



Staniland Academy Y3 Long Term Planning for English

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Stone Age to Iron Age		Our Active Planet		Ancient Rome	
Genres to be covered	<ul style="list-style-type: none"> language play Letters Recounts (post card) Visual Literacy - Cold Write	<ul style="list-style-type: none"> Instructions (one DT linked and one based on text). Adventure stories List poetry 	<ul style="list-style-type: none"> Information text (non-chron report on volcanoes) Adventure stories 	<ul style="list-style-type: none"> Recount (Diary entry) Poetry to perform Persuasive Writing 	<ul style="list-style-type: none"> Myths and legends To be consolidated with short burst writing	<ul style="list-style-type: none"> Reports (newspaper) Stories with familiar settings Poetry - narrative Visual Literacy - Cold Write (linked to Autumn Term 1)
Curriculum Writing opportunities (min. 3 per term)	<ul style="list-style-type: none"> Retelling of the creation story - Hinduism Reading practise - writing a prediction 	<ul style="list-style-type: none"> RE recount The Crying Camel Information - Writing up an experiment - Science. Food evaluation - DT 	<ul style="list-style-type: none"> Geography - earthquakes - Science - soil descriptions 	<ul style="list-style-type: none"> Geography - Postcard - description of a biome Character description - Reading practise. RE - write their own prayer. 	<ul style="list-style-type: none"> Non-Chron - Science - Plants Computing - Debates Information leaflet - RE 	<ul style="list-style-type: none"> Recount Description of a Roman soldier Non - Chron - Science - Light
Resources (Texts/Visual Resources)	The Boy Who Grew Dragons A Dark, Dark Tale Stone Age boy	The Tin Forest Winnie The Pooh	National Geographic film on volcanoes.	Leon and the Place Between Voices in the Park (go to central park in Boston - leaflet) Ratty's big adventure	Sword in the Stone Theseus and the Minotaur	Cloudy with a chance of meatballs Book and film.

Genre Coverage					
Fiction		Non-Fiction		Poetry	
Text Type	Date Covered	Text Type	Date Covered	Text Type	Date Covered
Stories with familiar settings		Leaflets		Poetry - list	
Adventure stories		Letters		Poetry - narrative	
Myths and Legends		Instructions		Poems to perform	
Adventure stories		Recounts			
		Information texts x2			



