



St Edmund's and St Thomas' Catholic Primary School Y3 English Long Term Curriculum Plan



YEAR 3	Autumn 1 We Are Family The True Story of the 3 Little Pigs – Jon Scieszka The Frog Prince Continued – Jon Scieszka Stone Age Boy – Satoshi Kitamura	Autumn 2 Journeys The Tunnel - Anthony Browne The River by Valerie Bloom and other poetry about travel. Non-fiction texts about Leeds/Liverpool canal	Spring 1 Objects/People Who Changed the World The Twits – Roald Dahl Roald Dahl Dictionary Roald Dahl -Magazine	Spring 2 Planet Earth Collection of Aesop’s Fables The Tin Forest – Helen Ward	Summer 1 Can You help Me? The Lost Happy Endings – Carol Ann Duffy Gorilla – Anthony Browne	Summer 2 Wildlife Connections The Great Kapok Tree – Lynn Cherry Non-fiction texts, poetry linked to the theme of conservation
Literary Form	Picture book, humour, traditional tales with a twist, first person narrator addressing the reader, subject specific vocabulary	Picture book, family setting and dynamics, 3 rd person narrator, poetry rhyme and rhythm, information texts, subject specific vocabulary	Novel, humour, person narrator who addresses the reader, dictionary, magazine (instructions persuasive texts comic strips)	Archaic text, fables, morals, anthropomorphism, modern fable	Picture books, intertextual, fantasy, poetic language	Picture book, poetic language, persuasive and emotive language, information text, subject specific vocabulary
Link to Main NC Area of Learning	History	Geography		Science – Plants Living Things and their habitats PSED	PSED	Science – Plants Living Things and their habitats RE – Our world
PSHE	Honesty, keeping promises	Family, independence, asking for help	Actions and consequences, values, friendship	Values, morals, ecology, responsibility, making a difference	Fears and overcoming fears, loneliness, friendship	Caring for the environment,
Reading	<p>Children continue to develop their fluency skills which in turn deepens their comprehension of texts. Fluency is developed through the use of effective word decoding strategies and increased word recognition (accuracy and automaticity). Children are also taught how to read with expression and intonation, applying the correct pace, phrasing, volume whilst paying attention to the punctuation and vocabulary in the text (prosody). Children follow the school’s own scheme of work for reading using Reciprocal Reading technique: Predict, Clarify, Question and Summarise. Some children in Y3 will continue with the RWI comprehension programme if needed. Home reading is linked to the Accelerated Reading programme.</p> <p>Word Reading: Use knowledge of root words to understand meanings of words. Use prefixes to understand meanings e.g. <i>un-, dis-, mis-, re-, pre-, im-, in-</i>. Use suffixes to understand meanings e.g. <i>-ly, -ous</i>. Read and understand words from the statutory Year 3/4 National Curriculum word list</p> <p>Reading Comprehension: Make predictions - Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading. Use prior knowledge to support understanding - Link the events or topic in a text to their own experience and/ or information gathered. Begin to make links to similar books they have read Check texts make sense to them - Use contextual and grammatical knowledge, as well as background knowledge and understanding of word meanings, to make sense of what they have read. Put into their own words their understanding of what they have read. Build a wide vocabulary - Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied. Use a dictionary effectively - Locate words in a dictionary by the first two letters. Know the quartiles of the dictionary. Ask questions to improve their understanding - Ask questions to clarify the meaning of events or ideas introduced or explored in a text that they don’t understand. Skim, scan and read closely - Skim opening sentences of each paragraph to get an overview of a page or section of text. Scan contents, indexes and pages to locate specific information accurately. Identify sections of a text that they need to read carefully in order to find specific information or answer a question Annotate text - Mark a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading. Read and identify the main points or gist of the text, e.g. underlining or highlighting key words or phrases, listing key points, or marking important information. Summarise understanding - Retell main points of a story in sequence. Identify a few key points from across a non- fiction passage. Demonstrate understanding of stories, poetry and plays through retelling and reciting orally - Present stories, showing awareness of the different voices by dramatizing readings, showing differences between the narrator and characters. Read, prepare and present poems and play scripts Develop and express their understanding - Express ideas and give opinions about stories and poems, identifying specific words and phrases to support their ideas. Use simple graphics or illustrations to record and explain their understanding of information. Justify their ideas about a text - Re-read sections of texts carefully to find ‘evidence’ to support their ideas about a text. Answer simple retrieval and inference questions by making a point and supporting it with ‘evidence’ from a text. Infer from what characters say and do - Understand how what a character says or does impacts on other characters, or on the events described in the narrative. Infer characters’ feelings in fiction. Retrieve information from texts - Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics). Answer: what, where, which, why questions. Take information from diagrams, flow charts and forms where it is presented graphically. Express and record their understanding of information orally, using simple graphics or in writing.</p>					
