

Y3 English Long term Plan

Key Literature

Autumn

Amazing Africa



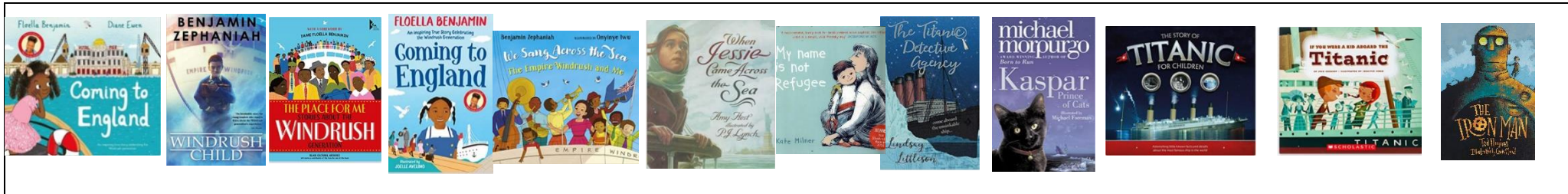
Spring

China - The land of dragons and emperors



Summer


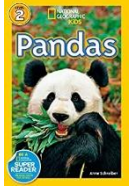
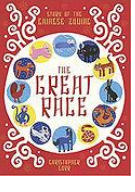
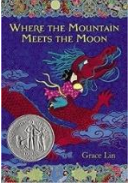
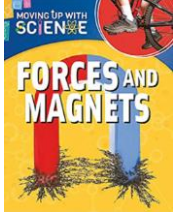
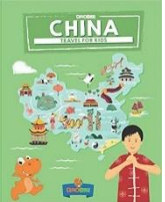
Set Sail

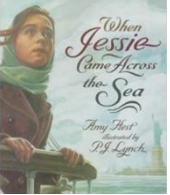

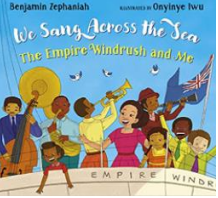
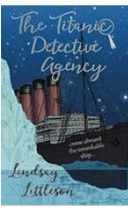
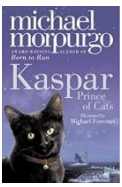
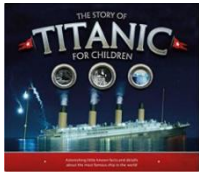
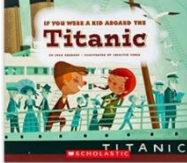


Topic	Amazing Africa					
Term	Autumn 1			Autumn 2		
Writing Unit and Outcome (Entertain, inform, persuade)	Narrative To write a re-telling of an African creation story	Instructions Create a set of instructions linked to Egyptian mummification	Poetry linked to Black History Month To write a list poem and a simile poem - both on the theme of M.L King	Narrative To write a folktale story based on Anansi the spider	Non-chronological reports Write a report linked to aspect of Benin history	Recounts Write postcards/diary from West Africa
Outcome details	To write a story in four parts with a definite ending.	Write increasingly complicated instructions using a wide range of devices to make them easier to follow.	Perform poems exploring intonation, tone, volume, actions. Compose list and simile poems with a similar structure, vocabulary and grammar	To write a story in the third person, organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue included.	Write in an impersonal style using paragraphs to organise ideas.	Write a recount of a day in a West African village maintaining past tense and consistent use of the first person. Write about the same day in a different form.
Key Text/ Stimuli						

Grammar	<p>Recap of Key Y2 Grammar</p> <ul style="list-style-type: none"> Subordination and co-ordination Expanded noun phrases Use of capital letters, full stops, ? and ! Commas to separate items in list 	<ul style="list-style-type: none"> Headings and sub-headings to aid presentation Expressing time, place and cause using conjunctions, adverbs, or prepositions 	<ul style="list-style-type: none"> Formation of nouns using a range of prefixes Use of the forms <i>a</i> or <i>an</i> Word families based on common words, showing how words are related 	<ul style="list-style-type: none"> Inverted commas to punctuate direct speech Expressing time, place and cause using conjunctions, adverbs, or prepositions 	<ul style="list-style-type: none"> Headings and sub-headings to aid presentation Introduction to paragraphs as a way to group related material 	<ul style="list-style-type: none"> Paragraphs as a way to group related material Use of the present perfect form of verbs instead of simple past Expressing time, place, cause using conjunctions, adverbs, or prepositions
Sentence Construction (Alan Peat)	<ul style="list-style-type: none"> 2A sentences BOYS sentences What + ! sentences 	<ul style="list-style-type: none"> Paired conjunctions List sentences 	<ul style="list-style-type: none"> Simile sentences 	<ul style="list-style-type: none"> Verb, person sentences Double ly sentences 	<ul style="list-style-type: none"> All the Ws BOYS sentences List sentences Paired conjunct. 	<ul style="list-style-type: none"> Paired conjunctions BOYS sentences
Reading Whole class reading texts - VIPERS						

