English Long Term Plan

Year 3

Year 3 English Long Term Plan

The following document is the long term plan for Year 3 English. This specifically covers those objects which are taught within the English Lessons. It should be noted that the following objectives have their own dedicated teaching time as outlined in the Year 3 Medium Term Planning but should be reinforced at every possible opportunity when teaching English.

Handwriting: Pupils should be taught to:
- 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].

Spelling (see English Appendix 1) Pupils should be taught to spell by:
- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Reading Objectives for each unit should be taught within the English Lessons through the T4W process in addition to Whole Class Reading and RWI Phonics Lessons (where needed)

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Year 3 Narrative Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	- Identify author viewpoint with reference to text e.g. *"The writer wants us to be afraid of him by saying he has a scar across his face."* - Identify common features and themes in stories with familiar settings; analyse plots and suggest reasons for actions and events. - Identify with characters and make links with own experience when making judgements about their actions. - Discuss the role of the narrator in stories and play-scripts. Take part in dramatised readings. - Identify common features and themes in different types of traditional story: fables, myths, legends, fairy and folk tales. Analyse and compare plot structure and identify formal elements in story openings and endings - Recognise stock characters in particular types of story and typical settings.	- Express personal responses to fiction - Be able to explain the meaning of words in context e.g. using dictionaries or knowledge of spelling conventions - Ask questions to improve understanding - Make predictions based on what is stated and implied - Identify the main ideas from more than one paragraph - Discuss and identify how structure and presentation contribute to meaning. - Infer characters' feelings, thoughts and motives from their actions e.g. *"He wasn't happy there – that's why he ran away."* - Comment on the effect of scene changes, e.g. moving from a safe to a dangerous place to build tension. - Begin to understand what the writer is implying in a text e.g. *"It doesn't say that she doesn't like her brother but there are clues."*	- Understand how language in different texts appeals to readers. - Identify features that writers use to provoke readers' reactions *e.g. descriptive and emotive language.* - Understand how writers use figurative and expressive language to create images and atmosphere. - Discuss how language is used to create emphasis, humour, atmosphere or suspense. - Compare settings in different stories and analyse words and phrases used for description. - Identify conventions for punctuation and presentation of dialogue. Discuss what it reveals about characters' feelings, motives and relationships. - Identify the range of conjunctions used to link events and change scenes. - Discuss the author's techniques, e.g. using cliff-hangers at the end of chapters. Read and compare books by the same author and express a personal response, commenting on elements of style.
Year 3 Narrative Writing	**Sentence Structure and Punctuation**	**Text Structure and Organisation**	**Vocabulary**
	Sentence openings – vary sentences for clarity e.g. ***Slowly, the wolf crept into the house …, The green scaly dragon roared furiously***	- With support begins to use paragraphs to organise ideas - Narratives include :opening, dilemma, conflict, problem, resolution, ending	- Varied vocabulary including technical vocabulary related to the subject. - Explore nuances of meaning through reading and discussion and apply in writing to create a specific effect.

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	- Express time, place and cause using conjunctions e.g. *when, before, after, while, so, because* e.g. ***When she arrived, her mum was furious…*** - Express time, place and cause using adverbs e.g. then, next, soon, therefore e.g. ***Soon he reached the top of the beanstalk…*** - Express time and place using prepositions e.g. before, after, during, in, because of e.g. ***There was a girl nearby on a dark red slide …*** - Use present perfect verbs in addition to the past tense e.g. ***He has gone out to play*** rather than *He went out to play* - Begins to use inverted commas to punctuate direct speech.	- Use of the perfect form of the verbs to mark relationships of time and cause e.g. ***I have written it down so we can check what he said*** - Use rhetorical questions to draw the reader in.	- Use expanded noun phrases to give precise detail e.g. ***They lived in a rickety, old and wooden house … the top of the massive beanstalk…The starving, tremendously hungry badger…*** - Begin to experiment with figurative language e.g. ***He walked like a lion…*** - Use words and phrases that capture the reader's interest and imagination. For example, use of repetition e.g. ***Up…Up…Up. It got colder and colder and colder…*** - Select verbs carefully to describe actions, thoughts and feelings e.g. ***His heart was pounding and sweat was pouring from his brow…***
Writing Composition	Pupils should be taught to: Plan their writing by: o discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar o discussing and recording ideas draft and write by: o composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) o organising paragraphs around a theme o in narratives, creating settings, characters and plot o in non-narrative material, using simple organisational devices [for example, headings and sub-headings] Evaluate and edit by: o assessing the effectiveness of their own and others' writing and suggesting improvements o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences o proof-read for spelling and punctuation errors		

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	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.

