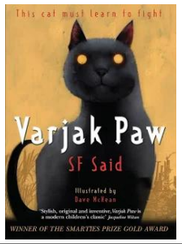
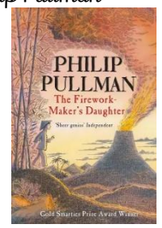
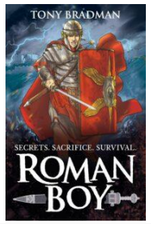
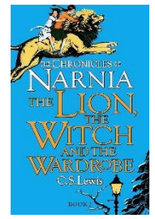
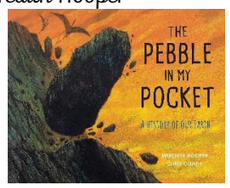
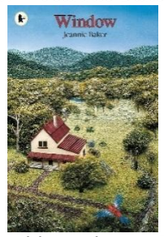
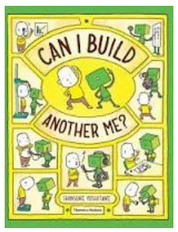
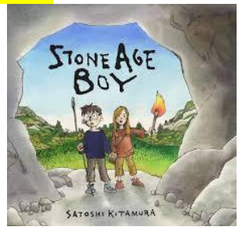
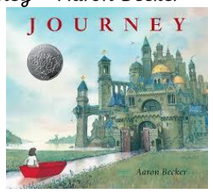
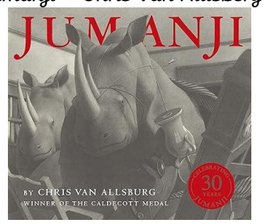
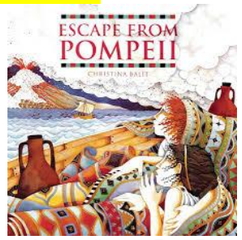
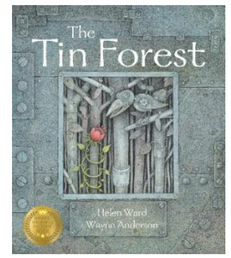
Year 3 English LTP

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	History Geography Science	The Ancient Civilisations Rocks	 Local Land Use Animals including Humans	Stone Age to Iron Age Forces	 Volcanoes Plants	The Romans Light	Regional Study and European Comparison – Italy. Inventors
Whole Class Reading Texts		How to Train Your Dragon – Cressida Cresswell 	Varjak Paw – S. F. Said 	The Wild Way Home – Sophie Kirtley 	The Firework Makers Daughter – Philip Pullman 	Roman Boy – Tony Bradman 	The Lion, the Witch and the Wardrobe – C. S. Lewis 
Key texts/writing stimulus		The Pebble in my pocket – Meredith Hooper  How Winston Delivered Christmas – Alex T. Smith 	Window – Jeannie Baker  Can I build Another Me? Shinsuke Yoshitake 	Stone Age Boy – Satoshi Kitamura  The Iron Man – Ted Hughes 	Journey – Aaron Becker  Jumanji – Chris Van Allsberg 	Escape from Pomepeii – Christine Balit  Ocean Meets Sky – Eric Fan 	The Tin Forest – Helen Ward  The Rhythm of the Rain – Grahame Baker-Smith
Stages of Writing		**Writing Skills** 1. Engage with a stimulus, identify the key features / grammatical elements of texts / use of language & vocabulary. Focus on outcome for the week. 2. Analyse and breakdown grammatical concepts 3. Draft and apply grammatical understanding using clear modelled examples, building on understanding through clear scaffolding.			**Flourishing Writers** 4. Compose written outcome within Flourishing Writers books, focusing on genre and inclusion of grammatical features. 5. Utilising success criteria, work is edited using purple pen to address any misconceptions in sentence structure and use of vocabulary, whilst up levelling.		

