



## English Long Term Plan Year 3

Year 3	Autumn	Spring	Summer			
Text level features	<ul style="list-style-type: none"> <li>• plan their writing by:               <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul> </li> <li>• draft and write by:               <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <a href="#">English appendix 2</a></li> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>• evaluate and edit by:               <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>• proofread for spelling and punctuation errors</li> <li>• read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>					
Sentence level features (including grammar and punctuation)	<p>Demarcation of sentences</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress e.g. she is</p>	<p>Demarcation of sentences</p> <p>Consistent use of present tense and past tense throughout work.</p>	<p>Demarcation of sentences</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress e.g. she is</p>	<p>Demarcation of sentences</p> <p>Use of the perfect form of verbs to marks relationships of time and cause e.g. I have written it down so I can check what it said</p>	<p>Demarcation of sentences</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress e.g. she is</p>	<p>Demarcation of sentences</p> <p>Consistent use of present tense and past tense throughout work.</p>

	<p>drumming, he was shouting</p> <p>Similes using like</p> <p>Two adjectives to describe a noun</p> <p>Adverbs for description and for information</p> <p>Vary long and short sentences. Long- to add description or information. Short – for emphasis making key points</p> <p>Compound sentences (co-ordination) using co-ordinating conjunctions (FANBOYS)</p> <p>Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave</p> <p>Use of commas after fronted adverbials.</p> <p>Secure use of inverted commas for direct speech</p> <p>Prepositions</p>	<p>Commas to separate items in a list</p> <p>Generalisers for information e.g. Most cats....</p> <p>Compound sentences (co-ordination) using co-ordinating conjunctions (FANBOYS)</p> <p>Adverbial phrases (fronted adverbials) used as a 'where', 'when', 'how' starter (A few days ago, At the back of the eye, In a strange way)</p> <p>Use of commas after fronted adverbials.</p> <p>Colon before a list</p>	<p>drumming, he was shouting</p> <p>Adverbial phrases (fronted adverbials) used as a 'where', 'when', 'how' starter (A few days ago, At the back of the eye, In a strange way)</p> <p>Use of commas after fronted adverbials.</p> <p>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p> <p>Powerful verbs</p>	<p>Use of present perfect instead of simple past e.g. He has left his hat behind as opposed to he left his hat behind</p> <p>Use of determiners a or an a.</p>	<p>drumming, he was shouting</p> <p>Adverbial phrases (fronted adverbials) used as a 'where', 'when', 'how' starter (A few days ago, At the back of the eye, In a strange way)</p> <p>Use of commas after fronted adverbials.</p> <p>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p> <p>Prepositions</p>	<p>Commas to separate items in a list</p> <p>Use of the perfect form of verbs to marks relationships of time and cause e.g. I have written it down so I can check what it said</p> <p>Use of present perfect instead of simple past e.g. He has left his hat behind as opposed to he left his hat behind</p> <p>Powerful verbs</p> <p>Boastful language</p>
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	Powerful verbs					
Spoken Language	<p>Give well-structured descriptions and narratives for different purposes.</p> <p>Use relevant strategies to build vocabulary.</p> <p>Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Participate in discussions.</p>	<p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Give well-structured explanations for different purposes.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p>	<p>Give well-structured descriptions and narratives for different purposes, including expressing feelings.</p> <p>Use relevant strategies to build vocabulary.</p> <p>Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p>	<p>Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Listen and respond appropriately to adults and peers.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>	<p>Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Give well-structured descriptions and narratives for different purposes, including expressing feelings.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p>	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Articulate and justify answers, arguments and opinions.</p>
Reading	discussing words and phrases that capture the reader's interest and imagination	checking that the text makes sense to them, discussing their understanding and	discussing words and phrases that capture the reader's interest and imagination	checking that the text makes sense to them, discussing their understanding and	preparing poems and play scripts to read aloud and to perform, showing	checking that the text makes sense to them, discussing their understanding and

	<p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>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.</p>	<p>explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>using dictionaries to check the meaning of words that they have read</p>	<p>asking questions to improve their understanding of a text</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>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.</p> <p>using dictionaries to check the meaning of words that they have read</p>	<p>explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>identifying themes and conventions in a wide range of books</p>	<p>understanding through intonation, tone, volume and action</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>identifying themes and conventions in a wide range of books</p>	<p>explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>retrieve and record information from non-fiction</p>
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