



# English Curriculum

## Long Term Plan 2023-2024

### Year 3

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>History/Geography Question</b>	Who first lived in Britain? (History)	Who's the mummy? (History)	Where has all the docks gone? (Geography)	Why is the earth so angry? (Geography)	Who were the Mayans and what have we learnt from them? (History)	Why do so many people choose to go to the Mediterranean for their holidays? (Geography)
<b>Text/Book/Poem</b>	Traction Man	The Scarab's Secret	Iron Man (picture book)	Hansel and Gretel	The Chocolate Tree	The Snorgh and the Sailor
<b>Genres</b>	Poetry Narratives (inc character/setting description)	Non-Chron Instructions	Narrative (5 part) Letter etc	Narrative (5 part) Diary	Non-Chronological Report Instructions	Poetry Narrative
<b>Class Read</b>	The Twits	The Cat Mummy by Jacqueline Wilson	Iron Man (Read more of the second part)	Alice's adventures in wonderland by Anthony Browne	The Diary of a Killer Cat	Flat Stanley James and the Giant Peach
<b>Reading Skills</b>	<p>I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> <p>I can experience and discuss a range of fiction, poetry, plays,</p>	<p>I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> <p>I can experience and discuss a range of fiction, poetry, plays,</p>	<p>I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> <p>I can experience and discuss a range of fiction, poetry, plays,</p>	<p>I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> <p>I can experience and discuss a range of fiction, poetry, plays,</p>	<p>I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> <p>I can experience and discuss a range of fiction, poetry, plays,</p>	<p>I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> <p>I can experience and discuss a range of fiction, poetry, plays,</p>