Year 3 English LTP

Ongoing writing objectives throughout year	**Year 3**	**Ongoing objectives across Year 3:** Plan writing: • discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discuss and record ideas using simple planning frames Draft and write Evaluate and edit, including proposing changes to grammar and vocabulary to improve consistency • Proof-read for spelling and punctuation errors					
Composition	**Year 3**	**Composition:** • In narratives, create settings • In narratives develop understanding of characters and how authors convey characters • (Y2) Orally compose and rehearse sentences before writing • (Y2) Re-read to check that their writing makes sense; including consistent use of tense • (Y2) leaving spaces between words that reflect size of letters • Introduce organisational devices of headings and sub headings appropriate to the text form • Begin to assess the effectiveness of others' writing with reference to writing plan • Proof read to ensure correct use of capital letters, full stops and question marks to demarcate sentences • (Y2) Continue to leave spaces between words that reflect size of letters	**Composition:** • In narratives, create characters • Continue to orally compose and rehearse sentences before writing • Orally compose and rehearse new sentence structure knowledge before writing • Recognise correct subject/verb agreement (e.g. We are/I am, There are/There is) in spoken language • (Y2) Leave spaces between words that reflect size of letters • Introduce paragraphs to organise information writing • Develop organisational devices of headings and sub headings related to the text form • (Y2) Re-read to check that their writing makes sense; including consistent use of tense • Assess the effectiveness of others' writing with reference to planning • Proof read to ensure use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Read aloud their poetry, to a group or the whole class, using appropriate intonation	**Composition:** • In narrative, create characters and plot • Orally compose and rehearse sentences ahead of writing • Continue to develop use of paragraphs to organise related information • Continue to assess the effectiveness of others' writing with reference to agreed success criteria • Re-read to check that writing makes sense, including consistent use of verb forms (simple and progressive from Y2) • Proof read to ensure accurate sentence demarcation: capital letters, full stops, question marks and exclamation marks • Recognise correct subject/ verb agreement (e.g. We are/ I am, There are/ There is) in spoken language • (Y2) Leave spaces between words that reflect size of letters	**Composition:** • In narratives, creating setting, characters and plot • Further develop orally composing and rehearsing new sentence structure knowledge before writing • Develop vocabulary choices through word families based on common words, showing how words are related in form and meaning in spoken and written form • Organise writing into paragraphs for non-fiction compositions • Continue to develop the use of organisational devices (headings and sub headings) to support the reader • Begin to suggest improvements linked to evaluation of effectiveness for others' writing • (Y2) Continue to focus on leaving spaces between words that reflect size of letters • Proof read to ensure correct application of all KS1 punctuation • Recognise correct subject/verb agreement (e.g. We are/I am, There are/There is) in spoken language	**Composition:** • Continue to organise writing into paragraphs for non-chronological reports • Identify cohesion within and across sentences. • Continue to orally compose and rehearse new sentence and expand structures before writing • Identify correct subject/verb agreement (e.g. We are/I am, etc) *where used* • Begin to assess the effectiveness of own writing with reference to planning • Discuss poetry writing similar to that which they are planning to write and use models to provide given structure • Read aloud own poetry, to a group/ the whole class, using intonation & volume • Suggest improvements linked to evaluation of effectiveness of own writing Consider the writing style and authorial voice developed in model text based on structure, vocabulary and grammar	**Composition:** • Explore models to understand and learn from their structure, vocabulary and grammar • Organise writing into paragraphs • Proof-read to ensure correct application of all KS1 punctuation • Recognise correct subject/verb agreement (e.g. We are/I am, There are/There is) in spoken language • Continue to assess the effectiveness of own writing with reference to original planning and make suggested improvements • Revisit orally composing and rehearsing sentences ahead of writing • Explore models to understand and learn from their structure, vocabulary and grammar • Record ideas linked to 'real experience' using familiar planning template • Re-read to check that their writing makes sense and that verb tense is consistent
Grammar and punctuation	**Year 3** **New learning** **Recap/refine**	**Grammar & punctuation:** • (Y2) Revisit co-ordinating conjunctions to join clauses • (Y2) Revisit using expanded noun phrases to describe for the reader • (Y2) Punctuate sentences with capital letters and full stops • (Y2) Reintroduce using statement sentences • (Y2) Revisit commas to separate items in a list • (Y2) Continue to secure apostrophes for contractions	**Grammar & punctuation:** • Begin to expand sentences using conjunctions to express cause • (Y2) Revisit apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns • Introduce expanding sentences using prepositions to express place • (Y2) Use a combination of co-ordinating and subordinating conjunctions to join clauses - building on conjunctions introduced in Autumn 1	**Grammar & punctuation:** • Begin to identify 'a' or 'an' according to whether the next word begins with a consonant or a vowel • Begin to expand sentences using adverbs to express time in narratives • Continue to expand sentences using prepositions to express place • Begin to identify how inverted commas can be used to punctuate direct speech • (Y2) Revisit apostrophes to mark where letters are missing in	**Grammar & punctuation:** • Develop the use of inverted commas to punctuate direct speech begin to identify how inverted commas can be used to punctuate direct speech • Continue to identify correct use of 'a' or 'an' through proof reading • Further practise using full range of KS1 punctuation to demarcate sentences and support the reader • Develop expanded sentences using adverbs to express time in narrative	**Grammar & punctuation:** • Begin to identify the present perfect form of verbs instead of the simple past • Vary sentence structure by using a range of conjunctions, adverbs and prepositions to support cohesion and to add detail • Continue to proofread to ensure correct application of all KS1 punctuation • Embed correct use of 'a' or 'an' when proof reading • Expand and select new vocabulary	**Grammar & punctuation:** • Vary sentence structure by using a range of conjunctions, adverbs and prepositions to support cohesion and to add detail • Recognise the use of commas to separate main and subordinating clauses • Focus on maintaining consistent tense across whole composition; including present perfect form • Use 'a' or 'an' according to whether the next word begins with a consonant or a vowel

