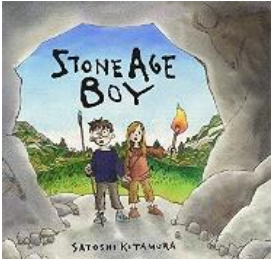
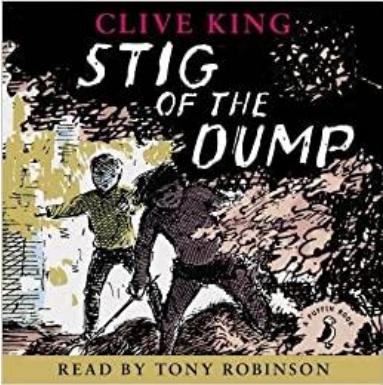


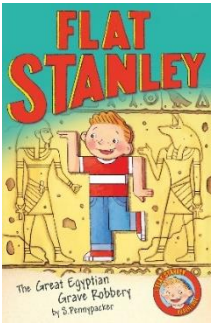
English Curriculum Long Term Plan Year 3

Year 3			
Term			
Autumn 1 	Driver Text: Stone Age Boy by Satoshi Kitamura		
	Fiction	Non-Fiction	Poetry
	<u>Writing Focus</u> Narrative- A dream story set in the Stone Age. *Rising Stars Vocabulary Activity- Page 24- Can we describe a landscape? *	<u>Writing Focus</u> Information writing- A Stone Age Settlement. *Rising Stars Vocabulary Activity- Page 12- Can we explore words and synonyms in non-fiction? *	<u>Writing Focus</u> Stone Age Poem- Unknown Using the same rhythm and rhyme, children to write an abridged version about the Stone Age making subtle changes to the language used. *Rising Stars Vocabulary Activity- Page 30- Can we talk about civilisation? *
<u>Vocabulary, grammar and punctuation for Year 3</u>	<u>Word</u> Formation of nouns using a range of prefixes (e.g. 'super', 'anit', 'auto') Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble) <u>Sentence</u> Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) Prepositions (e.g. before, after, during, in, because of) <u>Text</u> Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with- he went out to play) <u>Punctuation</u> Introduction to inverted commas to punctuate direct speech		

English Curriculum Long Term Plan Year 3

<p>Reading Comprehension Focus</p>	<table border="1"> <thead> <tr> <th colspan="2">Content domain reference</th> </tr> </thead> <tbody> <tr> <td>2a</td> <td>give / explain the meaning of words in context</td> </tr> <tr> <td>2b</td> <td>retrieve and record information / identify key details from fiction and non-fiction</td> </tr> <tr> <td>2c</td> <td>summarise main ideas from more than one paragraph</td> </tr> <tr> <td>2d</td> <td>make inferences from the text / explain and justify inferences with evidence from the text</td> </tr> <tr> <td>2e</td> <td>predict what might happen from details stated and implied</td> </tr> <tr> <td>2f</td> <td>identify / explain how information / narrative content is related and contributes to meaning as a whole</td> </tr> <tr> <td>2g</td> <td>identify / explain how meaning is enhanced through choice of words and phrases</td> </tr> <tr> <td>2h</td> <td>make comparisons within the text</td> </tr> </tbody> </table>			Content domain reference		2a	give / explain the meaning of words in context	2b	retrieve and record information / identify key details from fiction and non-fiction	2c	summarise main ideas from more than one paragraph	2d	make inferences from the text / explain and justify inferences with evidence from the text	2e	predict what might happen from details stated and implied	2f	identify / explain how information / narrative content is related and contributes to meaning as a whole	2g	identify / explain how meaning is enhanced through choice of words and phrases	2h	make comparisons within the text
Content domain reference																					
2a	give / explain the meaning of words in context																				
2b	retrieve and record information / identify key details from fiction and non-fiction																				
2c	summarise main ideas from more than one paragraph																				
2d	make inferences from the text / explain and justify inferences with evidence from the text																				
2e	predict what might happen from details stated and implied																				
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole																				
2g	identify / explain how meaning is enhanced through choice of words and phrases																				
2h	make comparisons within the text																				
<p>Autumn 2</p> 	<p>Driver Text: Stig of the Dump, by Clive King</p>																				
<p>Vocabulary, grammar and punctuation for Year 3</p>	<p>Fiction</p> <p>Writing Focus Narrative creating own imaginary characters based on Stig.</p> <p>*Rising Stars Vocabulary Activity- Page 10- Can we use words to describe characteristics? *</p>	<p>Non-Fiction</p> <p>Writing Focus Newspaper report on the importance of recycling.</p> <p>*Rising Stars Vocabulary Activity- Page 20- Can we talk about making things?*</p>	<p>Poetry</p> <p>Writing Focus Plastic Bag Tree- Michael Rosen</p> <p>Propose changes to poem making links to recycling.</p> <p>*Rising Stars Vocabulary Activity- Page 22- Can we use prefixes to change meaning?*</p>																		
<p>Word Formation of nouns using a range of prefixes (e.g. 'super', 'anit', 'auto') Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)</p> <p>Sentence</p>																					

