



St Nicolas C of E Academy Long Term Plan - English Year 3



	Unit 1	Unit 2		Unit 3	Unit 4	Unit 5
Genre	Fiction from our Literary Heritage	Visual Literacy	Historical Setting/Picture Book	Modern Fiction	Fiction from our Literary Heritage	Traditional Tales
Core Year Group Text	The Worst Witch Jill Murphy 	The Black Hat Maia Walczak Literacy Shed 	The First Drawing Mordicai Gerstein 	The Boy Who Grew Dragons Andy Shepherd 	Fantastic Mr Fox Roald Dahl 	Orchard Greek Myths Geraldine McCaughrean 
Outcomes	Writing to Recount Write a letter as Mildred to her parents describing her first days at Miss Cackle's Academy Writing to Instruct 'How to fly a broomstick'	Writing to Narrate Write the story to accompany the film	Writing to Describe Setting Cave setting description Writing to Inform Non-Chronological report on the prehistoric village of Skara Brae	Writing to Narrate Write part of the story Writing to Recount 1st person diary of a key event in role as the dragon	Writing to Describe Character description of Fantastic Mr Fox as a wanted poster Writing to Inform Non-chronological report on red foxes	*Writing to Persuade Persuade Pandora to either open or leave the box locked Writing to Narrate Write the story of Pandora's Box
Famous and Classic Poems to read and perform	Poetry National Poetry Day Unit Poem 'One,' by James Berry 			Narrative Poetry Dragon School Poem	Classic Poetry 'On the Ning Nang Nong,' by Spike Milligan	Cinquain Read and write and write their own A cinquain poem consists of 5 lines arranged in a special way. The first line is the topic of the poem and each line describes it.  Line 1: 1 noun Line 2: 2 adjectives Line 3: 3 -ing action words Line 4: 4 word phrase or feeling Line 5: 1 synonym for your topic Teacher Kind, Smart Working, Helping, Writing She loves to read Mrs. Sutton 



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Spoken Language

Pupils should be taught to:

- 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
- 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.

Reading – Word Recognition

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.

Reading – Comprehension

Pupils should be taught to:

- develop positive attitudes to reading and 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
- 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
- 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
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- 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.



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Writing – Transcription	Writing – Handwriting	Writing – Vocabulary, Grammar & Punctuation	Writing – Composition
Pupils should be taught to: - use further prefixes and suffixes and understand how to add them (English Appendix 1) - spell further homophones - spell words that are often misspelt (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 two or three 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.	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; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	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 years 3 and 4 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.	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 - proof-read for spelling and punctuation errors - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.



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