Genre - Recounts

Recounts are sometimes referred to as 'accounts'. They are the most common text type we encounter as readers and listeners, not least because they are the basic form of many storytelling texts. Stories and anecdotes can have a range of purposes, frequently depending on the genre being used, and they often set out to achieve a deliberate effect on the reader/listener. In non-fiction texts they are used to provide an account of events. Recounts can be combined with other text types, for example, newspaper reports of an event often consist of a recount that includes elements of explanation.

Purpose: The primary purpose of recounts is to retell events. Their most common intentions are to inform and/or entertain

Generic structure	Language features	Knowledge for the writer
Structure often includes: ▪ orientation such as scene-setting or establishing context (It was 1914. I looked over the top of the trench ...); ▪ an account of the events that took place, often in chronological order (The day started with the Morning Hate...); ▪ Some additional detail about each event (It was freezing and wet.); ▪ Reorientation, e.g. a closing statement that may include elaboration. (I hope we survive another night.) Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts.	▪ Usually written in the past tense. Some forms may use present tense, e.g. informal anecdotal storytelling (Just imagine – I'm in the trench and I suddenly hear artillery fire!). ▪ Events being recounted have a chronological order so temporal connectives are common (then, next, first, afterwards, just before that, at last, meanwhile). ▪ The subject of a recount tends to focus on individual or group participants (third person: they all shouted, everyone was struggling). ▪ Personal recounts are common (first person: I was thinking about my family).	▪ Plan how you will organise the way you retell the events. You could use a timeline to help you plan. ▪ Details are important to create a recount rather than a simple list of events in order. Try using When? Where? Who? What? Why? questions to help you plan what to include. ▪ Decide how you will finish the recount. You'll need a definite ending, perhaps a summary or a comment on what happened (I think the cold nights in the trench were the hardest). ▪ Read the text through as if you don't know anything about what it is being recounted. Is it clear what happened and when? ▪ Is the style right for the genre you are using? (Technical/formal language to recount a science experiment, powerful verbs and vivid description to recount an adventure, informal, personal language to tell your friends about something funny that happened to you.)

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Recount Y3 Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	• Identify the main purpose of different recounts texts • Identify author viewpoint with reference to text	• Be able to locate key information for a purpose • Ask questions to improve understanding • Identify the main ideas from more than one • Paragraph • Discuss and identify how structure and • presentation contribute to meaning • Identify main ideas from more • than one paragraph e.g. *use evidence from across a text to explain events and/or ideas*	• Understand how language in different recounts appeals to readers • Identify features that writers use to provoke readers' reactions *e.g. descriptive and emotive language* • Understand how writers use figurative and expressive language to create images and atmosphere • Discuss how language is used to create emphasis, humour and atmosphere.
Recount Y3 Writing	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	● Express time, place and cause using conjunctions e.g. *when, before, after, while, so, because*	● With support, begin to use paragraphs to organise ideas and group related material e.g. Explore the content of introductory paragraphs,	● Build banks of words supporting chronology, noting those that indicate specific timings e.g. **at 3pm, after two hours**

