

Year 3 Long Term Literacy Plan

Purple = ongoing objectives

NB: Unit coverage is subject to change as the catch up of curriculum objectives progresses and planning is developed further

Spoken Language	Reading – Word Reading	Reading – Comprehension	Writing - composition	Writing – Vocabulary, Grammar and Punctuation
<ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) select and use appropriate registers for effective communication. 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read 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 preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] <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 asking questions to improve their understanding of a text 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 identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], Expressing time, place and cause using adverbs [for example, <i>then, next, soon, therefore</i>], Expressing time, place and cause using prepositions [for example, <i>before, after, during, in, because of</i>] using the present perfect form of verbs in contrast to the past tense Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, <u>an</u> open box</i>] Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Using and punctuating direct speech - Introduction to inverted commas to punctuate direct speech <p>Terminology for Pupils (Statutory) preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks') Challenge vocab – present perfect tense</p> <p>Writing - Transcription (Handwriting)</p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that

lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Unit/Term	Text link	Extended writing opportunities <ul style="list-style-type: none"> Fiction Non-fiction Big Write Poetry 	Writing – Vocabulary, Grammar and Punctuation	Writing – Composition	Reading opportunities Comprehension	Spoken Language opportunities/activities
Creating characters – introductory topic Autumn 1 (1 weeks)		Character descriptions	Recapping 'high 5' sentences and Year 2 objectives (KS1 – capital letter, full stop, finger spaces, neat handwriting, makes sense)	<ul style="list-style-type: none"> organising paragraphs around a theme in narratives, creating settings, characters and plot RECAP - adjectives 		Creating word banks, sharing ideas
The Worst Witch Autumn 1 (5 weeks)	The Worst Witch – Jill Murphy	Fiction – describing characters Fiction – setting description Big Write – story writing	<ul style="list-style-type: none"> Expressing time, place and cause using adverbs [for example, then, next, soon, therefore], Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] Introduction to paragraphs as a way to group related material Using and punctuating direct speech - Introduction to inverted commas to punctuate direct speech 	plan their writing by: <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas draft and write by: <ul style="list-style-type: none"> organising paragraphs around a theme in narratives, creating settings, characters and plot <i>Introduce similes</i>	<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	Reading aloud, discussing the story e.g. predictions. What could Mildred have done wrong? Discussion of an illustration
Poetry Autumn 2 (2 weeks)	The Sound Collector – Roger McGough	P – write a poem in the style of Roger McGough	Recap Y2 vocabulary – word types/definitions	<ul style="list-style-type: none"> evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements 	<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<ul style="list-style-type: none"> participate in discussions, presentations, performances, role-play, improvisations and debates select and use appropriate registers for effective

				<p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) <p><i>Read aloud own poem to class</i></p> <ul style="list-style-type: none"> <i>Rhyming</i> <i>Alliteration</i> <i>Onomatopoeia</i> <i>Rhythm</i> 	<ul style="list-style-type: none"> preparing poems and play-scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<p>communication – performing poems</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers
<p>Non-fiction Autumn 2 (2 weeks)</p> <p>Week 1 – Bonfire night Week 2 – All Around the World (CCL link)</p>	<p>Texts taken from '50 shared texts NON-FICTION Year 3'</p> <p>Fact-files saved in planning folder</p>	NF – Fact-file about France	<ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation 	<ul style="list-style-type: none"> draft and write by: organising paragraphs around a theme in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 	<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes 	<p>Reading aloud – echo reading</p> <p>Discussing features</p>
<p>Quests Autumn 2 (3 weeks)</p>	<p>Used 'The Good Night' – short film</p>	<p>F – Describe character feelings</p> <p>F – Describe character (knight)</p> <p>F – Describe setting</p> <p>F – Middle and end of a quest story (Big Write)</p>	<p>The following objectives are taught via when/where/how openers:</p> <ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], Expressing time, place and cause using adverbs [for 	<ul style="list-style-type: none"> in narratives, creating settings, characters and plot Introduction to paragraphs as a way to group related material <p><i>Descriptive language</i></p>	<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<p>Zone of relevance – linked to setting</p> <ul style="list-style-type: none"> give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

