

Y3 English Long Term Planning

Week	DARTS text	Stimulus	Outcome (genre, outcome)	Reading Objectives during English	Grammar & Punctuation Objectives linked to outcome	Composition Objectives and text features linked to outcome	
1	No separate DARTS	Orchard Book of Greek Myths and Legends	Reading focus – VIPERS	<p>develop positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> -listening to and discussing a wide range of fiction -increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally -identifying themes and conventions in a wide range of books <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> -checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context -drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -predicting what might happen from details stated and implied 	<p>Expanded noun phrases; Conjunctions - new conjunctions as per classroom display; Familiar and new punctuation (full stops, capital letters, exclamation marks, question marks)</p> <p>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; Third person</p>		
2	Great Fire of London information text		I can write a <u>character description</u> (Writing to entertain)	<p>develop positive attitudes to reading and an understanding of what they read by:</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet</p>			<p>Sentence starters to avoid repetition - adverbs, conjunctions and prepositions;</p> <p>Range of sentence structures - main and subordinate clauses using subordinating conjunctions / coordinating conjunctions;</p> <p>Creation of characters; Orally rehearse sentences</p>
3	No separate DARTS		Reading focus - VIPERS	<p>understand what they read, in books they can read independently, by:</p> <p>asking questions to improve their understanding of a text</p> <ul style="list-style-type: none"> -drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -predicting what might happen from details stated and implied 		<p>Grammatical patterns in sentence functions linked to questions, commands, exclamations and statements; Introduction to direct speech</p> <p>Expanded noun phrases; Recap of familiar and new punctuation through modelled writing; Apostrophes for contraction and singular possession; Adverbs;</p>	
4-5	Text relating to Y2 Science: Animals		I can write a <u>myth</u> (Writing to entertain)	<p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>develop positive attitudes to reading and an understanding of what they read by:</p> <p>using dictionaries to check the meaning of words that they have read</p>		<p>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; Fronted adverbials to link paragraphs and events</p>	<p>Opening paragraph to introduce and describe character and setting</p> <p>Plan sequence of events to include build-up, problem and resolution</p> <p>Dialogue and action between characters</p> <p>Use of some historical language, mythical objects or details of a quest</p>
	Recount – Newspaper in readiness for writing next week						

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6	Poetry	Personal experience from trip	I can write a <u>recount</u> based on school trip (Writing to 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 Conclusion to sum what has happened and what might happen next informal language use Descriptive language to embellish the retelling 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
7	Adventure story based on class story	Hot like fire and other poems	I can write a <u>poem</u> which follow a repeating structure (Writing to entertain)	develop positive attitudes to reading and an understanding of what they read by: listening to and discussing a wide range of fiction, poetry recognising some different forms of poetry (e.g. free verse, narrative poetry understand what they read, in books they can read independently, by: identifying how language, structure and presentation contribute to meaning	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	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	No separate DARTS	The Tin Forest – stories that raise an issue	Reading focus - VIPERS	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word develop positive attitudes to reading and an understanding of what they read by: -reading books that are structured in different ways and reading for a range of purposes understand what they read, in books they can read independently, by: -checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context -asking questions to improve their understanding of a text -identifying the main ideas drawn from more than 1 paragraph and summarising these		
9-11	Letter from a Roman Mystery story		I can write a letter to persuade someone about an issue (Writing to persuade)	participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	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;	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

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	Diary entry - fictional				Conjunctions; Prefixes; Past tense verbs; Prepositions; Clauses (subordinate and main) - extending range of sentences / conjunctions to express time and cause	the main point and summarise the author's opinion, Finishing with yours faithfully / sincerely, Formal use of language, persuasive language, paragraphs to group and sequence points
12-14	Biography of Henry Moore Greek story in newspaper format Nativity Story	Film unit – The Present	I can write a <u>narrative piece</u> (Writing to 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, Fronted adverbials, Contracted words to show speech, Dialogue integrated with inverted commas with reporting clause afterwards	Focus on story ending 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. Paragraphing to organise events