



Lea Primary School English Long Term Plan – Year 3

Every time we write expectations	Ongoing objectives throughout the year	Proof reading & editing
Say it, write it, read it Use our neatest handwriting Use capital letters and full stops Check spellings of our High Frequency Words	Writes in a range of genres/forms, taking account of different audiences and purposes. Imitates authorial techniques gathered from reading Selects and uses formal and informal styles and vocabulary appropriate to the purpose/reader	Show awareness of the reader in own proof reading and editing Proof read for spelling and punctuation errors. Propose changes and edits own and others' writing for vocabulary, punctuation, spelling and grammar
Non-Fiction genres to cover		Grammatical terminology to be used when discussing writing
Instructions Recounts Explanations Reports Persuasive writing	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks') <i>Continue using terminology from previous year groups</i>	

Autumn term			
Objectives to cover	Suggested Texts	Example writing opportunities	Handwriting
<p><i>Begin the term with a focus on 'basic skills' revision and introduce 'Every Time We Write' expectations for the year.</i></p> <p><u>Sentence / Punctuation / Grammar</u> Expand sentences using co-ordination (<i>or, and, but</i>) and subordination (<i>when if, that, because</i>) Demarcate sentences correctly with full stops, capital letters, exclamation marks, question marks, commas for lists Use the present and past tenses mostly correctly and consistently including the progressive form Use appropriate adjectives and adverbs to give essential information Express time, place and cause using prepositions</p> <p><u>Text organisation</u> Begins to use paragraphs to group related materials Uses either 1st or 3rd person consistently Turns notes into sentences grouping information, often moving from general to more specific detail</p>	The Spider and The Fly – Mary Hewitt (paperback version)	Diary entry Persuasive letter Description of scenes	<p><u>Letter-join scheme: Lessons 226-245 (2 lessons per week)</u> -Double letters (bb, cc, dd, ee, ff, gg, ll, mm) Dictations (regular verbs, verbs ending in e, irregular verbs) Practise handwriting with focus on writing number names, maths operations and palindromes. <i>NB IF there are specific letters or joins the children are finding tricky, re-teach and revise these.</i></p>
	Something Fishy – Literacy Shed	Narratives	Spelling (Spellbound / Rising Stars)
	The Real Boat - Marina Aromshtam	Diary entry Letter Descriptive writing	



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<p>Includes the use of organisational devices numbered lists or headings</p> <p><u>Effect on Audience</u> Use some detail in the description of setting or characters’ feelings or motives</p>	<p>Stone Age Boy - <i>Satosh Kitamura</i></p>	<p>Diary entry Report about Stone Age Instructions for living in Stone Age</p>	<p>Y3 Spelling words</p>
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Spring term				
Objectives to cover	Suggested Texts	Example writing opportunities	Handwriting	
<p><u>Sentence / Punctuation / Grammar</u> Express time, place and cause using adverbs Express time, place and cause using conjunctions</p> <p><u>Text organisation</u> Plans and writes stories based on own experience using the structure ‘opening, dilemma/ conflict/ problem, resolution, ending’, ending texts effectively Includes a structured sequences of events linked using conjunctions and adverbs</p> <p><u>Effect on Audience</u> Begins to use figurative language including similes</p>	<p>The Street Beneath my Feet - <i>Charlotte Guillian</i></p>	<p>Report</p>	<p><u>Letter-join scheme: Lessons 246—265 (2 lessons per week)</u> -Double letters (nn, oo, pp, rr, ss, tt, zz) - Practise handwriting with focus on tongue twisters, words learnt in French. -Dictations (regular comparative adjectives) <i>NB IF there are specific letters or joins the children are finding tricky, re-teach and revise these.</i></p>	
	<p>Between Tick and Tock- <i>Louise Greig</i></p>	<p>What would you fix if time stopped?</p>		
				Spelling (Spellbound / Rising Stars)
				<p>Prefix ex Prefix re Prefix un Prefix sub Prefixes mis and dis Apostrophes including possessive apostrophe with plural words Homophones</p>
		<p>Frog Belly Rat Bone - <i>Timothy Basil Ering</i></p>	<p>Letter – apology Diary entry Descriptive paragraph</p>	
		<p>Harry and the Jaggedy Daggers – <i>Jane Fearnley</i></p>	<p>Newspaper report Narrative – descriptive paragraphs, retelling of story</p>	



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Summer term			
Objectives to cover	Suggested Texts	Example writing opportunities	Handwriting
<p><u>Sentence / Punctuation / Grammar</u> Use the present perfect form of verbs to contrast to the simple past e.g. 'He has gone out to play' contrasted with 'He went out to play' Use inverted commas to punctuate direct speech Introduce commas to mark grammatical boundaries</p> <p><u>Text organisation</u> Links events using a wider range of conjunctions and adverbs e.g. 'after a while', 'early one morning' Writes an opening paragraph and further paragraphs for each stage of a story ensuring that sequence is clear and making decisions about how the plot will develop</p> <p><u>Effect on Audience</u> Uses dialogue to reveal detail about character/ move the narrative forward Attempts to adopt a viewpoint Ensures relevant details are included</p>	<p>Pied Piper of Hamelin – <i>Michael Mopurgo</i></p>	<p>Persuasive letter Wanted Poster (character description) Narrative – write from a different characters point of view</p>	<p><u>Letter-join scheme: Lessons 266—285</u> (2 lessons per week) - Practise handwriting with focus on Words of the Week, collective nouns, synonyms for said -Dictations (comparative adjectives) <i>NB IF there are specific letters or joins the children are finding tricky, re-teach and revise these.</i></p>
	<p>Wisp, a Story of Hope <i>Zana Fraillon</i></p>	<p>Narrative – own story</p>	
	<p>Atlas of Adventures – <i>Lucy Letherland</i></p>	<p>Report Radio broadcast Explanation</p>	<p>Spelling (Rising Stars) Adding suffixes beginning with vowel letters to words of more than one syllable Near homophones Prefix anti Prefix auto Suffix ous</p>