**YEAR 3 LONG TERM ENGLISH PLAN (2022-2023)**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Texts** |  | C:\Users\ayates\Local Settings\Temporary Internet Files\Content.MSO\2406282E.tmp | Gilgamesh |  | C:\Users\ayates\Local Settings\Temporary Internet Files\Content.MSO\7DAAB894.tmp | Escape from Pompeii : Balit, Christina: Amazon.co.uk: Books |
| **Writing purpose** | *The Day the Crayons Quit:*  ***Main outcome: Letter to inform***  *Short writing opportunities:*  - Letter  - sentences for feelings and emotions of character | *The Iron Man*  ***Main outcome 1: Narrative***  *Short writing opportunities:*  *-character description*  *-setting description*  *-Story map*  *-sentence openers* | *Stone Age Tales The Great Cave*  ***Main outcome 1: Recount***  *Short writing opportunities:*  -Alternative recount  ***Main outcome 2: Non-chronological report***  *Short writing opportunities:*  ***-****Sentences in present to past tense*  *-Sentences using 1st and 3rd person*  *-structure of paragraphs and subheadings* | *How to Wash a Woolly Mammoth*  ***Main outcome : Instructions***  *Short writing opportunities:*  *-Instructions for How to Wash a Woolly Mammoth* | *The Silence Seeker*  *M****ain outcome: Narrative***  *Short writing opportunities*   * *Setting descriptions (Expanded noun phrases for key parts in the text).* * *Shared writing for middle section of story.* | ***Escape to Pompeii***  ***Main outcome 1:***  *Narrative*  *Short writing opportunities*   * *Dialogue for a scene in narrative* * *Setting description*   ***Main outcome 2:******Persuasive letter***  *Short writing opportunities:*   * *AFOREST sentences to persuade* * *Letter to Goldilocks to persuade.* * *invade against romans (history links)* |
| **Grammar Focus**  **Alan Peat sentence type** | Use conjunctions and, but, so, or, because. | 2A sentences (adjectives)  Similes | Expressing the time, place and cause using conjunctions (e.g. when, so, before,after, while, because), adverbs (e.g. then, next, soon, therefore), or prepositions(e.g. before, after, during,in, because)  Conjunctions | Prepositions  Imperative verbs  Time connectives | Expanded noun phrases  Subordinating clauses | Alliteration  Exaggeration  Repetition  Rhetorical questions  -ly words |
| **Punctuation Focus** | Capital letters and full stops. | Capital letters and full stops.  Use and punctuate direct speech (using dialogue to show the relationship between characters), place apostrophe correctly for regular plurals,  Use commas after fronted adverbials. | Capital letters for proper nouns. |  | Use inverted commas to indicate direct speech | Use inverted commas to indicate direct speech |
| **Reading Focus** | Prediction  Inferring characters feelings at different points in the text. | Retrieval  PEE  Inferring characters feelings at different points in the text.  Explain | Sequence  Inferring characters feelings at different points in the text. | Retrieve  Sequence and summarise  Vocabulary - Effect of vocabulary on a reader Prediction |  |  |
| **Spoken Language** |  | |  | |  | |
| **Cross-Curricular writing links\*** |  | |  | |  | |