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	<p>non-fiction and reference books or textbooks.</p> <p>I can begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas.</p> <p>I can ask questions to improve understanding of a text.</p> <p>I can predict what might happen from details stated.</p> <p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</p> <p>I can use dictionaries to check the meaning of unfamiliar words</p> <p>I can identify main idea of a text.</p> <p>I can identify how structure, and presentation contribute to the meaning of texts.</p>	<p>non-fiction and reference books or textbooks.</p> <p>I know that non-fiction books are structured in different ways and be able to use them effectively.</p> <p>I can ask questions to improve understanding of a text.</p> <p>I can use dictionaries to check the meaning of unfamiliar words.</p> <p>I can identify main idea of a text.</p> <p>I can identify how structure, and presentation contribute to the meaning of texts.</p> <p>I can retrieve and record information from non-fiction.</p> <p>I can discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions.</p>	<p>non-fiction and reference books or textbooks.</p> <p>I can begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas.</p> <p>I can ask questions to improve understanding of a text.</p> <p>I can predict what might happen from details stated.</p> <p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</p> <p>I can use dictionaries to check the meaning of unfamiliar words.</p> <p>I can identify main idea of a text.</p> <p>I can identify how structure, and presentation contribute to the meaning of texts.</p>	<p>non-fiction and reference books or textbooks.</p> <p>I can begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas.</p> <p>I can ask questions to improve understanding of a text.</p> <p>I can predict what might happen from details stated</p> <p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>I can use dictionaries to check the meaning of unfamiliar words.</p> <p>I can identify main idea of a text.</p> <p>I can identify how structure, and presentation contribute to the meaning of texts.</p>	<p>non-fiction and reference books or textbooks.</p> <p>I know that non-fiction books are structured in different ways and be able to use them effectively.</p> <p>I can ask questions to improve understanding of a text</p> <p>I can predict what might happen from details stated</p> <p>I can use dictionaries to check the meaning of unfamiliar words.</p> <p>I can identify main idea of a text.</p> <p>I can identify how structure, and presentation contribute to the meaning of texts.</p> <p>I can retrieve and record information from non-fiction</p>	<p>non-fiction and reference books or textbooks.</p> <p>I know that non-fiction books are structured in different ways and be able to use them effectively.</p> <p>I can begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas</p> <p>I can ask questions to improve understanding of a text</p> <p>I can predict what might happen from details stated</p> <p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>I can use dictionaries to check the meaning of unfamiliar words</p> <p>I can identify the main idea of a text</p>
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	<p>I can discuss and record ideas.</p> <p>I can compose sentences orally (including dialogue) using rich vocabulary and a wider range of sentence structures.</p> <p>I can write a narrative with a clear structure, setting, characters and plot.</p> <p>I can suggest improvements to my own writing and that of others.</p> <p>I can make improvements to grammar, vocabulary and punctuation.</p> <p>I can proof-read to check for errors in spelling and punctuation.</p> <p>I can read my writing aloud to a group or whole class, using appropriate intonation and controlling tone and volume so that meaning is clear.</p>	<p>I can discuss and record ideas.</p> <p>I can compose sentences orally (including dialogue) using rich vocabulary and a wider range of sentence structures.</p> <p>I can write non-narrative using simple organisational devices such as headings and sub-headings.</p> <p>I can suggest improvements to my own writing and that of others.</p> <p>I can make improvements to grammar, vocabulary and punctuation.</p> <p>I can proof-read to check for errors in spelling and punctuation.</p>	<p>I can discuss and record ideas.</p> <p>I can compose sentences orally (including dialogue) using rich vocabulary and a wider range of sentence structures.</p> <p>I can write a narrative with a clear structure, setting, characters and plot.</p> <p>I can suggest improvements to my own writing and that of others.</p> <p>I can make improvements to grammar, vocabulary and punctuation.</p> <p>I can proof-read to check for errors in spelling and punctuation.</p>	<p>I can discuss and record ideas.</p> <p>I can compose sentences orally (including dialogue) using rich vocabulary and a wider range of sentence structures.</p> <p>I can write a narrative with a clear structure, setting, characters and plot.</p> <p>I can suggest improvements to my own writing and that of others.</p> <p>I can make improvements to grammar, vocabulary and punctuation.</p> <p>I can proof-read to check for errors in spelling and punctuation.</p>	<p>I can discuss and record ideas.</p> <p>I can compose sentences orally (including dialogue) using rich vocabulary and a wider range of sentence structures.</p> <p>I can write non-narrative using simple organisational devices such as headings and sub-headings.</p> <p>I can suggest improvements to my own writing and that of others.</p> <p>I can make improvements to grammar, vocabulary and punctuation.</p> <p>I can proof-read to check for errors in spelling and punctuation.</p>	<p>I can discuss and record ideas.</p> <p>I can compose sentences orally (including dialogue) using rich vocabulary and a wider range of sentence structures.</p> <p>I can write a narrative with a clear structure, setting, characters and plot.</p> <p>I can suggest improvements to my own writing and that of others.</p> <p>I can make improvements to grammar, vocabulary and punctuation.</p> <p>I can proof-read to check for errors in spelling and punctuation.</p> <p>I can read my writing aloud to a group or whole class, using appropriate intonation and controlling tone and volume so that meaning is clear.</p>
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<p><b>Sentence Structure</b></p>	<p>I use a range of sentences with more than one clause by using a range of conjunctions.</p> <p>I can express time, place and cause by using conjunctions, adverbs and prepositions.</p> <p>I can use a simple sentence for effect.</p> <p>I can use the forms a or an according to whether the next word starts with a consonant or a vowel.</p>	<p>I use a range of sentences with more than one clause by using a range of conjunctions.</p> <p>I can express time, place and cause by using conjunctions (e.g. so, before, that, while, because) adverbs (e.g. then, next, soon) and prepositions (e.g. before, after)</p>	<p>I use a range of sentences with more than one clause by using a range of conjunctions.</p> <p>I can express time, place and cause by using conjunctions (e.g. so, before, that, while, because, if, when) adverbs (e.g. then, next, soon) and prepositions (e.g. before, after)</p> <p>I can use a simple sentence for effect.</p> <p>I can use the forms a or an according to whether the next word starts with a consonant or a vowel.</p>	<p>I use a range of sentences with more than one clause by using a range of conjunctions.</p> <p>I can express time, place and cause by using conjunctions (e.g. so, before, that, while, because, if, when) adverbs (e.g. then, next, soon) and prepositions (e.g. before, after)</p> <p>I can use a simple sentence for effect.</p> <p>I can use the forms a or an according to whether the next word starts with a consonant or a vowel.</p>	<p>I use a range of sentences with more than one clause by using a range of conjunctions.</p> <p>I can express time, place and cause by using conjunctions (e.g. so, before, that, while, because, if, when) adverbs (e.g. then, next, soon, therefore) and prepositions (e.g. before, after, during, in between)</p> <p>I can use a simple sentence for effect.</p> <p>I can use the forms a or an according to whether the next word starts with a consonant or a vowel.</p>	<p>I use a range of sentences with more than one clause by using a range of conjunctions.</p> <p>I can express time, place and cause by using conjunctions (e.g. so, before, that, while, because, if, when) adverbs (e.g. then, next, soon, therefore) and prepositions (e.g. before, after, during, in between)</p> <p>I can use a simple sentence for effect.</p> <p>I can use the forms a or an according to whether the next word starts with a consonant or a vowel.</p>
<p><b>Text Structure</b></p>	<p>I am starting to use paragraphs.</p> <p>I can use the present perfect form of verbs instead of the simple past.</p>	<p>I am organising paragraphs around a theme.</p> <p>I can use headings and sub headings.</p>	<p>I am starting to use paragraphs.</p> <p>I can use the present perfect form of verbs instead of the simple past.</p>	<p>I am starting to use paragraphs.</p> <p>I can use the present perfect form of verbs instead of the simple past.</p>	<p>I am organising paragraphs around a theme.</p> <p>I can use headings and sub headings.</p>	<p>I am starting to use paragraphs.</p> <p>I can use the present perfect form of verbs instead of the simple past.</p>
<p><b>Punctuation</b></p>			<p>I can use inverted commas to punctuate direct speech.</p>	<p>I can use inverted commas to punctuate direct speech.</p>		<p>I can use inverted commas to punctuate direct speech.</p>
<p><b>Spelling</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Spell further homophones</li> </ul>					



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<b>*Taught throughout the year including RWI Spelling*</b>	<ul style="list-style-type: none"><li>- Spell words that are often misspelt (Year 3 and 4 word list)</li><li>- Use further prefixes and suffixes and understand how to add them for example - form nouns using super, anti, auto</li><li>- Use the first 2 or 3 letters of a word to check its spelling in a dictionary</li><li>- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li><li>- Spell correctly word families based on common words, for example - solve, solution, solver</li><li>- Identify the root in longer words</li></ul>
<b>Handwriting *Taught additionally but expected to be applied during lessons*</b>	<ul style="list-style-type: none"><li>- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li><li>- Increase the legibility, consistency and quality of their handwriting</li></ul>