

Holy Cross Catholic School



English Long Term Plan Year 3 2020-2021

	Autumn 1 st 7 weeks		Autumn 2 nd 8 weeks		Spring 1 st 6 weeks		Spring 2 nd 5 weeks		Summer 1 st 7 weeks		Summer 2 nd 6 weeks
Topic	Romans				Plants and produce		Electricity		Rivers		Stone Age
	Fiction 5 weeks	Non-fiction 2 weeks	Fiction 4 weeks	Non fiction 4 weeks	Non Fiction 4 weeks	Poetry 2 week	Fiction 4 weeks	Poetry 1 week	Fiction 4 weeks	Non fiction 3 weeks	Fiction 6 weeks
Genre	Rag to riches	Recount	Journey tale	Explanation	Non chronological report – plants/animals	Poetry	Losing tale	Poetry	Finding story	Persuasive	Warning story
Form	Story focus: 5 part story structure	Diary	Story – focus openings	Non-fiction book	Non-fiction book	Cinquain	Story Focus: Setting	Shape poems	Story focus – ending	Leaflet	Story – focus – characterisation
Texts	Jack and the jelly beans	Teacher text	Pie Corbett – the papaya that spoke	Teacher text	Teacher text Or Unicorns by Pie Corbett	A selection of cinquain poems	Lost Happy Endings - Carol Ann Duffy	Seasonal shape poems	Adventure at Sandy cove- Pie Corbett	Teacher text plus lots of different leaflets	Kassim and the greedy dragon - Pie Corbett
Grammar focus	Conjunctions Punctuation of sentences Use of paragraphs	Suffixes Fronted adverbials	Using and punctuating direct speech Use of commas after a fronted adverbials	Word classes within sentences Plurals and Homophones Use of standard English	Paragraph around a theme Plural possessive 's in words with regular and irregular plurals Nouns and noun phrases Determiner, adjective, noun	N/A	Expanded noun phrases. Addition of modifying adjectives, nouns and preposition phrases. Create character,	Form nouns using prefixes (super and anti)	Present perfect form of verbs in contrast to the past tense. Preposition phrases to express	Paragraph around a theme Pronoun and noun to create cohesion Accurate use of pronouns.	Use of standard English Consolidation and application of all grammar objectives based on ongoing assessments.

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					Organisational devices (headings/sub-headings)		settings and plot.		time and cause			
Spelling	Revisit Common exception words from Year 2 Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er' Rare GPCs The /e/ sound spelt 'ei', 'eigh', or 'ey' The // sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' Homophones Revise contractions from Year 2 Learn words from the Years 3 and 4 word list				Suffixes from Year 2 ('-ness' and '-ful', with a consonant before) Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly' Rare GPCs The // sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin) Homophones Revise contractions from Year 2 Learn words from the Years 3 and 4 word list				Revisit digraphs from Years 1 and 2 Suffix '-ly' with root words ending in 'le' and 'ic' Previously taught suffixes Rare GPCs The // sound spelt 'y' other than at the end of words The // sound spelt 'ou' (young, touch) Homophones Revise contractions from Year 2 Learn words from the Years 3 and 4 word list			
Proof Reading	Correct use of capital letters	Plurals – s, es ies	Exclamation mark and question marks	Apostrophes for contraction e.g. They're You're We're	Tense – simple, past and present (including irregular past tenses e.g eat and ate)	Ed verb endings	Present and past progressive tenses e.g When I was eating my tea, the doorbell rang.	ing words	Effective use of adjectives (never use 3)	Spelling rules -ly suffix	Consolidate the year's foci	
Shared/guided reader	1 - Assessment 2 - Phonic knowledge to decode 3 – Chunking 4 - Showing understanding of punctuation through intonation, tone and volume. 5 - Knowledge of prefixes		1 and 2 - I make simple connections within a text / I can track pronouns across the text 3 and 4 - I ask questions / wonder and predict 5 and 6 - I find and record information from non-fiction texts 7 and 8 - I can find evidence in the text		1 and 2 - I can identify main ideas taken from a paragraph and summarise these. 3 and 4 - I use background knowledge from what I know or have seen 5 and 6 - I make inferences such as inferring characters' feeling and thoughts form their actions or what they say		1 and 2 - I read silently some of the time and am developing better pace at reading 3 and 4 - I can find relevant information from scanning 5 - I make inferences such as inferring characters' feeling and thoughts form their actions or what they say		1 – Inference (continued) 2 and 3 - I can identify main ideas taken from a paragraph and summarise these 4 and 5 - I make inferences such as inferring characters' feeling and thoughts form their actions or what they say		1 and 2 - I can identify themes 3 – Assessment 4 and 5 - I make inferences such as inferring characters' feeling and thoughts form their actions or what they say	

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	<p>and suffixes to understand the meaning of new vocabulary</p> <p>6 - I can hold a sentence in my head (working memory)</p> <p>7 - I can describe the picture that's in my head (visualisation)</p>				<p>6 and 7 - I can retell the gist of what I have read in my own words</p>	
Class book	<p>Cinderella</p> <p>The elves and the shoemaker</p> <p>Kevin and the flying pony</p> <p>Rabbit and bear series of books</p> <p>Diary of a wombat</p> <p>Non-fiction books linked to topic</p> <p>A range of poems from Pie Corbett's Poetry Spine</p>	<p>The snail and whale by Julia Donaldson</p> <p>Blown away Rob Biddulph</p> <p>The Bolds</p> <p>Voices in the Park (Anthony Browne)</p> <p>Non-fiction books linked to topic</p> <p>A range of poems from Pie Corbett's Poetry Spine</p>	<p>The tiny seed – Eric Carl</p> <p>Selection of poetry from the works</p> <p>A Seed Is Sleepy by Dianna Hutts Aston</p> <p>Krindlekrax – Phillip Ridley</p> <p>Through the Wall (Johnathan Standing)</p> <p>Non-fiction books linked to topic</p> <p>A range of poems from Pie Corbett's Poetry Spine</p>	<p>Detective dog by Julia Donaldson</p> <p>Where is my bear Johnathan Bentley</p> <p>Charlotte's web by EB White</p> <p>The Dog who lost its bark (Eoin Colfer)</p> <p>Non-fiction books linked to topic</p> <p>A range of poems from Pie Corbett's Poetry Spine</p>	<p>Rabbit Rabbit Robot by Victoria Mackinlay</p> <p>Storm whale</p> <p>Alice's Adventures in Wonderland (Lewis Carroll)</p> <p>Diary of a Killer Cat – Anne Fine</p> <p>Non-fiction books linked to topic</p> <p>A range of poems from Pie Corbett's Poetry Spine</p>	<p>Revoltin' Rhymes By Roald Dahl</p> <p>A Boy and a Bear in a Boat – Dave Shelton</p> <p>Journey to Jo'burg – Beverly Naidoo</p> <p>Ice Palace – Robert Swindells</p> <p>Non-fiction books linked to topic</p> <p>A range of poems from Pie Corbett's Poetry Spine</p>