



St Laurence's CE Primary School
English
Long Term Plan
Year 3



<p>Text Seal Surfer Michael Foreman</p> <p>Fiction</p> <p>GPS</p> <ul style="list-style-type: none"> • Group related ideas into paragraphs • Build a varied and rich vocabulary • Use prepositions to express time, place and cause • Introduce inverted commas to punctuate direct speech (one session) <p>Outcome</p> <p>To write a letter from the boy to his grandfather telling him about the events he has missed</p>	<p>Text Winter's Child Angela McAllister</p> <p>Fiction</p> <p>GPS</p> <ul style="list-style-type: none"> • Use conjunctions and adverbs to express, time, place and cause • Use a or an according to whether the next word begins with a vowel or consonant • In narratives, create characters, settings and plot • Use inverted commas to punctuate direct speech <p>Outcome</p> <p>To write a fantasy story based on a fable</p>	<p>Text Stone Age Boy Satoshi Kitamura</p> <p>Fiction</p> <p>GPS</p> <ul style="list-style-type: none"> • Form nouns with a range of prefixes • Use present and past tenses correctly and consistently including progressive and present perfect forms • Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters) • Build a varied and rich vocabulary <p>Outcome</p> <p>Write the story from the point of view of the boy</p>	<p>Text Big Blue Whale Nicola Davies</p> <p>Fiction</p> <p>GPS</p> <ul style="list-style-type: none"> • Use adverbs to express time, place and cause • Build an increasing range of sentence structures • Use headings and subheadings to aid presentation • Assess the effectiveness of own and others' writing <p>Outcome</p> <p>Write an informative article about whales persuading for the protection of the blue whale</p>	<p>Journey Aaron Becker</p> <p>Fiction</p> <p>GPS</p> <ul style="list-style-type: none"> • Use the present perfect form of verbs in contrast to the past tense • Use prepositions, conjunctions and adverbs to express time, place and cause (demonstrating some awareness of purpose through selection of relevant content) • Group related ideas into paragraphs • Use a or an according to whether the next word begins with a noun or a consonant <p>Outcome</p> <p>Write an adventure story based on Journey using the language of Berlie Doherty</p>	<p>Text Zeraffa Giraffa Diane Hoffmeyer</p> <p>Fiction</p> <p>GPS</p> <ul style="list-style-type: none"> • Build an increasing range of sentence structures • In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation • Use present and past tenses correctly and consistently including the progressive form (Y2) and the present perfect form (Y3) <p>Outcome</p> <p>Plan and write a persuasive guide for visiting Zeraffa at the Jardin des Plantes in Paris</p>
<p>Spelling Review/Mastery Focus</p> <ul style="list-style-type: none"> • Common exception words • Word list – years 3 and 4 	<p>Spelling Review/Mastery Focus</p> <ul style="list-style-type: none"> • Common exception words • Word list – years 3 and 4 	<p>Spelling Review/Mastery Focus</p> <ul style="list-style-type: none"> • Common exception words • Word list – years 3 and 4 	<p>Spelling Review/Mastery Focus</p> <ul style="list-style-type: none"> • Common exception words (Y2) • Word list – years 3 and 4 	<p>Spelling Review/Mastery Focus</p> <ul style="list-style-type: none"> • Common exception words – year 2 • Word list – years 3 and 4 	<p>Spelling Review/Mastery Focus</p> <ul style="list-style-type: none"> • Common exception words – year 2 • Word list – years 3 and 4



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<ul style="list-style-type: none"> • Adding the endings -ing, -ed to words of one syllable ending where no change is needed to the root word • Adding -ing, -ed to words of one syllable ending in vowel consonant (Y2*) • Adding -ing, -ed to a root word ending in y (Y2*) • Adding -ing, -ed to words ending in e (Y2*) • The suffixes -ment, -ness, -ful, -less and -ly • Adding suffixes beginning with vowel letters to words of more than one syllable • The suffixes -ment, -ness, -ful, -less and -ly (to root words ending in -y) • Adding suffixes beginning with vowel letters to words of more than one syllable • The sound /l/ or /əl/ sound spelt -al and -il at the end of words • The suffix -ly (added straight on to most root words and root word 	<ul style="list-style-type: none"> • The /aɪ/ sound spelt -y at the end of words • Adding -es to nouns and verbs ending in -y (Y2 mastery) • The /i:/ sound spelt -ey • Words with the /eɪ/ sound spelt ei, eigh, or ey • The /ɔ/ sound spelt a after w- and qu- • Words with the /eɪ/ sound spelt ei, eigh, or ey • Homophones and near-homophones (Y2) • Homophones and near-homophones • Homophones and near-homophones (Y2) • Personal spelling log 	<ul style="list-style-type: none"> • Adding the prefix un- • More prefixes: dis • Adding the prefix un-, dis- • More prefixes: mis-, in-, re- • More prefixes: dis-, mis-, in-, re- • More prefixes: sub-, inter-, super • The /s/ sound spelt c before e, i and y • More prefixes: anti-, auto • The /ɔ:/ sound spelt a before l and ll • Use the forms a or an according to whether the next word begins with a consonant or a vowel 	<ul style="list-style-type: none"> • Contractions (high frequency and common exception words) • Contractions (Y2*) • The /ʌ/ sound spelt o • The /ʌ/ sound spelt ou • Words ending in -tion • Word families based on common words • Homophones and near-homophones (Y2 mastery) • Homophones and near-homophones • Homophones and near-homophones (Y2 mastery) • Personal Spelling Log 	<ul style="list-style-type: none"> • The /ʒ/ sound spelt s • Words with endings sounding like /ʒə/ or /tʃə/ (-sure and -ture) • The /dʒ/ sound spelt as -ge and -dge at the end of words • Words with endings sounding like /ʒə/ or /tʃə/ (-sure and -ture) • The /n/ sound spelt kn and (less often) gn at the beginning of words • Endings which sound like /ʒən/, spelt as -sion • The /r/ sound spelt wr at the beginning of words • Endings which sound like /ʒən/, spelt as -sion • The /ɜ:/ sound spelt or after w • The possessive apostrophe (singular nouns) (Y2*) 	<ul style="list-style-type: none"> • The /ɔ:/ sound spelt ar after w • The /ɪ/ sound spelt y elsewhere than at the end of words • Adding -ing, -ed, -er, -est, -en to words • Word families based on common words • The suffixes -ment, -ness, -ful, -less and -ly • Contractions (year 2*) • Homophones and near-homophones (year 2) • Homophones and near-homophones • Homophones and near-homophones (year 2) • Personal Spelling Log
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<p>ending in -y with a consonant letter before it)</p> <ul style="list-style-type: none">• The sound /l/ or /əl/ sound spelt -el and -le at the end of words• The suffix -ly (root word ending with -le, root word ending in -ic and other exceptions)					
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