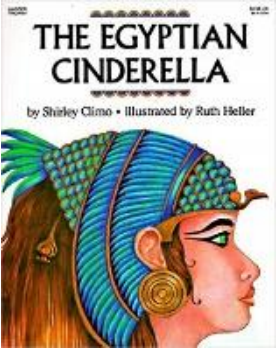
English Curriculum Long Term Plan Year 3

	<p>Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) Prepositions (e.g. before, after, during, in, because of) <u>Text</u> Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with- he went out to play) <u>Punctuation</u> Introduction to inverted commas to punctuate direct speech</p>																				
<p><u>Reading Comprehension Focus</u></p>	<table border="1" data-bbox="568 523 1709 981"> <thead> <tr> <th colspan="2" data-bbox="568 523 1709 571">Content domain reference</th> </tr> </thead> <tbody> <tr> <td data-bbox="568 571 658 619">2a</td> <td data-bbox="658 571 1709 619">give / explain the meaning of words in context</td> </tr> <tr> <td data-bbox="568 619 658 667">2b</td> <td data-bbox="658 619 1709 667">retrieve and record information / identify key details from fiction and non-fiction</td> </tr> <tr> <td data-bbox="568 667 658 715">2c</td> <td data-bbox="658 667 1709 715">summarise main ideas from more than one paragraph</td> </tr> <tr> <td data-bbox="568 715 658 762">2d</td> <td data-bbox="658 715 1709 762">make inferences from the text / explain and justify inferences with evidence from the text</td> </tr> <tr> <td data-bbox="568 762 658 810">2e</td> <td data-bbox="658 762 1709 810">predict what might happen from details stated and implied</td> </tr> <tr> <td data-bbox="568 810 658 890">2f</td> <td data-bbox="658 810 1709 890">identify / explain how information / narrative content is related and contributes to meaning as a whole</td> </tr> <tr> <td data-bbox="568 890 658 938">2g</td> <td data-bbox="658 890 1709 938">identify / explain how meaning is enhanced through choice of words and phrases</td> </tr> <tr> <td data-bbox="568 938 658 981">2h</td> <td data-bbox="658 938 1709 981">make comparisons within the text</td> </tr> </tbody> </table>			Content domain reference		2a	give / explain the meaning of words in context	2b	retrieve and record information / identify key details from fiction and non-fiction	2c	summarise main ideas from more than one paragraph	2d	make inferences from the text / explain and justify inferences with evidence from the text	2e	predict what might happen from details stated and implied	2f	identify / explain how information / narrative content is related and contributes to meaning as a whole	2g	identify / explain how meaning is enhanced through choice of words and phrases	2h	make comparisons within the text
Content domain reference																					
2a	give / explain the meaning of words in context																				
2b	retrieve and record information / identify key details from fiction and non-fiction																				
2c	summarise main ideas from more than one paragraph																				
2d	make inferences from the text / explain and justify inferences with evidence from the text																				
2e	predict what might happen from details stated and implied																				
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole																				
2g	identify / explain how meaning is enhanced through choice of words and phrases																				
2h	make comparisons within the text																				
<p>Spring 1</p> 	<p>Driver Text: Flat Stanley: The Great Egyptian Grave Robbery</p>																				
	<p>Fiction</p> <p><u>Writing Focus</u> Descriptive writing creating a setting using the senses. *Rising Stars Vocabulary Activity- Page 26- How do we 'ly' words work?- Using adjectives and adverbs to describe characters*</p>	<p>Non-Fiction</p> <p><u>Writing Focus</u> Non-chronological report -making comparisons between Egypt- ancient and modern day.</p>	<p>Poetry</p> <p><u>Writing Focus</u> The Ancient Egyptians- Unknown Collect suitable words and phrases in order to write a poem in the shape of a pyramid where the words all link to the topic. Can be single words or sentences. The words on the page form the pyramid. Do not use an outline.</p>																		