Year 3 English LTP

		• Introduce expanding sentences using conjunctions (subordinating and coordinating)	• (Y2) Use expanded noun phrases to specify information for the reader • (Y2) Continue to focus on basic sentence demarcation with capital letters and full stops • (Y2) Reintroduce using question sentences and question marks • Expand sentences using conjunctions • (Y2) Use expanded noun phrases to provide detail for the reader	spelling and to mark singular possession in nouns	• Expand phrases and sentences using expanded noun phrases and adverbs to provide detail for the reader	• Revisit and identify difference between sentence types (statement, question, command and exclamation) and incorporate range into own writing • Continue to vary sentence structure by using a range of conjunctions, adverbs and prepositions to support cohesion and to add detail	•
Rainbow Grammar								

Understand a main clause as a clause that may function independently as a sentence

Join 3 predicates with a comma and a coordinating conjunction

■ ■ △ ■ △ ■ ■

The boy fumbled through his bag, found the old key and pushed it into the lock.

Separate a fronted adverbial with a comma

That night, the moon shone.

Begin a sentence with a linking adverb

■ ■ ■ ■

Soon the sky was as black as pitch.

Begin a sentence with a simile (a 'how' adverbial phrase), separating with a comma

■ ■ ■ ■

Like a ghost, the moon drifted across the sky.
As quiet as a mouse, the boy tiptoed across the garden.

Use direct thought in a sentence, punctuating with inverted commas (speech marks)

■ ■ ■ ■

"Is it safe in here?" the boy wondered.

Understand an adverbial clause as a subordinate clause that starts with a subordinating conjunction

Separate an adverbial clause with a comma when it starts a sentence

■ ■ ■ ■

When the boy pushed it, the gate creaked.

Understand a non-finite clause as a subordinate clause that starts with a verb

Use an -ing non-finite clause after a main clause, separating with a comma

■ ■ ■ ■

The moon hung in the sky, casting a sickly light over the world.

Start a sentence with an -ing non-finite clause, separating with a comma

■ ■ ■ ■

Casting a sickly light over the world, the moon hung in the sky.

Understand a subordinate clause as a clause that does not function independently as a sentence

Use an apostrophe to mark plural possession

Rats' eyes glittered in the darkness.

Know and use ordinal determiners

first second third fifth tenth thirteenth hundredth

Use adjectives of sound

loud quiet shrill melodic

Use adjectives of touch

icy rough smooth sticky

Use precise nouns

tree > oak flower > daisy
insect > moth

Understand a pronoun as a single word that replaces a noun or noun phrase

Know and use the following subjective pronouns (function as subjects) and objective pronouns (function as objects)

subjective	I	you	he	she	it	we	they	
objective	me	you	him	her	it	us	them	

Use the present perfect tense, using the form: *to have +ed*

have walked has walked
have caught has caught

Know and use a range of reporting verbs

yelled shrieked murmured

Understand a clause as a structure that contains a single verb or verb phrase

Understand a preposition as a single word that starts an adverbial phrase

Know and use the following prepositions

among beneath beyond by during for like throughout until

Know and use the following linking adverbs

next now soon then

Understand an adverbial phrase as a group of words that describes how, when or where a verb happens

Use *like* and *as*... *as* to create similes

like a shadow **as** old **as** time

Understand a coordinating conjunction as a single word that joins two equal sentence elements

Understand a subordinating conjunction as a word (or phrase) that introduces an adverbial clause

Know and use the following subordinating conjunctions

after although before as just as while