Topic	China – The Land of Dragons and Emperors					
Term	Spring 1			Spring 2		
Writing Unit and Outcome (Entertain, inform, persuade)	<p>Narrative Retell a story</p>	<p>Non-Chronological Reports</p>	<p>Poetry Write Clerihew poems linked to the animals of the Chinese zodiac</p>	<p>Narrative To write character and setting descriptions</p>	<p>Explanation Write an explanation linked to science</p>	<p>Advert Create a poster to advertise China as a holiday destination</p>

Outcome details	<p>Re-tell or write their own story varying voice and intonation to create effects and sustain interest.</p> <p>Include dialogue to set the scene and present characters.</p>	<p>Begin to incorporate the language of comparison and contrast.</p>	<p>Perform poems exploring intonation, tone, volume, actions.</p> <p>Write clerihew poems with two rhyming pairs of lines with the rhyme scheme AABB.</p>	<p>Use expanded noun phrases to expand and identify. Use a range of sentence types and language to add detail.</p>	<p>To write a series of extended sentences to explain a process, ensuring relevant items are grouped together</p> <p>Create diagrams such as flowcharts to support the explanation.</p>	<p>Present a persuasive advert/leaflet beginning to link points together, selecting style and vocabulary appropriate to the reader.</p>
Key Text/Stimuli						
Grammar	<ul style="list-style-type: none"> Inverted commas to punctuate direct speech Expressing time, place and cause using conjunctions, adverbs, or prepositions 	<ul style="list-style-type: none"> Headings and sub-headings to aid presentation Paragraphs as a way to group related material 	<ul style="list-style-type: none"> Formation of nouns using a range of prefixes Use of the forms <i>a</i> or <i>an</i> Word families based on common words, showing how words are related 	<ul style="list-style-type: none"> Expressing time, place and cause using conjunctions, adverbs, or prepositions 	<ul style="list-style-type: none"> Paragraphs as a way to group related material Headings and sub-headings to aid presentation 	<ul style="list-style-type: none"> Paragraphs as a way to group related material Headings and sub-headings to aid presentation
Sentence Construction (Alan Peat)	<ul style="list-style-type: none"> Simile sentences Verb, person sentences Double ly sentences 	<ul style="list-style-type: none"> Paired conjunctions BOYS sentences 	<ul style="list-style-type: none"> Simile sentences 	<ul style="list-style-type: none"> Simile sentences List sentences 	<ul style="list-style-type: none"> BOYS sentences 	<ul style="list-style-type: none"> Simile sentences BOYS sentences
Reading Whole class reading texts - VIPERS						

Topic	Set Sail					
Term	Summer 1			Summer 2		
Writing Unit and Outcome (Entertain, inform, persuade)	Narrative Write a narrative linked to a journey	Biography Write a biography linked to the Windrush generation	Poetry Simile Poem	Narrative Write a recount story of the Titanic sinking	Letters To write a letter as a passenger on the ship	Playscripts Write a simple playscript
Outcome details	To write a story where dialogue is the drive to move the story on.	Write a recount of a person's life using headings and sub-headings to aid presentation	Create a poem thing using 'as' or 'like' to paint a picture in reader's mind	Write stories that have a problem and a resolution and organise into paragraphs that include adverbs of time. Include detailed description of setting and characters	Write the about an event using 1 st person/letter of complaint	Use features of a playscript to create class play linked to being on the Titanic
Key Text/Stimuli				 		
Grammar	<ul style="list-style-type: none"> Inverted commas to punctuate direct speech Expressing time, place and cause using conjunctions, adverbs, or prepositions 	<ul style="list-style-type: none"> Headings and sub-headings to aid presentation Paragraphs as a way to group related material Expressing time, place, cause using conjunctions, adverbs, or prepositions 	<ul style="list-style-type: none"> Formation of nouns using a range of prefixes Use of the forms <i>a</i> or <i>an</i> Word families based on common words, showing how words are related 	<ul style="list-style-type: none"> Paragraphs as a way to group related material Expressing time, place, cause using conjunctions, adverbs, or prepositions 	<ul style="list-style-type: none"> Paragraphs as a way to group related material Expressing time, place, cause using conjunctions, adverbs, or prepositions 	Expressing time, place, cause using conjunctions, adverbs, or prepositions

<p>Sentence Construction (Alan Peat)</p>	<ul style="list-style-type: none"> • Simile sentences • Verb, person sentences • Double ly sentences 	<ul style="list-style-type: none"> • Paired conjunctions • BOYS sentences 	<ul style="list-style-type: none"> • Simile sentences 	<ul style="list-style-type: none"> • Simile sentences • Verb, person sentences • Double ly sentences 	<ul style="list-style-type: none"> • BOYS sentences • If, if, if, then sentences • Simile sentences 	<ul style="list-style-type: none"> • BOYS sentences • If, if, if, then sentences • Paired conjunctions
<p>Reading Whole class reading texts - VIPERS</p>	