

English Long Term Plan - Year 3

Week	Book Title	Genre	Writing 'to'	Grammar & Punctuation Objectives	Composition Objectives	Specific Vocabulary	Outcome	Assessed Piece	Text Type Features
1	Orchard Book of Greek Myths and Legends	Myths and Legends	Entertain	Expanded noun phrases; Conjunctions - new conjunctions as per classroom display; Familiar and new punctuation (full stops, capital letters, exclamation marks, question marks) Familiar and new punctuation - questions, commands, exclamations, statements, commas for lists; Adverbs including fronted adverbials; Prefixes to form a range of nouns; A/An determiners; Present tense; Word Families; Prepositions; Clauses (subordinate and main); Contracted forms	Use dictionaries to check spelling and meaning of words; Sentence starters to avoid repetition - adverbs, conjunctions and prepositions; Range of sentence structures - main and subordinate clauses using subordinating conjunctions / coordinating conjunctions; Creation of characters; Orally rehearse sentences - hot seating etc.	Consonant / Vowel; Subordinate conjunction; Clause; Prefix;	I can write a character description	X	Third person; present tense to record or describe thoughts and feelings; description through a range of devices i.e. adjectives, including those within expanded noun phrases / figurative language / adverbs; Contractions
2								Y	
3		Myths	Entertain	Grammatical patterns in sentence functions linked to questions, commands, exclamations and statements; Introduction to direct speech Expanded noun phrases; Recap of familiar and new punctuation through modelled writing; Apostrophes for contraction and singular possession; Adverbs; Conjunctions; Prefixes; A/An determiners; Prepositions; Clauses (subordinate and main); Adverbs of time, place and cause to link paragraphs; Inverted commas - reporting clause after the speech	Use of expanded noun phrases to describe in detail Opening paragraph to introduce and describe character and setting Plan sequence of events to include build-up, problem and resolution Dialogue between characters Fronted adverbials to link paragraphs and events Use of some historical language and/or details Detail of action between character	Narrative Myth Mythical creature quest Creatures inverted commas expanded noun phrase, Adjectives Similes inverted commas subordinate clause conjunction, adverb, preposition,	I can write a myth	X	Introduction that describes setting and mythical characters Use of mythical object and/or quest Build-up of events A problem or complication An ending that resolves the problem Use of expanded noun phrases/similes to describe characters and setting in further detail Use of imagery to create a picture in the readers mind Direct speech punctuated with inverted commas and reporting clause at the end Fronted adverbials with commas Paragraphs to structure events
4								Y	
5	Recount texts	Recounts	Inform	Commas to separate items in a list; Apostrophes to mark missing letters and singular possession Expanded noun phrases; Determiners; Recap of familiar and new punctuation through modelled writing; Apostrophes for contraction and singular possession; Adverbs; Conjunctions; Prefixes; Past tense verbs; Prepositions; Adverbs of time, place and cause to link paragraphs	Using paragraphs to organise events Writing about events in chronological order Commenting on emotions, thoughts and feelings Conclusion to sum what has happened and what might happen next informal language use	recount events, colloquial language, emotions, feelings, thoughts, chronological order, informal language, present perfect tense	I can write a recount	X	Events in chronological order i.e. the order of which they happened Descriptive language to embellish the retelling - using expanded noun phrases and adjective strings, adverbs, etc Can include dialogue where appropriate to the retelling of the event Recalling of an event - personal, factual or imaginary Organisation of information into paragraphs Personal comments Focus on significant events Orientation of who, what, when, where of the experience in an introduction
6								Y	
7	Hot Like Fire and other poems	Poetry	Entertain	Figurative language linked to poetry - similes, metaphors, alliteration / sibilance; Present and past tense including the progressive form Expanded noun phrases; Determiners; Recap of familiar and new punctuation through modelled writing; Apostrophes for contraction and singular possession; Conjunctions; Prefixes; Prepositions; Clauses (subordinate and main) - extending range of sentences / conjunctions to express time and cause;	Use a repetitive structure to create a poem Create descriptive sentences using adjectives, similes, metaphors	Limerick; nonsense poem; free verse; rhyme scheme; riddle; onomatopoeia; acrostic;	I can write a poem which follows a repeating structure	X	Where rhyming, keeping to a rhyming pattern Some use of alliteration, similes, personification, onomatopoeia, powerful verbs and adjectives Use of repetition Carefully selected vocabulary Thought process around rhyme, pattern and sound Content of the poem linked to the title Showcasing of a person's mood and feeling through the poetry
