half an hour additional phonics boosting 1:00 – 1:30pm daily to address gaps. This is not in place of the Y3 spellings as these still need to be taught.<br/><b>SPELLING – FOLLOW ASSERTIVE MENTORING STAGE 3 LONG TERM PLAN</b></p> | <p><b>3:1 – ing</b><br/><b>3:2 – ing</b><br/><b>3:3 – ed</b><br/><b>3:4 – er</b></p>  | <p><b>3:5 – ion</b><br/><b>3:6 – ion</b><br/><b>3:7 – ly</b></p>   | <p><b>3:8 – ly</b><br/><b>3:9 – un, dis, mis</b><br/><b>3:10 – in, il, er</b><br/><b>3:11 – y sounding i</b></p>   | <p><b>3:12 – ou as u, ow, oo</b><br/><b>3:13 a as in ei, eigh, ey</b><br/><b>3:14 – sure, ture, tch</b></p>   | <p><b>3:15 – o to e</b><br/><b>3:16 – l to a</b><br/><b>3:17 – common</b></p>  | <p><b>3:18 – ai, a-e</b><br/><b>3:19 – ee, ea</b><br/><b>3:20 – st, ssed</b></p>  |
| <p><b>Reading – word reading</b></p>   | <p><b>READ &amp; SPELL COMMON EXCEPTION WORDS</b><br/>accident(ally)<br/>appear<br/>believe<br/>address<br/>although<br/>answer<br/>describe<br/>library<br/>length</p>   | <p><b>READ &amp; SPELL COMMON EXCEPTION WORDS</b><br/>build<br/>caught<br/>different<br/>minute<br/>opposite<br/>quarter<br/>regular<br/>weight<br/>breath</p>   | <p><b>READ &amp; SPELL COMMON EXCEPTION WORDS</b><br/>enough<br/>experience<br/>forward<br/>breathe<br/>experiment<br/>heart<br/>material<br/>earth<br/>island</p>   | <p><b>READ &amp; SPELL COMMON EXCEPTION WORDS</b><br/>heard<br/>mention<br/>notice<br/>famous<br/>history<br/>woman<br/>women<br/>complete<br/>consider</p>   | <p><b>READ &amp; SPELL COMMON EXCEPTION WORDS</b><br/>peculiar<br/>position<br/>promise<br/>continue<br/>decide<br/>difficult<br/>perhaps<br/>possible<br/>early</p>   | <p><b>READ &amp; SPELL COMMON EXCEPTION WORDS</b><br/>straight<br/>strength<br/>through<br/>often<br/>business<br/>February<br/>guard<br/>every<br/>many</p>  |
| <p><b>Reading Comprehension</b></p> <p><b>Look at the types of questions on the reading progression document to see how the questioning changes/extends from half term to half term.</b></p> <p><b>BROWN BOOKS ON BUG CLUB</b></p>   | <p><b>LITERAL COMPREHENSION</b><br/>With support, explain the main idea of a paragraph or page they have just read.</p> <p><b>INFORMATION RETRIEVAL</b><br/>Know a dictionary is arranged in alphabetical order and that it can be used to find out meaning of words.</p> <p><b>PREDICTION</b><br/>Make a sensible prediction of what might happen and can justify the prediction on the basis of what has happened so far in the story.</p> <p><b>PERFORMANCE</b><br/>Copy a modelled reading of a poem with predictable expression or, after rehearsal, follow simple stage directions for how to read lines of a play.</p> | <p><b>LITERAL SEQUENCING</b><br/>Able, with support, to retell stories in correct sequence with different degrees of detail, depending on the purpose of the retelling.</p> <p><b>INFORMATION RETRIEVAL</b><br/>Know information can be found in non-fiction features such as diagrams, photos, captions, labels and charts, as well as in main text, and often use these features with minimal prompting to find answers to questions.</p> <p><b>MAKING INFERENCES</b><br/>Distinguish between simple statements of fact and opinion where opinions are clearly signposted with 'I think'.</p> <p><b>VOCABULARY DEVELOPMENT</b><br/>With prompting, identify an</p> | <p><b>ACCURACY</b><br/>Automatically track meaning of text during reading, pausing to self-correct where necessary. With some support or prompting, can explain meaning of what has been read, in response to a question.</p> <p><b>MAKING INFERENCES</b><br/>With support, make inferences, such as inferring characters' feelings and motives from their actions.</p> <p><b>LITERARY LANGUAGE</b><br/>Discuss interesting vocabulary on a page of text and, with support, can explain in simple terms the effect the word has on the reader.</p> | <p><b>PREDICTION</b><br/>Predict what will happen from what is clearly stated and straightforwardly implied in a text, sometimes drawing on knowledge of similar texts.</p> <p><b>PERSONAL RESPONSE AND EVALUATION OF A TEXT</b><br/>Give an opinion on a moral dilemma presented in a story.</p> <p><b>PERFORMANCE</b><br/>Copy a modelled reading of a poem with varying expression and volume or follows stage directions for how to read lines of a play.</p> <p><b>TEXT STRUCTURE</b><br/>Beginning to use familiar non-fiction features independently to help them navigate through a text.</p> | <p><b>LITERAL COMPREHENSION</b><br/>Explain the main idea of a paragraph or page they have just read.</p> <p><b>INFORMATION RETRIEVAL</b><br/>Retrieve specified information from a range of fiction and non-fiction texts.</p> <p><b>MAKING INFERENCES</b><br/>When prompted, draw inferences such as characters' feelings, thoughts and motives from their actions.</p> <p><b>PERSONAL RESPONSE AND EVALUATION OF A TEXT</b><br/>Give an opinion on a moral dilemma presented in a story and give a simple reason for this.</p> <p><b>LITERARY LANGUAGE</b><br/>Point out interesting vocabulary on a page and</p> | <p><b>LITERAL COMPREHENSION</b><br/>Answer literal or deductive questions about a range of different kinds of books and texts, using clues and information from different parts of the text where these are clearly signposted.</p> <p><b>SEQUENCING</b><br/>Retell longer familiar stories they have read, e.g. myths and legends.</p> <p><b>TEXT STRUCTURE</b><br/>With support, identify some of the ways in which language and structure contribute to meaning in different types of texts.</p> |

