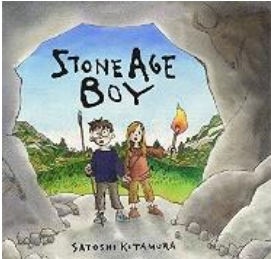
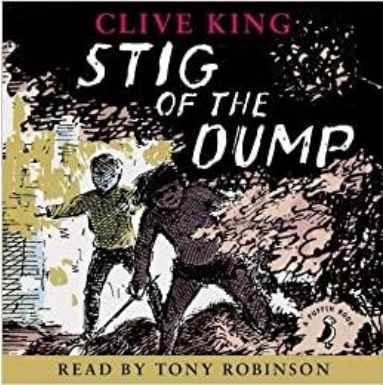


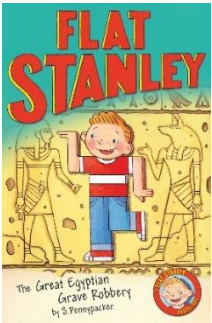
English Curriculum Long Term Plan Year 3

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		

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<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>																		
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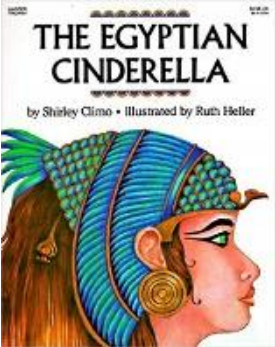
English Curriculum Long Term Plan Year 3

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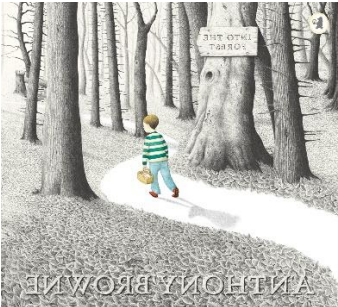
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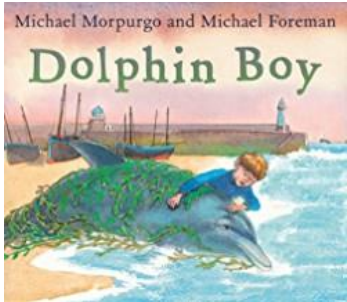
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<p>Spring 2</p> 	<p>Driver Text: The Egyptian Cinderella by Shirley Climo</p>		
<p><u>Vocabulary, grammar and punctuation for Year 3</u></p>	<p>Fiction</p> <p><u>Writing Focus</u> Retelling a traditional story using Egypt as the setting.</p> <p>*Rising 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>
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	<p>Fiction</p> <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>Non-Fiction</p> <p>Writing Focus Letter writing. Write a persuasive letter about dolphin conservation.</p>	<p>Poetry</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>																		
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English Curriculum Long Term Plan Year 3

	<p>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)</p> <p>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 Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore)</p> <p>Prepositions (e.g. before, after, during, in, because of)</p> <p>Text Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>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>Punctuation Introduction to inverted commas to punctuate direct speech</p>																		
<p>Reading Comprehension Focus</p>	<table border="1" data-bbox="568 647 1709 1107"> <thead> <tr> <th colspan="2" data-bbox="568 647 1709 695">Content domain reference</th> </tr> </thead> <tbody> <tr> <td data-bbox="568 695 658 743">2a</td> <td data-bbox="658 695 1709 743">give / explain the meaning of words in context</td> </tr> <tr> <td data-bbox="568 743 658 791">2b</td> <td data-bbox="658 743 1709 791">retrieve and record information / identify key details from fiction and non-fiction</td> </tr> <tr> <td data-bbox="568 791 658 839">2c</td> <td data-bbox="658 791 1709 839">summarise main ideas from more than one paragraph</td> </tr> <tr> <td data-bbox="568 839 658 887">2d</td> <td data-bbox="658 839 1709 887">make inferences from the text / explain and justify inferences with evidence from the text</td> </tr> <tr> <td data-bbox="568 887 658 935">2e</td> <td data-bbox="658 887 1709 935">predict what might happen from details stated and implied</td> </tr> <tr> <td data-bbox="568 935 658 1015">2f</td> <td data-bbox="658 935 1709 1015">identify / explain how information / narrative content is related and contributes to meaning as a whole</td> </tr> <tr> <td data-bbox="568 1015 658 1062">2g</td> <td data-bbox="658 1015 1709 1062">identify / explain how meaning is enhanced through choice of words and phrases</td> </tr> <tr> <td data-bbox="568 1062 658 1110">2h</td> <td data-bbox="658 1062 1709 1110">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
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<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>																		