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	● Express time, place and cause using adverbs e.g. *then, next, soon, therefore.* Express time and place using prepositions e.g. before, after, during, in, because of… Guide the reader round the site e.g. ***At the outer walls; Up the spiral staircase; At the top of the keep…*** Provide further detail through giving examples beginning with "such as", "like". E.g. ***The class learned lots about the Victorians such as how they dressed and were educated***	identifying answers to questions: What? Who? When? Where? Include this information concisely in own recounts e.g. ***Last week, Class 3 travelled to Beamish to find out more about the fascinating Victorians.*** Write finishing lines for a final paragraph that indicate the conclusion of the recount, and include a simple summary e.g. ***The day ended with a talk by a Victorian expert. The whole class enjoyed a great day out.*** ● Write newspaper style recounts, e.g. about school events or an incident from a story including relevant, additional detail to add interest.	● Build banks of descriptive verbs to add detail and description; use well known verbs in recounts. ● Use technical vocabulary related to the subject. ● Use words and phrases that capture the reader's interest and imagination e.g. ***The most exciting experience I have ever had … A really funny thing happened when …. It nearly turned into a disaster when ….*** ● Use rhetorical questions to draw the reader in e.g. ***Have you ever had a better day than a trip to Beamish?***

Writing Composition	Pupils should be taught to:
	Plan their writing by:
	    o discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
	    o discussing and recording ideas
	draft and write by:
	    o composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
	    o organising paragraphs around a theme
	    o in narratives, creating settings, characters and plot
	    o in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
	Evaluate and edit by:
	    o assessing the effectiveness of their own and others' writing and suggesting improvements
	    o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences		

	o 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.

Genre - Persuasion

Persuasive texts can be written, oral or written to be spoken, e.g. a script for a television advert or presentation. The persuasive intention may be covert and not necessarily recognised by the reader or listener. Texts vary considerably according to context and audience so that persuasion is not always a distinct text-type that stands alone. Elements of persuasive writing are found in many different texts including moving image texts and digital multimedia texts. Some examples may include evidence of bias and opinion being subtly presented as facts.

Purpose: To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.

Generic structure	Language features	Knowledge for the writer
- An opening statement (thesis) that sums up the viewpoint being presented. (I am writing to tell you all the fantastic reasons why I should be on the nice list.) - Strategically organised information presents and then elaborates on the desired viewpoint. (You should put me on the nice list because I am always kind, hep others and make good choices.) - A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear	- Written in simple present tense. - Often refers to generic rather than specific participants (Being helpful is really important...). - Uses logical rather than temporal connectives (This proves that ... So it's clear ... Therefore ...). - Tends to move from general to specific when key points are being presented. (I am very helpful. I tidy my room, wash the dishes and help out with my baby brother.) - Use of rhetorical questions. (Do you want to know more? So what do you have to do to?)	- Decide on the viewpoint you want to present and carefully select the information that supports it. - Organise the main points to be made in the best order and decide which persuasive information you will add to support each. - Plan some elaboration/explanation, evidence and example(s) for each key point but avoid ending up with text that sounds like a list. - Think about counter arguments your reader might come up with and include evidence to make them seem incorrect or irrelevant. - Try to appear reasonable and use facts rather than emotive comments. - Choose strong, positive words and phrases and avoid sounding negative. - Use short sentences for emphasis. - Use techniques to get the reader on your side: address them directly (Let me tell you all the reasons why I must be on the nice list.); adopt a friendly and informal tone; use memorable or alliterative slogans (Fabulous friend, Super sister, brilliant brother);

that ... I am sure that you would agree.)	▪ Text is often combined with other media to emotively enhance an aspect of the argument.	use simple psychology to appeal to the reader's judgement. (Everyone knows that ... Nine out of ten people agree that ... Choosing this will make you happy and contented. You'd be foolish not to.) ▪ Re-read the text as if you have no opinion and decide if you would be persuaded. ▪ Remember that you can use persuasive writing within other text types.

