

## Literacy long term planning

### Year 3 2019-2020

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text to be taught	<i>Shape poems and calligrams</i> Jemmy Button (CLPE)	Oliver Jeffers- <i>The Day the Crayons Quit</i>  <i>Leon and the place between</i> (CLPE)  <i>The Village that Vanished</i>	Pixar animation – Anthony Brown author study <i>Into the forest, The Tunnel Gorilla, Willy's pictures</i> (CLPE)	Roald Dahl – <i>George's Marvellous Medicine</i>	Text free book – Mr Wuffles <i>Stone Age Boy</i>	<i>Emily Gravett – Wolves</i> <i>Oliver and the Seawigs</i> (CLPE)

*Explore stranger danger and true friendship through stories. This can be done in Jemmy Button, Leon and the Place Between, Anthony Brown author study, Stone Age Boy, Oliver and the Seawigs*

*Explore the right to be unique and different in Wolves, The Day the Crayons Quit, Oliver and the Seawigs*

*Explore belonging to society or a group in Jemmy Button, Oliver and the Seawigs*

*Explore family units in Anthony Brown author study, George's Marvellous Medicine, Oliver and the Seawigs*

**Where there are gaps of extra weeks please teach additional non-fiction texts and additional poetry unit – both of these are to be designed by the teachers and can link to topic subjects should you wish.**

Autumn 1				
Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Text	Outcomes	Assessment	National curriculum objective	Fundamental
<i>Shape poems and calligrams</i>	Poetry – calligrams Non-chronological report based on dinosaurs- talk for writing - writing in role - letter writing - descriptive language through narrative	Blue paper – write a poem  Yellow/pink paper – calligram poem	<ul style="list-style-type: none"> <li>Spell words that are often misspelt (English Appendix 1)</li> <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>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>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>	<p>Uses the diagonal and horizontal strokes that are needed to join letters &amp; know which letters, when adjacent to one another, are best left unjoined.</p> <p>Uses articles a and an correctly.</p> <p>Identifies audience &amp; purpose</p> <p>Reads aloud own writing using intonation, tone and volume.</p> <p>Listens &amp; responds using appropriate register, asks &amp; answers questions, maintains attention.</p>
Jemmy Button (CLPE)	Drawing and annotating Writing in role Diary entry Poetry Argument Role on the wall Letter writing	Blue paper – descriptive writing of journey  Yellow/pink paper – journey of Jemmy Button going home	<ul style="list-style-type: none"> <li>Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar;</li> <li>Draft and write by composing and rehearsing sentences orally;</li> <li>In narrative create settings, characters and plot;</li> <li>Develop creative and imaginative writing by adopting, creating and sustaining a range of roles.</li> </ul>	<p>Places the possessive apostrophe accurately in words with regular and irregular plurals.</p> <p>Expresses time, place and cause using conjunctions, adverbs and prepositions.</p> <p>Draws on shared models of writing when planning, discussing &amp; recording ideas.</p> <p>Composes &amp; rehearses sentences orally.</p> <p>Considers different viewpoints, attending to and building on contributions of others</p>
Autumn 2				
Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Text	Outcomes	Assessment	National curriculum objective	Fundamental
Oliver Jeffers- The Day the Crayons Quit	Letter writing Figurative language Persuasive writing Exploring story through art and illustrations	Blue paper – letter  Yellow/pink paper – letter	<ul style="list-style-type: none"> <li>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys] and in words with irregular plurals [for example, children's]</li> <li>Discussing and recording ideas</li> <li>Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> </ul>	<p>Spells &gt;50/100 of the commonly misspelt words (Year 3/4 English Appendix 1).</p> <p>Extends sentences with more than one clause by using a wide range of conjunctions.</p> <p>Proof reads for errors.</p> <p>Makes/suggests ideas &amp; improvements to own and others' writing.</p> <p>Develops understanding through speculating, hypothesising, imagining and exploring ideas</p>
Leon and the place between (CLPE)	Line Poetry Creating a descriptive piece about characters and events Persuasive poster	Blue paper – writing narrative in POV of character  Yellow/pink paper -	<ul style="list-style-type: none"> <li>Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar.</li> <li>Draft and write by composing and rehearsing sentences orally;</li> <li>In narrative create settings, characters and plot;</li> </ul>	<p>Spell words ending -sion, -ure and ei (-eigh/-ey), words with 'y' within them &amp; with ou (-uh).</p> <p>Uses inverted commas to punctuate direct speech.</p> <p>Creates characters, setting and plots in narrative writing.</p> <p>Makes changes to pronouns and nouns to avoid repetition.</p>

