

ENGLISH

Long Term Plan

Year Three



Reading Milestones

Breadth of Study (KS2)

- Read and listen to a wide range of styles of text, including fairy stories, myths and legends.
- Listen to and discuss a wide range of texts.
- Learn poetry by heart.
- Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.
- Take part in conversations about books.
- Learn a wide range of poetry by heart.
- Use the school and community libraries.
- Look at classification systems.
- Look at books with a different alphabet to English.
- Read and listen to whole books.

Read words accurately

- Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).
- Read further exception words, noting the spellings.

Understand texts

- Draw inferences from reading.
- Predict from details stated and implied.
- Recall and summarise main ideas.
- Discuss words and phrases that capture the imagination.
- Retrieve and record information from non-fiction, using titles, heading, subheadings and indexes.
- Prepare poems and plays to read aloud with expression, volume, tone and intonation.
- Identify recurring themes and elements of different stories (e.g. good triumphing over evil).
- Recognise some different forms of poetry.
- Explain and discuss understanding of reading, maintaining focus on the topic.
- Draw inferences such as inferring characters' feelings, thoughts and motives for their actions, and justifying inferences with evidence.
- Predict what might happen from details stated and implied.
- Identify main ideas drawn from more than one paragraph and summarise these.
- Identify how language, structure and presentation contribute to meaning.
- Ask questions to improve understanding of a text.

ADDITIONAL:

- Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales
- Recognise simple recurring literary language in stories and poetry
- Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say
- Use dictionaries to check the meaning of words that they have read

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Writing Milestones (Milestones in red are non-negotiable)

Breadth of Study (KS2)

- Narrative:
 - o Write stories set in places pupils have been.
 - o Write stories that contain mythical, legendary or historical characters or events.
 - o Write stories of adventure.
 - o Write stories of mystery and suspense.
 - o Write letters.
 - o Write plays.
 - o Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.
- Non-fiction:
 - o Write instructions.
 - o Write recounts.
 - o Write persuasively.
 - o Write explanations.
 - o Write non-chronological reports.
 - o Write biographies.
 - o Write in a journalistic style.
 - o Write arguments.
 - o Write formally.
- Poetry:
 - o Learn by heart and perform a significant poem.
 - o Write a haiku.
 - o Write a cinquain.
 - o Write poems that convey and image (simile, word play, rhyme and metaphor).

Spell correctly

- Use prefixes and suffixes and understand how to add them.
- *Form nouns using a range of prefixes e.g. super-, anti-, auto-.*
- *Recognise word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble.*
- Spell homophones correctly.
- Spell correctly often misspelt words.
- 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.

Punctuate accurately

- Develop understanding of writing concepts by:
 - o *Extending the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although at the end of a sentence.*
 - o *Using the present perfect form of verbs in contrast to the past tense.*
 - o *Using conjunctions, adverbs and prepositions to express time and cause.*
- Indicate grammatical and other features by:

	<ul style="list-style-type: none"> Using and punctuating direct speech (use speech marks and a reporting clause AFTER speech)
Use sentences appropriately	<ul style="list-style-type: none"> Use a mixture of simple, compound and complex sentences. Write sentences that include: <ul style="list-style-type: none"> Conjunctions (and, when, if, but, because, so, although) Adverbs (the, next, soon, therefore) Direct speech, punctuated correctly with reporting clause AFTER direct speech Clauses (for subordination at the end of a sentence using conjunctions e.g. when, if, because, although) Prepositions (before, after, during, because of). Use the forms of a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box).
Write with purpose	<ul style="list-style-type: none"> Use the main features of a type of writing (identified in reading). Use techniques used by authors to create characters and settings. Compose and rehearse sentences orally. Plan, write, edit and improve.
Use imaginative description	<ul style="list-style-type: none"> Create characters, settings and plots. Use alliteration effectively. Use similes effectively. Use a range of descriptive phrases including some collective nouns
Organise writing appropriately	<ul style="list-style-type: none"> Use organisational devices such as headings and subheadings. Use the perfect form of verbs to mark relationships of time and cause. Use connectives that signal time, shift attention, inject suspense and shift the setting.
Use paragraphs	<ul style="list-style-type: none"> Organise paragraphs around a theme.
Analyse writing	<ul style="list-style-type: none"> Use and understand grammatical terminology in discussing writing and reading: <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').
Present writing	<ul style="list-style-type: none"> Read aloud writing to a group or whole class using appropriate intonation.
Present neatly	<ul style="list-style-type: none"> Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.

Term 1 - The Wild Things		Term 2 - The Stone Age	
Reading	Writing	Reading	Writing
Where the Wild Things Are (Maurice Sendak)	Narrative (retell 5-part story)	Stone Age Boy (Satoshi Kitamura)	Narrative
Flanimals (Ricky Gervais)	Character Descriptions	Stone Age Non-Fiction	Information Text
		Autumn Poems	Shape Poems

Book Family: The Wild Way Home (Sophie Kirtley) Class Novel: The BFG (Roald Dahl)		Book Family: UG (Raymond Briggs) Class Novel: Stig of the Dump (Clive King)	
Term 3 - Where am I?		Term 4 - The Other Side of the Story	
Reading	Writing	Reading	Writing
The Tunnel (Anthony Browne)	Letters	The True Story of the Three Little Pigs (Jon Scieszka)	Persuasive Letter (formal and informal)
Leon and the Place Between (Angela McCallister)	Setting Description	Ghanaian Goldilocks (Tamara Pizzoli)	Retell the Story
Book Family: Gorilla (Anthony Browne) Voices in the Park (Anthony Browne) Class Novel: The Lion, the Witch and the Wardrobe (C.S.Lewis)		Book Family: Snow White in New York (Fiona French) Rhyming Poem: I asked the little boy who couldn't see (Anon) Class Novel: The Day I Fell into a Fairytale (Ben Miller)	
Term 5 - Life on the Farm		Term 6 - Devious Dragons	
Reading	Writing	Reading	Writing
Charlotte's Web (E.B White)	Diary	The Boy who Grew Dragons (Andy Shepherd)	Newspaper Recounts
Non-Fiction Books on Farms/ crops	Explanation text	Dragon Poetry (Teach Hub)	Rhyming Poetry
Apes to Zebras (Liz Brownlee)	Cinquain Poem		
Book Family: (If time) Fantastic Mr Fox (Roald Dahl) Class Novel: Charlotte's Web/ The Sheep Pig (Dick King Smith)		Book Family: Zog (Julia Donaldson) Class Novel: How to Train your Dragon (Cressida Cowell)	