Reading linked to writing	Make collections of interesting words and use them when talking about books and stories. Ask questions to develop understanding of characters’ feelings and actions, or to understand significant details about	Identify typical story themes, e.g. trials and forfeits, good and evil, weak over strong, wise and foolish. Discuss how characters’ feelings, behaviour and relationships change over a text.	Identify typical story themes, e.g. trials and forfeits, good and evil, weak over strong, wise and foolish. Discuss how characters’ feelings, behaviour and relationships change over a text. Discuss authors’ choice of words and phrases that describe and create	Identify and discuss typical story themes, e.g. trials and forfeits, good and evil, weak over strong, wise and foolish. Ask questions to develop understanding of characters’ feelings and actions.	Discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere. Speculate about why an author might have chosen a particular word and the effect they were wanting to achieve,	Discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere, and how a writer implies as well as tells. Identify and discuss patterns of rhythm, rhyme, and other features

	<p>a topic. Make comparisons of characters and events in narratives. Locate, retrieve and collect information from texts about significant or important elements or aspects. Present stories, showing awareness of the different voices by dramatizing readings, showing differences between the narrator and characters. Answer: what, where, which, why, how questions.</p>	<p>Answer: what, where, which, why, how questions Read and identify the main points or gist of the text, e.g. underlining or highlighting key words or phrases, listing key points, or marking important information. Mark a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading. Identify and discuss patterns of rhythm, rhyme, and other features which influence the sound of a poem. Read, prepare and present poems. Prepare and list questions as the basis for enquiry and decide which are the most important to follow up</p>	<p>impact, e.g. adjectives and expressive verbs. Locate words in a dictionary by the first two letters. Know the quartiles of the dictionary Predict from what they have read or heard how incidents, events, ideas or topics will develop or be concluded Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied. Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text</p>	<p>Present stories, showing awareness of the different voices by dramatizing readings, showing differences between the narrator and characters. Answer: what, where, which, why, how questions. Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text</p>	<p>e.g. by considering alternative synonyms that might have been used. Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved. Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text Skim and scan a text to locate information quickly and accurately. Draw together ideas and information from across a text, using simple signposts (contents, index, sub headings, page numbers etc.) in the text.</p>	<p>which influence the sound of a poem. Read, prepare and present poems Skim and scan a text to locate information quickly and accurately. Draw together ideas and information from across a text, using simple signposts (contents, index, sub headings, page numbers etc.) in the text. Prepare and list questions as the basis for enquiry and decide which are the most important to follow up Express and record their understanding of information orally, using simple graphics, or in writing.</p>
<p>Vocabulary, Grammar, Punctuation (and Spelling)</p>	<p>Grammatical Terminology: <i>noun, noun phrase, adjective, adverb, verb tense (past, present), conjunction, statement, question, exclamation, command, sentence, capital letter, full stop, question mark, exclamation mark, apostrophe (contraction and possession), comma, consonant, consonant letter, vowel, vowel letter, word family, prefix, suffix, root word, compound, synonym, antonym</i> Revise how the grammatical patterns in a sentence indicate its function as a command, statement, question and exclamation. Use full stops, question marks, exclamation marks and capital letters correctly. Use expanded noun phrases to describe and specify. Use and, but, or to join clauses (co-ordinating conjunctions) Use because, when, if, that to link clauses (subordinating conjunctions) Use commas to mark items in a list Use apostrophes to indicate missing letters and to mark singular possession, e.g the girl's dog. Use the past and present tense correctly in the progressive form e.g. I am eating my lunch, I was eating my lunch. Use the determiners a and an correctly. Build vocabulary explore synonyms. Imperative verbs.</p>	<p>Grammatical Terminology: <i>noun, noun phrase, adjective, adverb, verb tense (past, present), conjunction, statement, question, exclamation, command, sentence, clause, subordinate clause, main clause, capital letter, full stop, question mark, exclamation mark, apostrophe (contraction and possession), comma, , consonant, consonant letter, vowel, vowel letter, word family, prefix, suffix, root word, compound, synonym, antonym</i> Write sentences with more than one clause using a range of subordinating conjunctions including: when, if, because, although. Use conjunctions to express time, place and cause (when, so, after, before, while, because) Build vocabulary explore synonyms</p>	<p>Grammatical Terminology: <i>noun, noun phrase, adjective, adverb, verb tense (past, present), preposition, conjunction, statement, question, exclamation, command, sentence, clause, subordinate clause, main clause, capital letter, full stop, question mark, exclamation mark, apostrophe (contraction and possession), comma, consonant, consonant letter, vowel, vowel letter, word family, prefix, suffix, root word, compound, synonym, antonym</i> Use adverbs to express time and cause. Use prepositions to express time, place and cause (for example, before, after, during, in) Build vocabulary explore synonyms and antonyms.</p>	<p>Grammatical Terminology: <i>noun, noun phrase, adjective, adverb, verb tense (past, present), preposition, conjunction, statement, question, exclamation, command, sentence, clause, subordinate clause, main clause, capital letter, full stop, question mark, exclamation mark, apostrophe (contraction and possession), comma, consonant, consonant letter, vowel, vowel letter, word family, prefix, suffix, root word, compound, synonym, antonym</i> Understand how to use inverted commas to punctuate direct speech. Use the present perfect form Of verbs instead of the simple past tense, e.g. he has gone out to play instead of He went out to play. Build vocabulary explore synonyms and antonyms.