Year 3 Persuasive Reading	**Themes and Conventions**	**Comprehension and Inference**	**Language for Effect**
	• Identify the main purpose of texts e.g. *"This persuades the reader to …."* • Identify author viewpoint with reference to text e.g. *"The writer wants us to…."*	● Be able to explain the meaning of words in ● context e.g. using dictionaries or knowledge of spelling conventions ● Be able to locate key information for a purpose ● Ask questions to improve understanding ● Identify the main ideas from more than one paragraph ● Discuss and identify how structure and ● presentation contribute to meaning	☚ Understand how language used to persuade appeals to readers ☚ Identify features that writers use to provoke readers' reactions *e.g. emotive language* ☚ Discuss how language is used to create emphasis and persuade the reader
Year 3 Persuasive Writing	**Sentence Structure and Punctuation**	**Text Structure and Organisation**	**Vocabulary**
	● Use conjunctions - so, because, e.g. ***You should buy this product <u>so that</u> you are the envy of all your friends…., I think that we should be allowed to keep the dragon as a pet <u>because</u>……***	● With support begin to use paragraphs to organise ideas e.g. Generate several reasons for a point of view Group related persuasive points together	● Use technical vocabulary related to the subject e.g. ***flexible, waterproof, hard-wearing, thermal*** ● Select appropriate vocabulary to move writing from general to more specific e.g. move from general to specific when key points are being

	Use short sentences for emphasis.

Use rhetorical questions to draw the reader in e.g. ***Do you want to be left behind in the race to be fashionable?…. Want to be the most relaxed person in town?***

presented, e.g, ***The hotel is comfortable. The beds are soft, the chairs are specifically made to support your back and all rooms have a thick carpet.***   Choose strong, positive and exaggerated words and phrases and avoid sounding negative e.g. ***amazing, fabulous, genuine, fantastic, clean, best in the world, cheapest***

Writing Composition	Pupils should be taught to: Plan their writing by: o discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar o discussing and recording ideas draft and write by: o composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) o organising paragraphs around a theme o in narratives, creating settings, characters and plot o in non-narrative material, using simple organisational devices [for example, headings and sub-headings] Evaluate and edit by: o assessing the effectiveness of their own and others' writing and suggesting improvements o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences o 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.

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Genre – Non-Chronological Report
Non-chronological reports describe things the way they are, so they usually present information in an objective way. Sometimes, the selection of information by the writer can result in a biased report. As with all text types, variants occur and non-chronological reports can be combined with other text types. A text that is essentially a non-chronological report written in the present tense may include other text types such as other types of report, e.g. when a specific example is provided to add detail to a statement.
Purpose: To provide detailed information about the way things are or were.   To help readers/listeners understand what is being described by organising or categorising information.

Generic structure	Language features	Knowledge for the writer
In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a **logical structure**. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes: ▪ an opening statement, often a general classification (Sparrows are birds);	▪ Often written in the third person and present tense. (They like to build their nests ... It is a cold and dangerous place to live.) ▪ Sometimes written in the past tense, as in a historical report. (Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work.) ▪ The passive voice is frequently used to avoid personalisation, to avoid naming the agent of a verb, to add variety to sentences or to maintain an appropriate level of	▪ Plan how you will organise the information you want to include, e.g. use paragraph headings, a spidergram or a grid. ▪ Gather information from a wide range of sources and collect it under the headings you've planned. ▪ Consider using a question in the title to interest your reader (Vitamins – why are they so important?). ▪ Try to find a new way to approach the subject and compose an opening that will attract the reader or capture their interest. Use the opening to make very clear what you are writing about.

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sometimes followed by a more detailed or technical classification (Their Latin name is...);
a description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example:

    its qualities (Like most birds, sparrows have feathers.);

    its parts and their functions (The beak is small and strong so that it can ...);

    its habits/behaviour/ uses (Sparrows nest in ...).

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formality for the context and purpose of writing. (Sparrows are found in ... Sharks are hunted ... Gold is highly valued ...)

Tends to focus on generic subjects (Dogs) rather than specific subjects (My dog Ben).
Description is usually an important feature, including the language of comparison and contrast. (Polar bears are the biggest carnivores of all. They hibernate, just like other bears. A polar bear's nose is as black as a piece of coal.)
Description is generally used for precision rather than to create an emotional response so imagery is not heavily used.