	Writing in role as a character Playscript of a new scene	writing narrative in POV of character from the place in-between	<ul style="list-style-type: none"> <li>Develop creative and imaginative writing by adopting, creating and sustaining a range of roles.</li> </ul>	Articulates & justifies answers, arguments and opinions, speaking audibly and fluently
The Village that Vanished	Understanding characters and actions Writing in role Descriptive writing Describing a setting and emotions	Blue paper – speech punctuation  Yellow/pink paper – narrative/retelling with speech punctuation	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them</li> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>Using the present perfect form of verbs in contrast to the past tense</li> </ul>	Adds suffixes (ing, er, en, ed) to words with >1 syllable & uses and understands the suffixes –ation, -ly and –ous. Uses and understands prefixes un-, dis-, mis- and in-. Uses present perfect form of verbs. Identifies grammatical concepts in their own writing and books they are reading. Considers different viewpoints, attending to and building on contributions of others.

Spring 1

Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Text	Outcomes	Assessment	National curriculum objective	Fundamental
Pixar animation –		Blue paper –  Yellow/pink paper –	<ul style="list-style-type: none"> <li>Spell further homophones</li> <li>Proof-read for spelling and punctuation errors</li> <li>Using and punctuating direct speech</li> <li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>	Spells >50/100 of the commonly misspelt words (Year 3/4 English Appendix 1). Expresses time, place and cause using conjunctions, adverbs and prepositions. Composes & rehearses sentences orally. Reads aloud own writing using intonation, tone and volume. Develops understanding through speculating, hypothesising, imagining and exploring ideas
Anthony Brown author study Into the forest, The Tunnel Gorilla, Willy's pictures (CLPE)	List poetry Writing in role (email) Rewriting the narrative as a play script Recount	Blue paper – retelling of story  Yellow/pink paper – retelling of tunnel based on own experiences	<ul style="list-style-type: none"> <li>Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar</li> <li>Plan writing by discussing and recording ideas</li> <li>Draft and write by composing and rehearsing sentences orally</li> <li>Draft and write by organising paragraphs around a theme</li> <li>Write for different purposes including about fictional personal experiences</li> <li>Assess the effectiveness of their own and others' writing and suggest improvements</li> <li>Proof-read for spelling and punctuation errors</li> </ul>	Spell words ending –sion, -ure and ei (-eigh/-ey), words with 'y' within them & with ou (-uh). Uses present perfect form of verbs. Identifies grammatical concepts in their own writing and books they are reading. Creates characters, setting and plots in narrative writing. Gives well-structured descriptions, explanations & narratives including expressing feelings

Spring 2

Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Text	Outcomes	Assessment	National curriculum objective	Fundamental
Roald Dahl – George's Marvellous Medicine	Character profiles Writing in role Persuasive writing Instructions	Blue paper – write alternative ending to a known story i.e. traditional tale	<ul style="list-style-type: none"> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and</li> </ul>	Places the possessive apostrophe accurately in words with regular and irregular plurals. Uses inverted commas to punctuate direct speech. Draws on shared models of writing when planning, discussing & recording ideas.