8		Letters	Persuade	Adverbs of time, place and cause to link paragraphs and express time and cause; Determiners; Expanded noun phrases; Recap of familiar and new punctuation through modelled writing; Apostrophes for contraction and singular possession; Conjunctions; Prefixes; Past tense verbs; Prepositions; Clauses (subordinate and main) - extending range of sentences / conjunctions to express time and cause	Structure:address, formal opening/address, introduction, points with explanation, conclusion, ending, sign-off, formal use of language, persuasive language, paragraphs to group and sequence points	Implies a point of view; reasons; evidence; facts; sincerely; faithfully; address; persuade;	I can write a letter (formal/informal) to persuade.	X	Introduction Sender's address on the right Recipient's address on the left Letter shows the date in which it was written Greeting to recipient Hook to draw reader in Organisation of information into paragraphs Points have arguments to support their basis Conclusion / summary paragraph to reiterate the main point and summarise the author's opinion Finishing with yours faithfully / sincerely
9								Y	
10								X	

11	The Tin Forest - stories that raise an issue	Non Chron	Inform	Technical vocabulary linked to topic; Extending range of sentences using a wider range of conjunctions Description through adjective strings and Expanded Noun Phrases - revision; Coordinating and subordinating conjunctions; Grouping information into paragraphs of the same topic	Topic title covering whole subject; introductory paragraph; organisation of paragraphs; subheadings for categories; some information in fact boxes or bullet lists; third person to ensure impersonal tone; present tense verbs (unless historical report); formal tone; technical language may be explained in glossary (GDS challenge); factual language	studies, knowledge, features, additionally, furthermore, subheading, topic title., subheading, factual information, glossary	I can write a non-chronological report.	Y	Use of knowledge, studies and research that have helped to build a view Determiners to show amounts Description and appropriate paragraphing to separate information Conjunctions and time adverbials to add additional detail
12		Story Ending	Entertain	Using conjunctions to express time, place and cause Expanded noun phrases; Recap of familiar and new punctuation through modelled writing; Apostrophes for contraction and singular possession; Adverbs; Conjunctions; Prefixes; A/An determiners; Present and Past tense verbs; Prepositions; Clauses (subordinate and main); Adverbs of time, place and cause to link paragraphs	Range of options available for children to use for a story ending e.g. 'nothing after all'; 'chasing/fighting off something'; 'finding something unexpected' etc; descriptive language used to resolve the dilemma and create a strong sense of character in the reader's mind; development of character through narration and dialogue; reader is expected to infer action and character, including the passing of time through this and also with connecting phrases; dialogue to include colloquialisms and show a shift in formality from narration to speech.	Prediction; resolution, mapping, character; setting; dilemma; build up; closing; alternative; events	I can write an alternative story ending.	X	Description of setting, character and plot Introduction to the resolution of the story with a brief introduction to the main characters, etc Paragraphing to organise events Fronted adverbials and conjunctions to show a shift in time or an important event in the story Contracted words to show speech Dialogue integrated with inverted commas with reporting clause afterwards Closing paragraphing, tying the story to a finish
13								Y	