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Include tables, diagrams or images (e.g. imported photographs or drawings) that add or summarise information.
Find ways of making links with your reader. You could ask a direct question (Have you ever heard of a hammerhead shark?) or add a personal touch to the text (So next time you choose a pet, think about getting a dog).
Re-read the report as if you know nothing about its subject. Check that information is logically organised and clear.
Use other text-types within your report if they will make it more effective for your purpose and audience.

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Year 3 Non Chronological Reports Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	• Identify the main purpose of texts e.g. *"This book will help us learn about ….", "I can use this to find out about…."*	• Express personal responses to non-fiction • Be able to explain the meaning of words in context e.g. using dictionaries or knowledge of spelling convention • Be able to locate key information for a purpose • Ask questions to improve understanding • Discuss and identify how structure and presentation contribute to meaning • Identify main ideas from more than one paragraph e.g. use evidence from across a text to explain events and/or ideas	• Understand how language in different texts appeals to readers
Year 3 Non chronological Report Writing	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	• Express place and cause using conjunctions (when, before, after,	• With support begin to use paragraphs to organise ideas, for	• Use technical vocabulary related to the subject e.g. ***hibernate, habitat,***

while, so, because) e.g. ***Hedgehogs hibernate just like other animals because they cannot generate body heat to stay warm…***

- Express place and cause using adverbs e.g. then, next, soon, therefore ***Lions are great predators therefore their hunting is usually successful…***

- Express time and place using prepositions (before, after, during, in, because of) e.g. ***You can see different types of animals across the world….***

Collect and use examples of prepositional phrases to clarify physical features, for example, ***Ants do not have lungs. They have tiny holes all over their body which they breathe through.*** Include exploration of prepositions to clarify position, for example, ***Ants build their mounds in sand or soil.***

example, appearance, feeding habits etc.

- Use simple, organisational devices *e.g. sub-headings, bullet points, headings*

- Use rhetorical questions to draw the reader in e.g. ***Are dogs a man's best friend? …. Why is it endangered?***

- Turn notes into sentences.

- Written in the third person and present tense e.g. ***They like to build their nests ... It is a cold and dangerous place to live.***

rodent, temperature, reptile, mammal

- Select appropriate vocabulary to move writing from general to more specific, e.g. ***Dogs are a popular choice for many families. The Labrador is a particular choice for people with young children.***

- Explore and begin to incorporate into their own writing the language of comparison and contrast, e.g. ***They hibernate just like other bears / All bees sting apart from the …..***

Writing Composition	Pupils should be taught to: Plan their writing by: 　　o discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

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o discussing and recording ideas
draft and write by:
     composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
   o organising paragraphs around a theme
   o in narratives, creating settings, characters and plot
   o in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
Evaluate and edit by:
   o assessing the effectiveness of their own and others' writing and suggesting improvements
   o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
   o 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.

Genre - Discussion
Purpose: To present a reasoned and balanced overview of an issue or controversial topic. Usually aims to provide two or more different views on an issue, each with elaborations, evidence and/ or examples

Generic structure	Language features	Knowledge for the writer
▪ The most common structure includes: ▪ a statement of the issues involved and a preview of the main arguments; ▪ arguments for, with supporting evidence/examples; ▪ arguments against or alternative views, with supporting evidence/examples.	▪ Written in simple present tense. ▪ Generalises the participants and things it refers to using uncountable noun phrases (some people, most animals), nouns that categorise (mammals, amphibians) and abstract nouns (wellbeing). ▪ Uses connectives (for example, therefore, however).	▪ Questions often make good titles. (Should animals be kept in zoos?) ▪ Use the introduction to show why you are debating the issue. (There is always a lot of disagreement about x and people's views vary a lot.) ▪ Make sure you show both/all sides of the argument fairly.

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▪ Another common structure presents the arguments 'for' and 'against' alternatively. ▪ Discussion texts usually end with a summary and a statement of recommendation or conclusion. The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided.	▪ Generic statements are often followed by specific examples (Most conservationists agree. Dave Smith, a zoologist for 20 years, finds that ...) ▪ Sometimes combined with diagrams, illustrations, moving images and sound to provide additional information or give evidence.	▪ Support each viewpoint you present with reasons and evidence. ▪ If you opt to support one particular view in the conclusion, give reasons for your decision. ▪ Don't forget that discussion texts can be combined with other text types depending on your audience and purpose.

