

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

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"> <li>Fiction</li> <li>Non-fiction</li> <li>Big Write</li> <li>Poetry</li> </ul>	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"> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>RECAP - adjectives</li> </ul>		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"> <li>Expressing time, place and cause using adverbs [for example, then, next, soon, therefore],</li> <li>Expressing time, place and cause using prepositions [for example, before, after, during, in, because of]</li> <li>Introduction to paragraphs as a way to group related material</li> <li>Using and punctuating direct speech - Introduction to inverted commas to <b>punctuate</b> direct speech</li> </ul>	plan their writing by: <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> draft and write by: <ul style="list-style-type: none"> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> </ul> <i>Introduce similes</i>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, <del>poetry, plays, non-fiction and reference books or textbooks</del></li> </ul>	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"> <li>evaluate and edit by:</li> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> </ul>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, <del>poetry, plays, non-fiction and reference books or textbooks</del></li> </ul>	<ul style="list-style-type: none"> <li>participate in discussions, <del>presentations, performances, role-play, improvisations and debates</del></li> <li>select and use appropriate registers for effective</li> </ul>

				<p>plan their writing by:</p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> </ul> <p><i>Read aloud own poem to class</i></p> <ul style="list-style-type: none"> <li><i>Rhyming</i></li> <li><i>Alliteration</i></li> <li><i>Onomatopoeia</i></li> <li><i>Rhythm</i></li> </ul>	<ul style="list-style-type: none"> <li>preparing poems and <del>play-scripts</del> to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul>	<p>communication – performing poems</p> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> </ul>
<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"> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>Introduction to paragraphs as a way to group related material</li> <li>Headings and sub-headings to aid presentation</li> </ul>	<ul style="list-style-type: none"> <li>draft and write by:</li> <li>organising paragraphs around a theme</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul>	<ul style="list-style-type: none"> <li><del>listening to and discussing a wide range of fiction, poetry, plays,</del> non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<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"> <li>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because],</li> <li>Expressing time, place and cause using adverbs [for</li> </ul>	<ul style="list-style-type: none"> <li>in narratives, creating settings, characters and plot</li> <li>Introduction to paragraphs as a way to group related material</li> </ul> <p><i>Descriptive language</i></p>	<ul style="list-style-type: none"> <li><del>listening to and discussing a wide range of fiction, poetry, plays,</del> non-fiction and reference books or textbooks</li> </ul>	<p>Zone of relevance – linked to setting</p> <ul style="list-style-type: none"> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> </ul>

			<p>example, then, next, soon, therefore]</p> <ul style="list-style-type: none"> <li>Expressing time, place and cause using prepositions [for example, before, after, during, in, because of]</li> <li>Recap Y2 tenses – <i>past/present</i></li> </ul>	<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"> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>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]</li> <li>Expressing time, place and cause using adverbs [for example, then, next, soon, therefore],</li> <li>Expressing time, place and cause using prepositions [for example, before, after, during, in, because of]</li> <li>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because],</li> </ul>	<p>plan their writing by:</p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> <li>in narratives, creating settings, characters and plot</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> </ul>		<p>Rehearsing sentences in 1<sup>st</sup> 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"> <li>Prepositions</li> <li>Direct speech</li> <li>Inverted commas (or ‘speech marks’)</li> <li>Using and punctuating direct speech - Introduction to inverted commas to <b>punctuate</b> direct speech</li> </ul> <p>RECAP Y2 - Adverbs</p> <ul style="list-style-type: none"> <li>Conjunctions</li> <li>Adjectives</li> </ul> <p>Poetry toolkit – onomatopoeia, alliteration</p>	<ul style="list-style-type: none"> <li>In narratives, creating settings, characters and plot</li> </ul>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, <del>plays,</del> <del>non-fiction and reference books or textbooks</del></li> </ul>	<ul style="list-style-type: none"> <li>Listening to, identifying feature and reflecting on poem audio – discussing poem video</li> </ul>
<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"> <li>Extending the range of sentences with more than one clause by using a wider range</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to paragraphs as a way to group related material</li> </ul> <p>Plan their writing by:</p>	<ul style="list-style-type: none"> <li>Read books that are structured in different ways</li> </ul>	<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"> <li>Expressing time, place and cause using adverbs [for example, then, next, soon, therefore],</li> <li>Expressing time, place and cause using prepositions [for example, before, after, during, in, because of]</li> <li>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]</li> </ul>	<ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>organising paragraphs around a theme</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul>	<ul style="list-style-type: none"> <li>Using dictionaries to check the meaning of words that they have read</li> <li>Identifying words and phrases that capture the readers' interest</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>select and use appropriate registers for effective communication.</li> <li>use relevant strategies to build their vocabulary</li> </ul>
Poetry Spring 2 (2 weeks)	<p>Range of animal poems</p> <ul style="list-style-type: none"> <li>The Shadow Cat</li> <li>Dragonfly Out in the Sun</li> <li>Home for Nervous Newts'</li> <li>Bossy Baboon Alligator</li> </ul>	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"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of <del>fiction, poetry, plays, non-fiction and reference books or textbooks</del></li> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>Identifying how language, structure, and presentation contribute to meaning</li> </ul>	<p>Reading poems/performance (DARTs)</p> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>use relevant strategies to build their vocabulary</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>select and use appropriate registers for effective communication.</li> </ul>

					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"> <li>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because],</li> <li>Expressing time, place and cause using adverbs [for example, then, next, soon, therefore],</li> <li>Expressing time, place and cause using prepositions [for example, before, after, during, in, because of</li> </ul>	<ul style="list-style-type: none"> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul>	<ul style="list-style-type: none"> <li>increasing their familiarity with a wide range of books, including <del>fairy stories</del>, myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>Pirate acting</li> <li>Discussion of book (characters/plot)</li> </ul>
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"> <li>Clause</li> <li>Subordinate clause</li> <li>Consolidation of all Year 3 SPaG objectives</li> <li>Thesaurus work.</li> </ul>	<ul style="list-style-type: none"> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>discussing writing similar to that which they are planning to write in order to understand and learn from</li> </ul>	<ul style="list-style-type: none"> <li>increasing their familiarity with a wide range of books, including <del>fairy stories</del>, myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> </ul>	<p>Advert (writing/creating) Discussion of book (characters/plot)</p> <ul style="list-style-type: none"> <li>participate in discussions, presentations, role play, improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>select and use appropriate registers for effective communication.</li> </ul>

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