14		Poster	Persuade	Revision of (PUNCTUATING) inverted commas - reporting clause after the speech; revision of other SPAG covered so far Expanded noun phrases; Determiners; Recap of familiar and new punctuation through modelled writing; Apostrophes for contraction and singular possession; Conjunctions; Prefixes; Past tense verbs; Prepositions; Clauses (subordinate and main) - extending range of sentences / conjunctions to express time and cause; Adverbs of time, place and cause to link paragraphs and express time and cause	Organisational features for composition: layout of information to catch the reader's attention; mixture of bold title/subtitle and concise messages written in poster form; children to draft and edit sentences to ensure they are concise enough for a poster format; supporting evidence to substantiate any claims made by the poster; claims made around the subject based on the writer's viewpoint; loaded language to evoke an emotional response	Summary; slogan; convince; persuade; exaggerate; fact; opinion; emotive; visually appealing; simile; rhetorical questions; advertisement; consumer; customer; brand; message; hook	I can design and write a poster with information intended to persuade.	X	Layout devices appealing to a potential customer Colourful, eye-catching design Commands Exaggeration of facts and opinions presented as facts Rhetorical questions Persuasive adjectives Photographs and pictures Emotive language and positive language Description of benefits of the product being advertised Snappy slogans
15	Flat Stanley (Longer Novel - adventure story)	Letter	Persuade	Adverbs - expressing time and cause Expanded noun phrases; Determiners; Recap of familiar and new punctuation through modelled writing; Apostrophes for contraction and singular possession; Conjunctions; Prefixes; Past tense verbs; Clauses (subordinate and main) - extending range of sentences / conjunctions to express time and cause; Adverbs of time, place and cause to link paragraphs and express time and cause	Structure: address, formal opening/address, introduction, points with explanation, conclusion, ending, sign-off, formal use of language, persuasive language, paragraphs to group and sequence points	Implies a point of view; reasons; evidence; facts; sincerely; faithfully; address; persuade;	I can write a letter to persuade.	X	Introduction Sender's address on the right Recipient's address on the left Letter shows the date in which it was written Greeting to recipient Hook to draw reader in Organisation of information into paragraphs Points have arguments to support their basis Conclusion / summary paragraph to reiterate the main point and summarise the author's opinion Finishing with yours faithfully / sincerely
16								Y	
17		Recount - Diary Extract	Persuade	What is a paragraph unit; Apostrophes for contraction and singular possession Adverbials which express time and cause; Consistent tenses; Complex sentences using if, as, etc.; Simple sentences with relevant description; Informal language	Draft and write by identifying the audience - yourself and therefore first person, personal tone will be maintained throughout; consideration of how to show the writer's character through their diary; paragraphing to include different topics; organisational features appropriate to a diary e.g. emojis / annotations / drawings etc	Conversational language; rhetorical questions; adverb; personal; private; self reflection; description; first person; chronological; events; chronology	I can write a recount as part of a diary extract.	X	Date and time that the diary was written Past tense Personal pronouns e.g. we I our and my Written as if the person writing was there Chronological order or order of importance where appropriate Description of feeling Time conjunctions Description of setting
18								Y	
19	Adventure Story	Entertain	Speech - inverted commas to punctuate direct speech Possessive apostrophes for plural nouns; inverted commas for speech; adverbs to add description; wider use of conjunctions (furthermore, however, after, just then, immediately, as soon as...); Consistent tense throughout; pronouns to avoid repetition of proper nouns; expanded noun phrases	Range of options available for children to use for a story ending e.g. 'nothing after all'; 'chasing/fighting off something'; 'finding something unexpected' etc; descriptive language used to resolve the dilemma and create a strong sense of character in the reader's mind; development of character through narration and dialogue; reader is expected to infer action and character, including the passing of time through this and also with connecting phrases; dialogue to include colloquialisms and show a shift in formality from narration to speech.	Prediction; resolution, mapping, character; setting; dilemma; build up; closing; alternative; events	I can write a short adventure story	X	Beginning, build up, dilemma, resolution and ending Inclusion of direct speech to advance the action Paragraphing into themed ideas Prepositions and adverbs to express time, place and cause Creation of character through descriptive techniques Creation of setting through descriptive techniques Inverted commas around speech Tense maintained throughout	