Year 3 Discussion Reading	Themes and Conventions	Comprehension and Inference	Language for Effect

	• Identify author viewpoint with reference to text. • Through reading explore how different views might be expressed and explained.	• Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence • Identify the main ideas from more than one paragraph • Begin to understand what the writer is implying in a text • Predict what might happen from details stated and attempt to predict from details implied • Identify main ideas from more than one paragraph e.g. *use evidence from across a text to explain events and/or ideas*	• Explore how different views might be expressed/explained/justified
Year 3 Discussion Writing	**Sentence Structure and Punctuation**	**Text Structure and Organisation**	**Vocabulary**
	● Express time, place and cause using conjunctions e.g. when, before, after, while, so, because ● Express time, place and cause using adverbs e.g. then, next, soon, therefore. ● Express time and place using prepositions e.g. before, after, during, in, because of. For example, provide further detail through giving examples beginning with "such as", "like". E.g. **"The class hold different opinions such as ….."**	● With support, begin to use paragraphs to organise ideas and group related material e.g. Write an introduction to show why you are debating the issue, for example, **There is always a lot of disagreement about fox hunting and people's views vary a lot.** Group arguments for and against in separate paragraphs. ● Use simple, organisational devices *e.g. headings, sub-headings* to aid presentation *e.g. use headings to present arguments "for" and arguments "against"*	● Use technical vocabulary related to the subject. ● Use words and phrases that capture the reader's interest and imagination.

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Writing Composition	Pupils should be taught to:
	Plan their writing by:
	      o discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
	      o discussing and recording ideas
	draft and write by:
	      o composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
	      o organising paragraphs around a theme
	      o in narratives, creating settings, characters and plot
	      o in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
	Evaluate and edit by:
	      o assessing the effectiveness of their own and others' writing and suggesting improvements
	      o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
	      o 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.

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Genre - Explanatory Text
Purpose: To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is.

Generic structure	Language features	Knowledge for the writer
▪ A general statement to introduce the topic being explained. (Many Meerkats survive in the Kalahari Desert.) ▪ The steps or phases in a process are explained logically, in order. (**When** the nights get longer ... **because** the temperature begins to drop ... **so** the meerkat looks for a safe place to hide.)	▪ Written in simple present tense. (Meerkats use the sand to dig burrows for homes and protection.) ▪ Use of temporal connectives, e.g. first, then, after that, finally. ▪ Use of causal connectives, e.g. so, because of this.	▪ Choose a title that shows what you are explaining, perhaps using why or how. (Why is the Kalahari Desert a good habitat for Meerkats?) ▪ Decide whether you need to include images or other features to help your reader, e.g. diagrams, photographs, a flow chart, a text box, captions, a list or a glossary. ▪ Use the first paragraph to introduce what you will be explaining. ▪ Plan the steps in your explanation and check that you have included any necessary information about how and why things happen as they do. ▪ Add a few interesting details. ▪ Interest the reader by talking directly to them (You'll be surprised to know that ... Have you ever thought about the way that ...?) or by relating the subject to their own experience at the end (So next time you see a pile of dead leaves in the autumn ...). ▪ Re-read your explanation as if you know nothing at all about the subject. Check that there are no gaps in the information. ▪ Remember that you can adapt explanatory texts or combine them with other text types to make them work effectively for your audience and purpose.