	Art through illustrations in the style of Quentin Blake Newspaper Alternative ending	Yellow/pink paper – diary entry, newspaper and alternative ending	<p>equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p> <ul style="list-style-type: none"> <li>Organising paragraphs around a theme. In narratives, creating settings, characters and plot</li> <li>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>	<p>Makes/suggests ideas &amp; improvements to own and others' writing.</p> <p>Listens &amp; responds using appropriate register, asks &amp; answers questions, maintains attention.</p>
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Summer 1

Transcription    Vocabulary, Grammar & Punctuation    Being a Writer    Spoken Language

Text	Outcomes	Assessment	National curriculum objective	Fundamental
Text free book – Mr Wuffles	Exploring characters and story through images Role play Creating word banks Writing dialogue Writing text for text free book	Blue paper – writing narrative for picture  Yellow/pink paper – writing narrative for text free book	<ul style="list-style-type: none"> <li>Spell further homophones</li> <li>Proof-read for spelling and punctuation errors</li> <li>Using and punctuating direct speech</li> <li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>	<p>Uses the diagonal and horizontal strokes that are needed to join letters &amp; know which letters, when adjacent to one another, are best left unjoined.</p> <p>Uses articles a and an correctly.</p> <p>Identifies audience &amp; purpose.</p> <p>Proof reads for errors.</p> <p>Articulates &amp; justifies answers, arguments and opinions, speaking audibly and fluently</p>
Stone Age Boy	-writing in role - comparative writing - play scripts	Blue paper – write a play script  Yellow/pink paper – play script based on Stone Age Boy	<ul style="list-style-type: none"> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>Using conjunctions, adverbs and prepositions to express time and cause</li> <li>Indicating possession by using the possessive apostrophe with plural nouns</li> </ul>	<p>Adds suffixes (ing, er, en, ed) to words with &gt;1 syllable &amp; uses and understands the suffixes –ation, -ly and –ous. Uses and understands prefixes un-, dis-, mis- and in-.</p> <p>Extends sentences with more than one clause by using a wide range of conjunctions.</p> <p>Makes changes to pronouns and nouns to avoid repetition.</p> <p>Uses paragraphs to group related ideas (and headings/subheading for nonfiction).</p> <p>Listens &amp; responds using appropriate register, asks &amp; answers questions, maintains attention</p>

Summer 2

Transcription    Vocabulary, Grammar & Punctuation    Being a Writer    Spoken Language

Text	Outcomes	Assessment	National curriculum objective	Fundamental
Emily Gravett – Wolves (CLPE)	Non-fiction texts: fliers, business cards, menus, etc. Alternative ending Poetry Non-chronological report	Blue paper – information text about an animal  Yellow/pink paper – information text about wolves	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them</li> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>Using the present perfect form of verbs in contrast to the past tense</li> </ul>	<p>Spells &gt;50/100 of the commonly misspelt words (Year 3/4 English Appendix 1).</p> <p>Extends sentences with more than one clause by using a wide range of conjunctions.</p> <p>Uses paragraphs to group related ideas (and headings/subheading for non fiction).</p> <p>Makes changes to pronouns and nouns to avoid repetition.</p> <p>Articulates &amp; justifies answers, arguments and opinions, speaking audibly and fluently.</p>
Oliver and the Seawigs	Drawing and annotating Writing in role	Blue paper – letter	<ul style="list-style-type: none"> <li>Plan writing by discussing writing similar to that which they are</li> </ul>	<p>Adds suffixes (ing, er, en, ed) to words with &gt;1 syllable &amp; uses and understands the suffixes –ation, -ly and –ous. Uses and understands prefixes</p>

<p>Note writing Message Character profile Diary entry Chants Instruction writing Dictionary definitions Leaflets Poetry Argument Role on the wall Message in a bottle</p>	<p>Yellow/pink paper – letter</p>	<p>planning to write, learning from its structure, vocabulary and grammar;</p> <ul style="list-style-type: none"> <li>• Draft and write by composing and rehearsing sentences orally;</li> <li>• In narrative create settings, characters and plot;</li> <li>• Develop creative and imaginative writing by adopting, creating and sustaining a range of roles.</li> </ul>	<p>un-, dis-, mis- and in-.</p> <p>Uses inverted commas to punctuate direct speech.</p> <p>Creates characters, setting and plots in narrative writing.</p> <p>Draws on shared models of writing when planning, discussing &amp; recording ideas.</p> <p>Considers different viewpoints, attending to and building on contributions of others.</p>
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