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		Debates			
		Reports			

Staniland Academy Year 3 Writing Curriculum Coverage Statements (Taken from NC)	AUT	SPR	SUM
Composition			
Compose and rehearse sentences orally before writing to include conjunctions, subordination, adverbs and prepositions.			
Use a variety of simple structured and complex sentences for clarity and effect e.g sentences with more than one clause by using a wider range of conjunctions including: 'when', 'if', 'because' and although.			
Consider the organisation of sentences e.g. demarcate openings and endings and attempt to organise ideas of related points next to each other that include: conjunctions e.g. if, when; subordination e.g. although, however; adverbs e.g. then, next; prepositions e.g. before, in			
Begin to use paragraphs independently to group related material.			
Choose appropriate logical links for ideas when writing e.g to persuade			
Use headings, sub-headings and labelled diagrams to structure texts and aid presentation.			
Write narrative structure to include a simple beginning, middle and end, and some development of setting and characters in one or more of the sections.			
Write about real events. In non-narrative texts, use simple organisational devices e.g. chronological order with some expanded detail.			
Draw on their experience of non-fiction texts to produce their own informative writing, using models to support.			
Discuss, record and plan own writing.			
Proof-read own work and begin making independent edits for improvement			
Vocabulary			
Use generally appropriate vocabulary with words chosen for effect.			
Use adjectives and noun phrases for effect.			
Independently choose nouns or simple pronouns to avoid repetition and begin to make use of pronouns or nouns within and across sentences to avoid repetition.			
Choose suitable adverbs to enhance their writing.			
Use conjunctions, adverbs and prepositions to express time, place and cause e.g. when, before, after, while, so, because, then, next, soon, therefore, during, in, because, of.			
Grammar and Punctuation			
Demarcate sentences in their writing with consistent capital letters and full stops including proper nouns; question marks, exclamation marks, commas for lists.			
Independently compose and write sentences using correct grammatical patterns and punctuation for: simple, compound, complex			
Display some variation in use of tense and verb forms and use the present perfect verb form. simple present e.g. you open/ simple past e.g. you opened; present progressive e.g. he is opening/ past progressive e.g. he was opening; present perfect instead of past tense 'He has gone out to play' instead of 'he went out to play			
Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box.			
Record direct speech in sentences. Attempt to use inverted commas to indicate direct speech on occasions.			
Spelling			
Apply alternative spelling patterns for a growing range of complex words and select with increasing accuracy.			
Recognise the term 'prefix' and form nouns using a range of prefixes, such as: 'inter-', 'sub-', 'super-', 'anti-', and 'auto-' e.g. submarine, supermarket, anticlockwise, autograph); dis, in, mis, ir, il, im, re.			
Use further suffixes (e.g. -ation, tion, sion, cian, ssion), adding to verbs to form nouns (e.g. information, admiration) and adding -ly, -ily or -ally to an adjective to form an adverb, usually applying the associated spelling rule.			
Spell an extended range of words with contracted forms, remembering that the apostrophe replaces the missing letter/s (omission).			
Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' pupils' and with irregular plurals e.g. children's.			
Spell further homophones and near homophones e.g. meat/meet, fair/fare, knot/not and here/hear.			
Apply rules and guidance for Y3 (see English, Appendix 1) 'ph', 'wh' , change 'y' to 'i' and 'ies', 'ou' for short u, 'ch' for k sound; endings '-al', 'sure', 'ture', 'ous' .			
Show examples from the Year 3 Statutory word list (see English, Appendix 1) in each piece of extended writing.			
Use the first letter of a word to check its spelling in a simple dictionary.			
Beginning to notice errors in words that are often misspelt.			
Handwriting			



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Increase the ability to join handwriting.			
Use the diagonal and horizontal strokes that are needed to join letters.			
Understand which letters, when adjacent to one another, are best left un-joined.			
Increase the legibility, consistency and quality of their handwriting.			
Downstrokes of letters are parallel and equidistant.			
Lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.			
Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught in Year 3.			

Staniland Academy Year Reading Curriculum Coverage Statements (Taken from NC)	AUT	SPR	SUM
Word Reading			
Most words read fluently, with unfamiliar words accurately decoded quickly			
Most common exception words read accurately including those with unusual correspondences between spellings and sounds			
Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action			
Can read with accuracy when silent reading focusing more on the understanding of the text			
Engagement with a range of texts			
Listens to and discusses a range of fiction, poetry, plays, non-fiction books			
Make choices about which text to read based on prior reading experience, identifying themes and conventions within these			
Increasing familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally			
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			
Literal understanding and information retrieval- Content Domain: 2a (Victor), 2b (Rex) and 2c (Sheba)			
Generally accurate overall understanding of texts read: both whole and parts of texts			
Clearly summarise the main ideas within text read			
Beginning to recognise and locate specific conventions within given text			
Checking that the text makes sense discussing their understanding and explaining the meaning of words in context			
Create literal questions about a text they have read			
Inferential Understanding- Content Domain 2c (Sheba), 2d (Iggy), 2e (Pip), 2f (Connie), 2h (Connie)			
Basic recognition of simple themes across a range of texts			
Deduce and infer single points from specific parts of text and explain opinions			
Make reasonable predictions from details started in the text			
Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence			
Predicting what might happen from more than one paragraph and summarising these			
Create inference questions from a specific point in the text with adult support			
Authorial intent, authors' use of language and presentational features- Content Domains: 2a (Victor), 2g (Arlo)			
Identify key organisational features of a text			
Identifying words and phrases which engage the reader			
Commenting on general text structure and presentation			
Reading books that are structured in different ways and reading for a range of purposes			
Discuss words and phrases that capture the reader's interest and imagination			



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Recognising some different forms of poetry [for example, free verse, narrative poetry]			
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