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Year 3 Explanation Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	● Comment on a range of explanatory texts, focusing on how easy they are to understand (e.g. by trying to reproduce that information in a different form, such as a diagram, or flow chart) ●	• Create diagrams such as flow charts to summarise or make notes of stages in a process • Be able to explain the meaning of words in context e.g. using dictionaries or knowledge of spelling conventions • Be able to locate key information for a purpose • Ask questions to improve understanding ● Discuss and identify how structure and presentation contribute to meaning	☐ Understand how language in different explanation texts appeals to readers

Year 3 Explanation Writing	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	● Express time, place and cause using conjunctions e.g. *when, before, after, while, so, because,* for example use a developing range of connecting adverbs to express cause e.g. __because **the temperature begins to drop…, …**__**__so__ the hedgehog looks for a safe place to sleep.** ● Express time, place and cause using adverbs e.g. then, next, soon, therefore. For example, use adverbs	● With support begins to use paragraphs to organise ideas and group related material. ● Use simple, organisational devices *e.g. headings, sub-headings* to aid presentation. ● Produce information using diagrams and flow charts and use to make notes or summarise stages in a process (e.g. the water cycle)	● Use technical vocabulary related to the subject ● Select suitable vocabulary to ensure relevant and sufficient detail

	to express sequence, ***first, then, after that, finally*** ● Express time and place using prepositions e.g. before, after, during, in, because of. For example, ***Hedgehogs make their nests <u>under</u> hedges and <u>at</u> the base of tree trunks. Hedgehogs build up their stores of fat <u>during</u> autumn.***		

Writing Composition	Pupils should be taught to:
	Plan their writing by:
	    o discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
	    o discussing and recording ideas
	draft and write by:
	    o composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
	    o organising paragraphs around a theme
	    o in narratives, creating settings, characters and plot
	    o in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
	Evaluate and edit by:
	    o assessing the effectiveness of their own and others' writing and suggesting improvements
	    o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
	    o 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.		

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Genre - Instructional Texts
Like all text types, variants of instructions occur and they can be combined with other text types. They may be visual only (e.g. a series of diagrams with an image for each step in the process) or a combination of words and images. Instructions and procedural texts are found in all areas of the curriculum and include rules for games, recipes, instructions for making something and directions.
Purpose: To ensure something is done effectively and/or correctly with a successful outcome for the participant(s).

Generic structure	Language features	Knowledge for the writer
▪ Begin by defining the goal or desired outcome. (How to catch a dragon.) ▪ List any material or equipment needed, in order. ▪ Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal. ▪ Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to set a trap.)	▪ Use of imperative verbs (commands), e.g. **Raise** your sword ... **Jump** on your trusty stead ... ▪ Instructions may include negative commands. (Do not use a princess as bait.) ▪ Additional advice (It's a good idea to wear your armour. If the dragon escapes the trap, be ready to run...) or suggested alternatives (If you need to catch a sea dragon swop your climbing shoes for some swimming trunks).	▪ Use the title to show what the instructions are about. (How to catch a dragon.) ▪ Work out exactly what sequence is needed to achieve the planned goal. ▪ Decide on the important points you need to include at each stage. ▪ Decide how formal or informal the text will be. (Jump on your horse, Mount your trusty stead. ▪ Present the text clearly. Think about using bullet points, numbers or letters to help your reader keep track as they work their way through each step. ▪ Keep sentences as short and simple as possible. ▪ Avoid unnecessary adjectives and adverbs or technical words, especially if your readers are young. ▪ Appeal directly to the reader's interest and enthusiasm. (You will be a hero/heroine. Only one more thing left to do now.) ▪ Include a final evaluative statement to wrap up the process. (Now go back to the village and celebrate your success.) ▪ Re-read your instructions as if you know nothing about the procedure involved. Make sure you haven't missed out any important stages or details and check that the language is as simple and clear as possible. ▪ Use procedural texts within other text types when you need a set of rules, guidelines or instructions to make something really clear for the reader.