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|  | <p><b>RANGE OF TEXTS</b><br/>Has read or heard a variety of myths and legends and can explain some of the key features of these.</p>  | <p>interesting word or phrase in a passage and express preferences for particular words.</p> <p><b>TEXT STRUCTURE</b><br/>Identify some ways in which structure and presentation contribute to meaning.</p>  |  |  | <p>can explain in simple terms the effect the word has on the reader</p> <p><b>VOCABULARY DEVELOPMENT</b><br/>Use knowledge of how a dictionary is structured to find out the meaning of words.</p> <p><b>RANGE OF TEXTS</b><br/>Has read or listened to a range of texts, including some myths, legends, fiction, poetry, plays, non-fiction and reference books, and can answer questions about the texts.</p>   |   |
| <p><b>Writing</b></p> <p>Throughout the year:<br/>Proof-read for errors and make changes</p> <p>Suggest improvements for vocab, spelling and punctuation in my own and others' work.</p> | <p><b>Editing – use the first 2 or 3 letters in a word to check its spelling in a dictionary.</b></p> <p>Use the diagonal and horizontal strokes that are needed to join letters.</p> <p>Understand which letters, when next to each other, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of handwriting.</p> <p>Write a narrative with a clear structure, setting, characters and plot.</p> <p>Write a non-narrative using simple organisational devices such as headings and sub-headings.</p> <p>I can use a range of sentences with more than one clause by using a wider range of conjunctions (see earlier years + re-teach when, if,</p> | <p><b>Write a narrative with a clear structure, setting, characters and plot.</b></p> <p>Write a non-narrative using simple organisational devices such as headings and sub-headings.</p> <p>I can use conjunctions to express time (after, when, before, next, while)</p> <p>I can use paragraphs to show the difference between different information and events.</p> <p>I can use past tense verbs correctly.</p> | <p><b>Write a narrative with a clear structure, setting, characters and plot.</b></p> <p>Write a non-narrative using simple organisational devices such as headings and sub-headings.</p> <p>I can vary the use of adjectives and adverbs to create a particular effect.</p> <p>I can use paragraphs to show the difference between different information and events.</p> <p>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)</p> | <p><b>Write a narrative with a clear structure, setting, characters and plot.</b></p> <p>Write a non-narrative using simple organisational devices such as headings and sub-headings.</p> <p>I can use prepositions in my sentences.</p> | <p><b>Write a narrative with a clear structure, setting, characters and plot.</b></p> <p>Write a non-narrative using simple organisational devices such as headings and sub-headings.</p> <p>I can use a range of sentences with more than one clause by using a wider range of conjunctions (see earlier years + re-teach when, if, although, because)</p> <p>I can use conjunctions to express time and cause (e.g. <i>when, before, after, while, because, so</i> )</p> <p>I can use prepositions and conjunctions at the start of of my sentences as well as in the middle (before, after, because of, during, in)</p> | <p><b>Write a narrative with a clear structure, setting, characters and plot.</b></p> <p>Write a non-narrative using simple organisational devices such as headings and sub-headings.</p> <p>I can use a range of sentences with more than one clause by using a wider range of conjunctions (see earlier years + re-teach when, if, although, because)</p> |



**Continue to develop use of embedded relative clause: Fibonacci rabbits, who live in the fields, like to eat grass.**

**Power of 3 to add details: The wolf slunk between the trees, into the dense undergrowth, through the tangled vines and past the gnarled trees.**

**Topic sentence to open paragraphs: Many different animals live in the rain forest.**

#### **TEXT STRUCTURE**

- Use five part structure for narrative: opening, build up, problem, resolution, ending which form paragraphs.
- Non- narrative: Introductory hook to introduce topic and interest reader.
- Paragraphs organise material with the same theme.
- Developed end with a personal response or an interesting fact.

#### **PUNCTUATION**

- Colon to introduce a list
- Comma with adverbial phrases.