20							Y		

21	Information Texts (Whitby)	Non Chron	Inform	Determiners - according to consonant or vowel letters; Paragraphs in reports; Prepositions expressing time place and cause Expanded noun phrases; adverbials; conjunctions - subordinating and coordinating; determiners; range of sentence lengths;	Topic title covering whole subject; introductory paragraph; organisation of paragraphs; subheadings for categories; some information in fact boxes or bullet lists; third person to ensure impersonal tone; present tense verbs (unless historical report); formal tone; technical language may be explained in glossary (GDS challenge); factual language	Introduction Topic sentences Sub-heading Report Often Most Sometimes The following report	I can write a non chronological report to inform.	X	Use of knowledge, studies and research that have helped to build a view Determiners to show amounts Description and appropriate paragraphing to separate information Conjunctions and time adverbials to add additional detail
22				Y					
23	Persuasion Texts	Advert / Poster	Persuade	Revision of punctuating direct speech unit; Tenses - present perfect form Nouns and pronouns to avoid repetition; paragraphing structure; sentences starting with verbs and imperatives e.g. 'Imagine... Consider... Enjoy...'; Adverbial phrases; Simple sentences with extra description	Organisational features for composition: layout of information to catch the reader's attention; mixture of bold title/subtitle and concise messages written in poster form; children to draft and edit sentences to ensure they are concise enough for a poster format; supporting evidence to substantiate any claims made by the poster; claims made around the subject based on the writer's viewpoint; loaded language to evoke an emotional response	Implies a point of view; reasons; evidence; facts; persuade; Summary; slogan; convince; persuade; exaggerate; fact; opinion; emotive; visually appealing; simile; rhetorical questions; advertisement; consumer; customer; brand; message; hook	I can write a persuasive advert or poster.	X	Layout devices appealing to a potential customer Colourful, eye-catching design Commands Exaggeration of facts and opinions presented as facts Rhetorical questions Persuasive adjectives Photographs and pictures Emotive language and positive language Description of benefits of the product being advertised Snappy slogans
24				Y					
25	Please Mrs Butler (poem)	Poem	Entertain	Figurative language linked to poetry - similes, metaphors, alliteration Expanded noun phrases; Determiners; Recap of familiar and new punctuation through modelled writing; Apostrophes for contraction and singular possession; Conjunctions; Prefixes; Prepositions; Clauses (subordinate and main) - extending range of sentences / conjunctions to express time and cause;	Use a repetitive structure to create a poem Create descriptive sentences using adjectives, similes, metaphors	Limerick; nonsense poem; free verse; rhyme scheme; riddle; onomatopoeia; acrostic;	I can write a poem.	X	Where rhyming, keeping to a rhyming pattern Some use of alliteration, similes, personification, onomatopoeia, powerful verbs and adjectives Use of repetition Carefully selected vocabulary Thought process around rhyme, pattern and sound Content of the poem linked to the title Showcasing of a person's mood and feeling through the poetry
26				Y					
27	The Tunnel - Story with a dilemma	Dilemma Story	Entertain	Revision of inverted commas - reporting clause after the speech; Tenses - present perfect instead of simple past Expanded noun phrases; Recap of familiar and new punctuation through modelled writing; Apostrophes for contraction and singular possession; Adverbs; Conjunctions; Prefixes; A/An determiners; Present and Past tense verbs; Prepositions; Clauses (subordinate and main); Adverbs of time, place and cause to link paragraphs	Range of options available for children to use for a story ending e.g. 'nothing after all'; 'chasing/fighting off something'; 'finding something unexpected' etc; descriptive language used to resolve the dilemma and create a strong sense of character in the reader's mind; development of character through narration and dialogue; reader is expected to infer action and character, including the passing of time through this and also with connecting phrases; dialogue to include colloquialisms and show a shift in formality from narration to speech.	Prediction; resolution, mapping, character; setting; dilemma; build up; closing; alternative; events	I can write a story with a dilemma and a resolution.	X	Beginning, build up, dilemma, resolution and ending Inclusion of direct speech to advance the action Paragraphing into themed ideas Prepositions and adverbs to express time, place and cause Creation of character through descriptive techniques Creation of setting through descriptive techniques Inverted commas around speech Tense maintained throughout