			<p>example, then, next, soon, therefore]</p> <ul style="list-style-type: none"> Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] Recap Y2 tenses – <i>past/present</i> 	<i>Character feeling</i>		
<p>Diary writing – Elf on the shelf</p> <p>Autumn 2</p> <p>(2 weeks)</p>		<p>F – Diary entries (daily) – creating a booklet of diary entries</p>	<ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Expressing time, place and cause using adverbs [for example, then, next, soon, therefore], Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], 	<p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas in narratives, creating settings, characters and plot <p>draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) 		<p>Rehearsing sentences in 1st person</p> <p>Discussing ideas/what happened</p>
<p>Poetry</p> <p>Spring 1</p> <p>(3 weeks)</p>	<p>The Black Hat</p> <p>The Yellow Bag</p>	<p>F - Retell a familiar story (The Black Hat)</p> <p>F – Retell a familiar story (Big Write - The Yellow Bag)</p>	<ul style="list-style-type: none"> Prepositions Direct speech Inverted commas (or ‘speech marks’) Using and punctuating direct speech - Introduction to inverted commas to punctuate direct speech <p>RECAP Y2 - Adverbs</p> <ul style="list-style-type: none"> Conjunctions Adjectives <p>Poetry toolkit – onomatopoeia, alliteration</p>	<ul style="list-style-type: none"> In narratives, creating settings, characters and plot 	<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<ul style="list-style-type: none"> Listening to, identifying feature and reflecting on poem audio – discussing poem video
<p>Dinosaurs</p> <p>Spring 1/2</p>	<p>Range of non-fiction books</p>	<p>NF - Big Write – non-chronological report</p>	<ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range 	<ul style="list-style-type: none"> Introduction to paragraphs as a way to group related material <p>Plan their writing by:</p>	<ul style="list-style-type: none"> Read books that are structured in different ways 	<p>Radio broadcasts – rehearsing and recording/performing</p>

	'Dinosaur world' non-fiction book		<p>of conjunctions, including when, if, because, although</p> <ul style="list-style-type: none"> Expressing time, place and cause using adverbs [for example, then, next, soon, therefore], Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] 	<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 	<ul style="list-style-type: none"> Using dictionaries to check the meaning of words that they have read Identifying words and phrases that capture the readers' interest Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) select and use appropriate registers for effective communication. use relevant strategies to build their vocabulary
Poetry Spring 2 (2 weeks)	<p>Range of animal poems</p> <ul style="list-style-type: none"> The Shadow Cat Dragonfly Out in the Sun Home for Nervous Newts' Bossy Baboon Alligator 	Free verse poem (the Elephant)	<p>Recap Y2 - verbs, adverbs, nouns</p> <p><i>Analysing poems – alliteration, , similes, metaphors, onomatopoeia, repetition etc.</i></p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas 	<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] Identifying how language, structure, and presentation contribute to meaning 	<p>Reading poems/performance (DARTs)</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers use relevant strategies to build their vocabulary gain, maintain and monitor the interest of the listener(s) select and use appropriate registers for effective communication.

					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	
Summer 1 Pirates (6 weeks)	Jake Jellicoe (Joanna Nadin) Captain Wag the Pirate Dog'	N – Pirate story (ending as Big Write) (Writing chapters in lessons)	<ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], Expressing time, place and cause using adverbs [for example, then, next, soon, therefore], Expressing time, place and cause using prepositions [for example, before, after, during, in, because of 	<ul style="list-style-type: none"> in non-narrative material, using simple organisational devices [for example, headings and sub-headings] organising paragraphs around a theme in narratives, creating settings, characters and plot discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas 	<ul style="list-style-type: none"> 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 discussing words and phrases that capture the reader's interest and imagination drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> Pirate acting Discussion of book (characters/plot)
Summer 2 Chocolate (5 weeks)	Charlie and the Chocolate Factory (Roald Dahl)	NF – Persuasive advert N – Diary writing, character/setting descriptions	<ul style="list-style-type: none"> Clause Subordinate clause Consolidation of all Year 3 SPaG objectives Thesaurus work. 	<ul style="list-style-type: none"> in non-narrative material, using simple organisational devices [for example, headings and sub-headings] organising paragraphs around a theme in narratives, creating settings, characters and plot discussing writing similar to that which they are planning to write in order to understand and learn from 	<ul style="list-style-type: none"> 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 discussing words and phrases that capture the reader's interest and imagination 	<p>Advert (writing/creating) Discussion of book (characters/plot)</p> <ul style="list-style-type: none"> participate in discussions, presentations, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) select and use appropriate registers for effective communication.

				its structure, vocabulary and grammar • discussing and recording ideas	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence identifying how language, structure, and presentation contribute to meaning 	
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Cross curricular Literacy opportunities

Topic (CCL)	Topic (Science)	Writing and genre	Reading	Speaking and Listening
Puppets	Light	Letter to the puppet makers – which materials to use Investigations – organising writing under headings		On-going discussions during investigations - Science
Around the World		Note making NF - Putting sentences into paragraphs F - Diary entry See Literacy – Non-fiction topic	Geography Success 1 – reading and making notes on regions of the world.	
	Magnets	Investigations – organising writing under headings Instructions – method write up		On-going discussions during investigations - Science
	Animals including humans	NF – organising writing under headings		On-going discussions during investigations - Science
	Plants	Non-fiction report about part of plants		On-going discussions during investigations - Science
Dinosaurs		Literacy unit	See DARTs planning / Literacy unit	
Vikings		Written report on Viking life/clothes/jobs.		
	Rocks and Soils	Written explanations		On-going discussions during investigations - Science
Chocolate		Literacy unit (Charlie and the Chocolate Factory) Written report – comparing countries	Literacy unit	