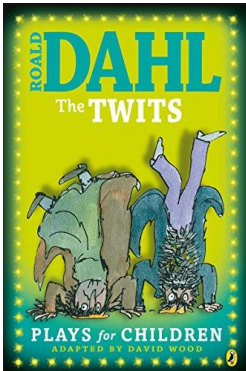
English Curriculum Long Term Plan Year 3

<p><u>Vocabulary, grammar and punctuation for Year 3</u></p>	<p><u>Word</u> Formation of nouns using a range of prefixes (e.g. 'super', 'anit', 'auto') Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)</p> <p><u>Sentence</u> Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) Prepositions (e.g. before, after, during, in, because of)</p> <p><u>Text</u> Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with- he went out to play)</p> <p><u>Punctuation</u> Introduction to inverted commas to punctuate direct speech</p>																				
<p><u>Reading Comprehension Focus</u></p>	<table border="1" data-bbox="568 860 1709 1318"> <thead> <tr> <th colspan="2" data-bbox="568 860 1709 906">Content domain reference</th> </tr> </thead> <tbody> <tr> <td data-bbox="568 906 658 954">2a</td> <td data-bbox="658 906 1709 954">give / explain the meaning of words in context</td> </tr> <tr> <td data-bbox="568 954 658 1002">2b</td> <td data-bbox="658 954 1709 1002">retrieve and record information / identify key details from fiction and non-fiction</td> </tr> <tr> <td data-bbox="568 1002 658 1050">2c</td> <td data-bbox="658 1002 1709 1050">summarise main ideas from more than one paragraph</td> </tr> <tr> <td data-bbox="568 1050 658 1098">2d</td> <td data-bbox="658 1050 1709 1098">make inferences from the text / explain and justify inferences with evidence from the text</td> </tr> <tr> <td data-bbox="568 1098 658 1145">2e</td> <td data-bbox="658 1098 1709 1145">predict what might happen from details stated and implied</td> </tr> <tr> <td data-bbox="568 1145 658 1225">2f</td> <td data-bbox="658 1145 1709 1225">identify / explain how information / narrative content is related and contributes to meaning as a whole</td> </tr> <tr> <td data-bbox="568 1225 658 1273">2g</td> <td data-bbox="658 1225 1709 1273">identify / explain how meaning is enhanced through choice of words and phrases</td> </tr> <tr> <td data-bbox="568 1273 658 1318">2h</td> <td data-bbox="658 1273 1709 1318">make comparisons within the text</td> </tr> </tbody> </table>			Content domain reference		2a	give / explain the meaning of words in context	2b	retrieve and record information / identify key details from fiction and non-fiction	2c	summarise main ideas from more than one paragraph	2d	make inferences from the text / explain and justify inferences with evidence from the text	2e	predict what might happen from details stated and implied	2f	identify / explain how information / narrative content is related and contributes to meaning as a whole	2g	identify / explain how meaning is enhanced through choice of words and phrases	2h	make comparisons within the text
Content domain reference																					
2a	give / explain the meaning of words in context																				
2b	retrieve and record information / identify key details from fiction and non-fiction																				
2c	summarise main ideas from more than one paragraph																				
2d	make inferences from the text / explain and justify inferences with evidence from the text																				
2e	predict what might happen from details stated and implied																				
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole																				
2g	identify / explain how meaning is enhanced through choice of words and phrases																				
2h	make comparisons within the text																				

