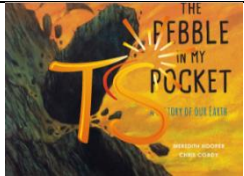

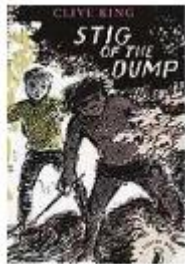


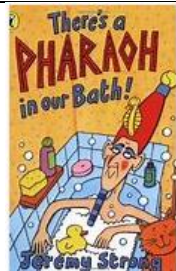
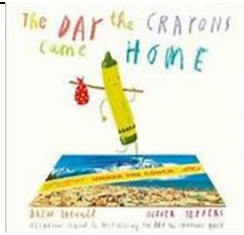
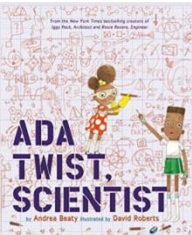
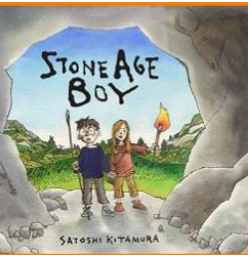

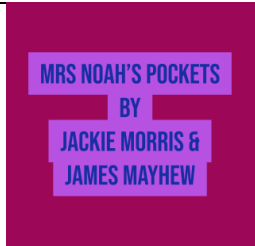



Fishburn Primary School – English Long Term Plan Year 3

Year 3	Autumn Term		Spring Term		Summer Term	
<b>Reading</b>	Fiction <b>Poetry</b>	Fiction and non-fiction Narrative <b>Poetry</b>	Fiction and non-fiction <b>Poetry</b>	Fiction <b>Poetry – The Storm Dragon</b>	Narrative Non-fiction Fiction	Non-fiction Fiction myths and legends Fiction
<b>Main Text(s)</b>  (plus a daily selection from Poetry spine & Reading spine)						
<b>Vipers Text(s)</b>						
<b>Writing</b>	<ul style="list-style-type: none"> <li>Description of characters and settings</li> <li>Retell</li> <li>Letter (Meerkat Mail Sonny)</li> <li>Instructional Writing</li> </ul> <b>Additionally:</b> ***Unit on Teaching Sparks (GPS)	<ul style="list-style-type: none"> <li>Character description developed through dialogue</li> <li>Narrative-focus on planning styles</li> <li>Sequencing (Iron Man)</li> </ul> <b>Additionally:</b> ***Unit on Teaching Sparks (GPS)	<ul style="list-style-type: none"> <li>Performance Poetry</li> <li>Poem Writing</li> <li>Recount</li> <li>Playscript – Developing the conversation between Stone Age Boy and Om</li> </ul> <b>Additionally:</b> ***Unit on Teaching Sparks (GPS)	<ul style="list-style-type: none"> <li>Persuasive Letter</li> <li>Explanation Writing</li> <li>Biography – Florence</li> <li>Setting Description</li> </ul> <b>Additionally:</b> ***Unit on Teaching Sparks (GPS)	<b>Additionally:</b> <ul style="list-style-type: none"> <li>Newspaper Report/Articles</li> <li>Personal Recount – Trip/Journey</li> <li>Diary Entry</li> </ul> <b>***Unit on Lit Shed Plus</b>	<b>***Unit by Carol Gater:</b> <ul style="list-style-type: none"> <li>Message from Pharaoh</li> <li>Opening Chapter/Sequencing</li> <li>Postcard</li> </ul> Recount/book review

Fishburn Primary School – English Long Term Plan Year 3

<p><b>GPS</b></p> <p><b>Year 3</b></p>	<p><b><u>Consolidation/non-negotiables: -</u></b>                  Capital letter for proper nouns                  capital letters and full stops, ?, !                  Uses <i>when, if, that, because, and, but, or</i>                  Commas in a list                  Present and past tense consistent (including progressive)                  Co-ordinating conjunctions                  Adjectives to describe      Expanded noun phrases                  Apostrophe for contraction and singular possession</p>	<p><b><u>New Learning: -</u></b>                  when, before, after, while, so, because to express time, place and cause                  adverbs, prepositions                  a or an                  Continuing coordinating and sub conjunctions      Plural and singular apostrophes                  Introduction to paragraphs                  Introduction to inverted commas                  Headings and sub-headings to aid presentation</p>
<p><b>Handwriting</b></p>	<p>Increases legibility. Ascenders and descenders do not touch. Understands which letters, next to each other, are best left unjoined.</p>	
<p><b>Dictations</b></p>		
<p><b>Re-read and proof-read</b></p>	<p>Composes and rehearses sentences orally. Creates settings, characters and plots. Uses simple organisational devices – headings/sub-headings.                  Proof reads for spelling and punctuation errors.                  Proposes changes to grammar and vocabulary, including use of pronouns.</p>	
<p><b>Word list</b></p>	<p style="text-align: center;"><b>YEAR 1 COMMON EXCEPTION WORDS</b></p> <p>the a do to today of said says are were was is his has I you your                  they be he me she we no go so by my here there where love                  come someone once ask friend school put push pull full house our</p>	<p style="text-align: center;"><b>YEAR 2 COMMON EXCEPTION WORDS</b></p> <p>door floor poor because find kind mind behind climb child children wild                  most only both old cold gold hold told clothes every everybody hour                  even any many great break steak pretty beautiful after fast last past father                  class grass pass plant path bath busy move prove improve sure sugar could                  should would eye people water who whole again half money parents Mr                  Mrs Christmas</p>

<p><b>Word list</b></p>	<p style="text-align: center;"><b>YEAR 3/4 WORDS</b></p> <p>accident (ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle                  complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme                  famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge                  learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular                  position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special                  straight strange strength suppose surprise therefore though/although thought through various weight woman/women</p>
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**Statutory National Curriculum requirements – Year 3 and year 4**

**Reading:**

- Children should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction and reference books. *(Plays could be in guided reading)*
- Include increasing familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally.
- Identify themes in books eg good v evil; use of magical devices in fairy stories and folk tales
- Read non-fiction about a wide range of subjects
- Use dictionaries
- Read aloud poems and playscripts

**Writing:**

- Learn about structure, vocabulary and grammar from books read
- Organise paragraphs around a theme
- Create characters, setting and plot in narratives
- Use simple organisational devices eg headings and sub-headings
- Assess effectiveness of own and others' writing, propose changes
- Proof-read for spelling and punctuation errors

**Focus on how authors use dialogue and' show not tell' strategy to develop characters**