28				X					
29				Y					
30	The Tunnel - Story with a dilemma	Diary Entry	Inform	Nouns - types of noun including abstract Root words, prefixes and suffixes; Identifying word families; Adverbials for paragraphing; Past/present tense; 1st person; Informal language choices; contractions for informality - recapping discreet unit; Word classes; Expanded noun phrases; Questions	Draft and write by identifying the audience - yourself and therefore first person, personal tone will be maintained throughout; consideration of how to show the writer's character through their diary; paragraphing to include different topics; organisational features appropriate to a diary e.g. emojis / annotations / drawings etc	Conversational language; rhetorical questions; adverb; personal; private; self reflection; description; first person; chronological; events; chronology	I can write an informative diary entry.	X	Date and time that the diary was written Past tense Personal pronouns e.g. we I our and my Written as if the person writing was there Chronological order or order of importance where appropriate Description of feeling Time conjunctions Description of setting
31				Y					
32	Instructions	Inform	Paragraphs - introduction to paragraphs as a way to group related material Clear and concise vocabulary; Imperative verb forms; Adverbial phrases; Range of complex and simple sentences; Introduction to possessive apostrophes for plural nouns; Range of subordinating and co-ordinating conjunctions	Organised into key points denoted by time Clearly outlined steps throughout the explanation with avoidance of colloquial / chatty language Correct and consistent use of past and present tense	Afterwards After that To begin with With a slow movement Sequence Opening statement Visuals Process	I can write a set of instructions linked to the making bread topic.	Y	Title Opening statement Sequence of paragraphs with explanations based on cause and effect Direct address to the reader Visual aids to enhance meaning Conclusion Technical vocabulary	

33		Newspaper Article	Inform	Paragraphs - headings and subheadings to aid presentation; Word families showing how words are related in meaning Commas in a list; apostrophes for singular possession; common exception words focus; apostrophe's for contraction when using dialogue; recap of writing speech with inverted commas - reporting clause after the speech; adding suffixes to root words	Draft and write by rehearsing sentences, ensuring that a high level of formality is upheld; use of thesaurus to create a range of options for verb selection in order to achieve formality; organisation of paragraphs into themes; starting paragraphs to include the 5 Ws; evaluate and edit the range of sentence structures used throughout their text, making improvements where necessary; presentational devices appropriate to newspaper	Headline, Caption, Quotes, Eyewitness; Byline; Informal; Direct speech; Reporter; Comments; Statement; Fact; Opinion	I can write a newspaper report to inform about an event.	X	Headline Newspaper title Date of publication Direct speech Captions Inclusion of opinions to show witness' point of view Introduction including 5 Ws Adverbials and prepositions to show time, cause and place changes
34								X	
35								Y	
36	I was a Rat - Longer Novel	Letter	Persuade	What is a prefix?; Adding -super-, anti-, sub-, inter-, and auto- Revision units and consolidation - based upon teacher assessments from writing tick sheets and end of term SPaG assessments	Structure:address, formal opening/address, introduction, points with explanation, conclusion, ending, sign-off, formal use of language, persuasive language, paragraphs to group and sequence points	Yours Faithfully; Yours Sincerely; Moreover / Certainly; In addition (making point); In the same way / In this situation (introductions); In brief / undoubtedly (concludings)	I can write a letter to persuade.	X	Introduction Sender's address on the right Recipient's address on the left Letter shows the date in which it was written Greeting to recipient Hook to draw reader in Organisation of information into paragraphs Points have arguments to support their basis Conclusion / summary paragraph to reiterate the main point and summarise the author's opinion Finishing with yours faithfully / sincerely
37								X	
38								Y	
39	Transition Week								