English Curriculum Long Term Plan Year 3

<p>Spring 2</p> 	<p>Driver Text: The Egyptian Cinderella by Shirley Climo</p>		
<p><u>Vocabulary, grammar and punctuation for Year 3</u></p>	<p>Fiction</p> <p><u>Writing Focus</u> Retelling a traditional story using Egypt as the setting.</p> <p>*Rising Stars Vocabulary Activity- Page 34- Can we explore adverbs in fiction?*</p>	<p>Non-Fiction</p> <p><u>Writing Focus</u> Fact File on African animals using headings and sub headings.</p>	<p>Poetry</p> <p><u>Writing Focus</u> Sphinx- Acrostic Poem- Unknown</p> <p>To write an acrostic poem linked to Ancient Egypt.</p>
<p><u>Word</u> Formation of nouns using a range of prefixes (e.g. 'super', 'anit', 'auto') Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)</p> <p><u>Sentence</u> Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) Prepositions (e.g. before, after, during, in, because of)</p> <p><u>Text</u> Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with- he went out to play)</p> <p><u>Punctuation</u> Introduction to inverted commas to punctuate direct speech</p>			

English Curriculum Long Term Plan Year 3

<p>Reading Comprehension Focus</p>	<table border="1"> <thead> <tr> <th colspan="2">Content domain reference</th> </tr> </thead> <tbody> <tr> <td>2a</td> <td>give / explain the meaning of words in context</td> </tr> <tr> <td>2b</td> <td>retrieve and record information / identify key details from fiction and non-fiction</td> </tr> <tr> <td>2c</td> <td>summarise main ideas from more than one paragraph</td> </tr> <tr> <td>2d</td> <td>make inferences from the text / explain and justify inferences with evidence from the text</td> </tr> <tr> <td>2e</td> <td>predict what might happen from details stated and implied</td> </tr> <tr> <td>2f</td> <td>identify / explain how information / narrative content is related and contributes to meaning as a whole</td> </tr> <tr> <td>2g</td> <td>identify / explain how meaning is enhanced through choice of words and phrases</td> </tr> <tr> <td>2h</td> <td>make comparisons within the text</td> </tr> </tbody> </table>			Content domain reference		2a	give / explain the meaning of words in context	2b	retrieve and record information / identify key details from fiction and non-fiction	2c	summarise main ideas from more than one paragraph	2d	make inferences from the text / explain and justify inferences with evidence from the text	2e	predict what might happen from details stated and implied	2f	identify / explain how information / narrative content is related and contributes to meaning as a whole	2g	identify / explain how meaning is enhanced through choice of words and phrases	2h	make comparisons within the text
Content domain reference																					
2a	give / explain the meaning of words in context																				
2b	retrieve and record information / identify key details from fiction and non-fiction																				
2c	summarise main ideas from more than one paragraph																				
2d	make inferences from the text / explain and justify inferences with evidence from the text																				
2e	predict what might happen from details stated and implied																				
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole																				
2g	identify / explain how meaning is enhanced through choice of words and phrases																				
2h	make comparisons within the text																				
<p>Summer 1</p> 	<p>Driver Text: The Twits Playscript – Roald Dahl</p>																				
	<p>Fiction</p>	<p>Non- Fiction</p>	<p>Poetry</p>																		
	<p>Writing Focus Write a play using a familiar story as a starting point.</p>	<p>Writing Focus Recount a visit to a local place of interest.</p>	<p>Writing Focus The Railway Carriage- Robert Louis Stevenson</p> <p>Link to Geography topic and local History topic. Children to write a poem in the style of 'From a Railway Carriage' describing what they would see from a railway carriage on the Wirral.</p>																		
<p>Vocabulary, grammar and punctuation for Year 3</p>	<p>Word Formation of nouns using a range of prefixes (e.g. 'super', 'anit', 'auto') Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)</p> <p>Sentence</p>																				