</p>	<p>Grammatical Terminology: <i>noun, noun phrase, adjective, adverb, verb tense (past, present), preposition, conjunction, statement, question, exclamation, command, sentence, clause, subordinate clause, main clause, capital letter, full stop, question mark, exclamation mark, apostrophe (contraction and possession), comma, consonant, consonant letter, vowel, vowel letter, word family, prefix, suffix, root word, compound, synonym, antonym</i> Investigate types of nouns: concrete, proper and abstract. Explore paragraphing as a way of grouping related material. Investigate the function of headings and sub headings as an aid to presentation. Build vocabulary explore synonyms and antonyms</p>	<p>Grammatical Terminology: <i>noun, noun phrase, adjective, adverb, verb tense (past, present), preposition, conjunction, statement, question, exclamation, command, sentence, clause, subordinate clause, main clause, capital letter, full stop, question mark, exclamation mark, apostrophe (contraction and possession), comma, direct speech, inverted commas, consonant, consonant letter, vowel, vowel letter, word family, prefix, suffix, root word, compound, synonym, antonym</i> Explore word families and how they are related in meaning. Formation of nouns using prefixes, e.g. super, auto, anti</p>
<p>Writing: Transcription</p>	<p>Handwriting – follow Letter Join scheme Daily dictation. Spelling – follow RWI Spelling programme. Learn to spell National Curriculum CEW</p>					

<p>Writing: Composition</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss record and organise ideas using a planning frame. Join clauses using a wider range of conjunctions (when, before, if, after, while, so, because,). Use expanded noun phrases to describe and specify. Use pronouns and nouns within and across sentences to avoid repetition. Use a wide range of imperative verbs. Use first and third person correctly. Use present and past tense correctly. Write narratives which include the main features of story structure and use these to organise events. (Beginning, problem, resolution and ending). With some support, proof-read writing: to ensure it makes sense. With some support amend spelling and punctuation errors</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss record and organise ideas using a planning frame. Join clauses using a wider range of conjunctions (when, before, if, after, while, so, because,). Use adverbs to express time, place and cause. Use expanded noun phrases to describe and specify. Use pronouns and nouns within and across sentences to avoid repetition. Use first and third person correctly. Use present and past tense correctly. With some support amend spelling and punctuation errors. Proof read writing to improve vocabulary choices.</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss record and organise ideas using a planning frame. Begin to use paragraphs to group ideas around a theme. Use expanded noun phrases to describe. Use pronouns and nouns within and across sentences to avoid repetition. Use adverbs and prepositions to express time, place and cause. Use first and third person correctly. Use present and past tense correctly. Use a wide range of imperative verbs. With some support amend spelling and punctuation errors. Proof read writing to improve vocabulary choices</p>	<p>Discuss record and organise ideas using a planning frame. Write narratives which include the main features of story structure and use these to organise events. (Beginning, problem, resolution and ending), include dialogue. Improvise and write dialogue. Use expanded noun phrases to describe and specify. Use pronouns and nouns within and across sentences to avoid repetition. Begin to use paragraphs to group ideas around a theme. Use adverbs and prepositions to express time, place and cause. Proof read own work and amend spelling and punctuation errors. Proof read writing to improve grammar and vocabulary choices</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Generate a vocabulary bank. Create and develop settings for narratives. Create and develop characters for narratives. Improvise and write dialogue. Use paragraphs to group ideas around a theme. Use expanded noun phrases to describe and specify. Use pronouns and nouns within and across sentences to avoid repetition. Proof read own work and amend spelling and punctuation errors. Proof read writing to improve grammar and vocabulary choices</p>	<p>Read and analyse narrative, non-fiction and poetry in order to plan and write own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. Discuss and record ideas for planning using a range of formats. Group related material into paragraphs. Use headings and sub headings to organise information. Proof read own work the work of others. Discuss and propose changes (grammar, spelling and punctuation) with partners and in small groups. Improve writing in the light of evaluation.</p>
<p>Writing Outcomes</p>	<p>Story mapping/oral retelling of story or parts of story Character and setting descriptions Journal entries from the point of view of a character or onlooker. Plan, write and edit an alternative traditional tale Instructions Research and write a fact file, including a glossary</p>	<p>Story mapping/oral retelling of story or parts of story Character and setting descriptions Speech and thought bubbles, Diary entries showing contrasting viewpoints Use original text as a model for own version of a portal story. Research and write a non-chronological report</p>	<p>Hot seat questions Recount parts of the story from a different viewpoint Character descriptions Letter Instructions</p>	<p>Write own version of fables Magazine page detailing animal profiles (fables) Setting description Recount story from a different viewpoint</p>	<p>Character and setting descriptions Writing in role – diary entries Narrative – next episode, alternative ending Poem Use original story to write own version</p>	<p>Persuasive Letters Playscript Write own version of poem Non-chronological report/leaflet</p>