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Year 3 Instructions Reading	**Themes and Conventions**	**Comprehension and Inference**	**Language for Effect**
	▪ Identify the main purpose of the texts ● Read and follow increasingly complex instructions ● Read and compare examples of instructional texts, evaluating their effectiveness	▪ Be able to locate key information for a purpose ▪ Ask questions to improve understanding ▪ Identify the main points from more than one paragraph ▪ Discuss and identify how structure and presentation contribute to meaning and make instructions easier to follow	▪ Discuss how language and organisational devices make instructions easier to follow e.g. lists, numbers, bullet points, diagrams etc ● Discuss precision in language choices.
Year 3 Instructions Writing	**Sentence Structure and Punctuation**	**Text Structure and Organisation**	**Vocabulary**
	● Express time, place and cause using conjunctions for example, *when, before, after, while, so, because* e.g. ***Put a pin in the middle so the bits that you fold don't flap open and you have to do it again.*** ● Express time and place using prepositions, for example e.g. *before, after, during, in, because of* e.g. through reading instructions written to give directions, build up and use a wide range	● With support begin to use paragraphs to organise ideas and group related material e.g. explore instructions that have clear sections, for example, introduction, equipment needed, procedure, additional advice, conclusions. ● Use simple, organisational devices *e.g. headings, sub-headings, bullet points, text layout, possible links to ICT.* ● Include additional advice e.g*. **It's a good idea to leave it overnight if you have***	● Use technical vocabulary related to the subject. ● Express time, place and cause using adverbs [for example, then, next, soon, therefore] e.g. through reading, build up and use a wide range of adverbs used to sequence instructions. ● Appeal directly to the reader's interest and enthusiasm e.g. ***You will really enjoy this game…Why not try out this delicious recipe on your friends? …Only one more thing left to do now.***

	of prepositions used to indicate and clarify position, for example, **under the bridge, around the pond, through the deep, dark woods.**	**time** or suggested alternatives **If you would like to make a bigger decoration, you could either double the dimensions of the base or just draw bigger flowers.**	• Use rhetorical questions to draw the reader in e.g. **Do you want to learn how to make a kite?**

Writing Composition	Pupils should be taught to:
	 Plan their writing by:
	    o discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
	    o discussing and recording ideas
	 draft and write by:
	    o composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
	    o organising paragraphs around a theme
	    o in narratives, creating settings, characters and plot
	    o in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
	 Evaluate and edit by:
	    o assessing the effectiveness of their own and others' writing and suggesting improvements
	    o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
	    o 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.		

Lower KS2 Poetry				
Purpose: to convey information, to entertain, to share a story, to amuse, to reflect, to pass on culture heritage, to pray with thanks, to celebrate, to praise, to persuade etc. The purpose for poetry should be discussed with pupils.				
Listen, discuss, respond	**Understanding**	**Composition**	**Vocabulary, grammar and punctuation**	**Possible outcomes**

Year 3 English Long Term Plan

Listen to and discuss a wide range of fiction, poetry - Read books (poems) that are structured in different ways and reading for a range of purposes - Identify themes and conventions in a wide range of books (poems) - Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action - Discuss words and phrases that capture the reader's interest and imagination - Recognise some different forms of poetry (for example, free verse, narrative poetry) - Participate in discussion about both books (poems) that are read to them and those they can read for themselves, taking turns and listening to what others say.	- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - Ask questions to improve their understanding of a text - Draw inferences and justifying inferences with evidence - Identify main ideas drawn from more than one paragraph (verse) and summarising these - Identify how language, structure, and presentation contribute to meaning	Plan writing by: - discussing writing (forms of poems) 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: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence (line) structures - organising paragraphs (verses) around a theme Evaluate and edit by: - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency Read aloud their own writing (poem), to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Use a wider range of conjunctions, including when, if, because, although - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (or repetition for effect) - Conjunctions, adverbs and prepositions to express time and cause - Indicate possession by using the possessive apostrophe with plural nouns - Paragraphs (verses) as a way to group related material - Expanded noun phrases	Performing Perform a range of poems exploring intonation, tone, volume and actions. Consider the impact of the above on the listener Perform narrative poems. Explore different voices for narrator and characters. Perform free verse poems Creating Narrative poems Free verse poems List poems Conversation poems Haiku Kennings Calligrams Special effects: similes, metaphors, personification etc. Song lyrics (apostrophes) Analysing Read/discuss a range of poems and discuss - Types of poems they are and how you know. - Structure of the poem - Purpose of the poem Poems could be sorted into different forms. Are they easy to sort or are some ambiguous? Summarise poems Poetry analysis/review: Themes/interesting words phrases/type of poem/response/questions you have