



Always our best, for God, each other, and ourselves.

St. Ann's Church of England Primary School

Y3 ENGLISH LONG TERM PLAN (2021-22)

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Author Focus	David Walliams		Benjamin Zephaniah		Catherine Johnson	
Shared Novel	World's Worst Children	Boy in the Dress	Benjamin Zephaniah: My Story	Funky Chicken	Freedom	Race to the Frozen North
Poetry Focus	All Things Bright and Beautiful		Clever Trevor		Sound Collector	
Writing composition	<p>Composition</p> <ul style="list-style-type: none"> Write effectively and coherently for different purposes (ensure use of vocabulary is accurate and appropriate to form and purpose) Explore and identify main and subordinate clauses in complex sentences Explore, identify and create complex sentences using a range of conjunctions e.g. when, if because, although, while, since, until, before, after, so Select, generate and effectively use nouns, adjectives and adverbs Begin to group related material into paragraphs. (Paragraphs to be taught using the 'TIP TOP' strategy. New paragraph to be used when there is a change in TIME (TI), PERSON (P), TOPIC (TO) or PLACE (P). This strategy should be applied for both narrative and non-narrative pieces.) <i>*leave a line between paragraphs (no indenting)</i> Use headings, sub headings and bullet points to organise information Punctuate sentences appropriately, including: consolidating KS1 expectations (A . ? ! apostrophes for contractions); use commas to separate items in a list; inverted commas to demarcate speech Proofread to check for errors in spelling, grammar (include checking for tense) and punctuation in own and others' writing according to year group expectations 					
Reading	<p><u>Over the academic year, the skills below that are the focus for a specific year group are revisited time and time again using a more demanding text</u></p> <p>KPIs:</p> <ul style="list-style-type: none"> Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm's Fairy Tales Use intonation, tone and volume when reading aloud Take note of punctuation when reading aloud 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) Prepare for research- identify what is already known about the subject. Prepare key questions to find answers to in a text Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles 					
Punctuation & Grammar	Word	<ul style="list-style-type: none"> Formation of nouns using a range of prefixes [for example super-, anti-, auto- Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, 				

		dissolve, insoluble]
	Sentence	<ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
	Text	<ul style="list-style-type: none"> Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation 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]
	Punctuation	<ul style="list-style-type: none"> Introduction to inverted commas to punctuate direct speech
	Terminology for pupils	<ul style="list-style-type: none"> preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')
Phonics/Spelling	<p>Spelling</p> <ul style="list-style-type: none"> I know my key words and can spell most of the words on the Y3/Y4 spelling list I can use further prefixes and suffixes and understand how to add them to root words (eg. dis-/mis-/re-, -ly) I can spell further homophones (eg. here/hear, bury/berry, mist/missed) I can spell words that are often misspelt from words taught so far (eg. careful, parents, neighbour, disappoint) I can use the first two or three letters of a word to check its spelling in a dictionary I can write from memory simple sentences including words and punctuation taught so far <p>Specifics:</p> <ol style="list-style-type: none"> The suffixes –ment, –ness, –ful, –less and ‘-ly’ Contractions The possessive apostrophe (singular nouns) Words ending in –tion Homophones and near-homophones Common exception words Adding suffixes beginning with vowel letters to words of more than one syllable The /ɪ/ sound spelt y elsewhere than at the end of words The /ʌ/ sound spelt ou More prefixes The suffix –ation The suffix –ly 	
Handwriting	<ul style="list-style-type: none"> Write with consistency in size and proportion of letters, e.g. 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 <p>* A Y3 pupil cannot be assessed at working at Y3 expected standard without joining up their handwriting</p>	