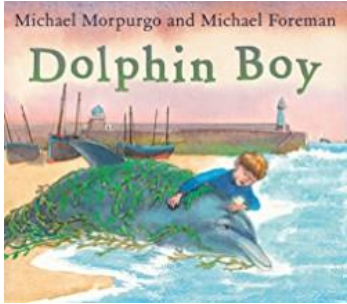
English Curriculum Long Term Plan Year 3

Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore)
 Prepositions (e.g. before, after, during, in, because of)
Text
 Introduction to paragraphs as a way to group related material
 Headings and sub-headings to aid presentation
 Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with- he went out to play)
Punctuation
 Introduction to inverted commas to punctuate direct speech

Reading Comprehension Focus

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

Summer 2



Driver Text: Dolphin Boy by Michael Morpurgo and Michael Foreman

Fiction	Non-Fiction	Poetry
<p>Writing Focus Adventure Stories. Write an alternative ending/ next chapter to this adventure story.</p> <p>*Rising Stars Vocabulary Activity- Page 16- Can we describe how animals move?*</p>	<p>Writing Focus Letter writing. Write a persuasive letter about dolphin conservation.</p>	<p>Writing Focus The River by Valarie Bloom.</p> <p>Write own river poems- pick four qualities/characters of a river. Use metaphors.</p> <p>*Rising Stars Vocabulary Activity- Page 36- Can we explore vocabulary in adventure stories?*</p>

English Curriculum Long Term Plan Year 3

<p><u>Vocabulary, grammar and punctuation for Year 3</u></p>	<p><u>Word</u> Formation of nouns using a range of prefixes (e.g. 'super', 'anit', 'auto') Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)</p> <p><u>Sentence</u> Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) Prepositions (e.g. before, after, during, in, because of)</p> <p><u>Text</u> Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with- he went out to play)</p> <p><u>Punctuation</u> Introduction to inverted commas to punctuate direct speech</p>																		
<p><u>Reading Comprehension Focus</u></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Content domain reference</th> </tr> </thead> <tbody> <tr> <td style="width: 5%; text-align: center;">2a</td> <td>give / explain the meaning of words in context</td> </tr> <tr> <td style="text-align: center;">2b</td> <td>retrieve and record information / identify key details from fiction and non-fiction</td> </tr> <tr> <td style="text-align: center;">2c</td> <td>summarise main ideas from more than one paragraph</td> </tr> <tr> <td style="text-align: center;">2d</td> <td>make inferences from the text / explain and justify inferences with evidence from the text</td> </tr> <tr> <td style="text-align: center;">2e</td> <td>predict what might happen from details stated and implied</td> </tr> <tr> <td style="text-align: center;">2f</td> <td>identify / explain how information / narrative content is related and contributes to meaning as a whole</td> </tr> <tr> <td style="text-align: center;">2g</td> <td>identify / explain how meaning is enhanced through choice of words and phrases</td> </tr> <tr> <td style="text-align: center;">2h</td> <td>make comparisons within the text</td> </tr> </tbody> </table>	Content domain reference		2a	give / explain the meaning of words in context	2b	retrieve and record information / identify key details from fiction and non-fiction	2c	summarise main ideas from more than one paragraph	2d	make inferences from the text / explain and justify inferences with evidence from the text	2e	predict what might happen from details stated and implied	2f	identify / explain how information / narrative content is related and contributes to meaning as a whole	2g	identify / explain how meaning is enhanced through choice of words and phrases	2h	make comparisons within the text
Content domain reference																			
2a	give / explain the meaning of words in context																		
2b	retrieve and record information / identify key details from fiction and non-fiction																		
2c	summarise main ideas from more than one paragraph																		
2d	make inferences from the text / explain and justify inferences with evidence from the text																		
2e	predict what might happen from details stated and implied																		
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole																		
2g	identify / explain how meaning is enhanced through choice of words and phrases																		
2h	make comparisons within the text																		
<p>Terminology</p>	<p>Adverb, preposition, conjunction Word family, prefix Clause, subordinating clause Direct, speech Consonant, consonant letter vowel, vowel letter Inverted commas (or speech marks)</p>																		