



## English Long Term Plan

## Year Group: 3D

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TEXT:</b>	Westlandia	The Egyptian Cinderella The story of Tutankhamum	The Iron Man Gulliver's Travels	Flotsam	Orchard Greek Myths	Who Let The God's Out
<b>Final Writing Outcome:</b>	Fiction: Non-Chronological report	Fiction: fable retell Non- Fiction: Instructions	Fiction: News report Fiction: Recount	Fiction : Letters	Myths and Legends: retell	Myths and legends : Explanation text

### **Continuous Skills:**

- Plan using features of the given form.
- Plan, draft and orally rehearse writing, including selecting vocabulary and phrases to interest the reader.
- Start to use a varied and rich vocabulary and an increasing range of sentence structures.
- Re-read writing to check for meaning and tense form.
- Begin to evaluate the effectiveness of own and others' writing, suggesting grammar and vocabulary improvements.
- Proof-read for spelling and punctuation errors.
- Demonstrate some awareness of purpose through selection of relevant content.
- Group related ideas in paragraphs.
  - In narrative, write an opening paragraph and further paragraphs for each stage.
- Consistent use of a variety of sentences with different structures and functions.
- Statements, questions, exclamations and commands to create an appropriate effect.
- Use punctuation mostly accurately:
  - Full stops and capital letters (including for proper nouns)
  - Exclamation marks and question marks
  - Commas to separate items in lists
- Use joined writing throughout their independent writing with greater consistency using diagonal and horizontal strokes.
- Most common exception words are spelt accurately.
- Write from memory simple dictated sentences- apply punctuation taught so far with some accurate spelling of words from Y3/4 word list.
- Some words from the year 3 and 4 word list are spelt accurately.
- Some accurate use of suffixes and prefixes from the year 3 /4 spelling appendix (e.g. -ly, -er, -ing, -sion, -tion, -cian, -sian, -ssion, -sure, -ture, super-, anti-, auto- ).
- Begin to use dictionaries (the first 2 or 3 letters of a word).

<p><b>Specific skills:</b></p>	<p>Consolidation of all year 2 objectives taught.</p> <p>Adverbs to express time, place and cause (then, next, soon, finally, here, there, therefore).</p> <p>Expanded noun phrases to add description and detail.</p> <p>Prepositions to express time, place and cause (e.g. before dark, during break, in the cave, because of him).</p>	<p>Sequence ideas or events maintaining writing form e.g. bullet points for instructions, headings for an information text.</p> <p>a/an used accurately e.g. a rock, an open book</p> <p>Mostly accurate use of apostrophes for contracted forms e.g. don't.</p> <p>Simple, compound and complex sentences using a variety of conjunctions (when, before, after, while, so, because)</p> <p>Confidently use the progressive form of verbs and demonstrate some use of the present perfect form of verbs: She is drumming; He has gone out to play contrasted with He went out to play.</p>	<p>Create setting, characters and plot in narrative writing including: a full sequence of events, dilemma/ conflict and resolution</p> <p>Simple, compound and complex sentences using a variety of conjunctions (when, before, after, while, so, because</p> <p>Expanded noun phrases to add description and detail. Some use of inverted commas to punctuate direct speech.</p>	<p>Mostly accurate use of apostrophes for contracted forms e.g. don't.</p> <p>Sequence ideas or events and use adverbs and prepositions.</p> <p>Some use of inverted commas to punctuate direct speech.</p> <p>Some accurate use of apostrophes for possession with singular nouns e.g. the dog's tail, John's hat.</p>	<p>consistent use of 1st or 3rd person</p> <p>some dialogue to show relationship between two characters</p> <p>Create setting, characters and plot in narrative writing including: a full sequence of events, dilemma/ conflict and resolution</p>	<p>Use past and present tense appropriately and consistently throughout writing.</p> <p>Consolidation of all skills taught across the year.</p>
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<b>Incidental writing:</b>	Poetry for performance Setting description Diary Entry Retelling Character description	Setting description Diary entry Persuasive sentences Character description Non chronological report Advert Own version of a traditional tale	Poetry Form and structure Diary entry Character description Advert	Predictions. Character feelings. Interviews. Thought bubbles/speech bubbles. Explanation. Diary Build up/tension using an actions, sound effects and emotions.	Poetry and language play Poster Interviews Thought bubbles/speech bubbles	Poster Interviews Thought bubbles/speech bubbles Explanation Debate Diary Narrative Action verbs Poem Checklists Report Story maps
<b>Revisited genre assessed write:</b>	Baseline assessment	Non- Chronological report	Narrative: fable retell	News report Character description	Letters	Retell