

Literacy long term planning

Year 3

This is the updated long term planning which includes genres to be taught each half term to ensure that there is coverage for narrative, poetry and nonfiction. Links have been made to topics when possible. Units have also been moved around to enable progression in writing to be used for moderation throughout the year.

Year 3	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Genre moderation focus	Narrative	Instructions	Non-chronological report	Persuasive text	Explanation text	Recount
Narrative	<p>Leon and the place between (CLPE) 2 weeks</p> <p>Text Free <u>Journey by Aaron Becker (Literacy shed +)</u> 2 weeks</p>	<p>Stories from other cultures The Village that Vanished (CLPE) 2 weeks</p> <p>The Day the Crayons Quit including sequel 2 weeks</p> <p>The Snowman 2 weeks</p>	<p>Oliver and the Seawigs (CLPE) 4 (3) weeks</p> <p>Stories about imaginary worlds Plays and dialogues</p> <p>Stone Age Boy (links to history unit of stone age) 2 weeks</p>	<p>Stories by the Same Author Anthony Brown (CLPE) 3 weeks</p>	<p>Adventure Stories George's marvellous medicine 4 weeks</p>	<p>Myths and Legends King King Arthur (book to be found) 2 weeks</p> <p>The Nothing to see here hotel (Literacy shed +) 2 weeks</p>
Poetry	<p>Shape poems 2 weeks</p>				<p>Traditional poems Poems links to landscapes differing locations (links to geography UK and other European country) 1 week</p>	
Nonfiction		<p><u>Instructions</u> 1 week</p>	<p><u>Non-chronological report linked to science or topic</u> 2 (1) weeks</p>	<p><u>Persuasive writing</u> <u>Speech to persuade them to join their roman army (linked to Romans topic)</u> 1 week</p>	<p><u>Explanation text</u> <u>Linked to science</u></p>	<p><u>Recounts</u> <u>Based around school trip</u> 1 week</p> <p><u>Newspaper Reports</u> linked to history topic of Anglo Saxon's 2 weeks</p>

Explore stranger danger and true friendship through stories. This can be done in 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 The Day the Crayons Quit, Oliver and the Seawigs

Explore belonging to society or a group in Oliver and the Seawigs

Curriculum Drivers:

These drivers should shape and lead our curriculum, we need to plan with them consistently and are at the core of our curriculum

We want our children to have enquiring, creative, independent minds	We want our children to be good communicators	We want our children to be good problem solvers	We want our children to have a healthy future
<p>To have enquiring, creative, independent minds we need:</p> <ul style="list-style-type: none"> • Competitions • Explore • Research skills • Choices • Daily challenges • Reflective learning • Ask our own questions • make connections to ideas • encourage use of imagination • brainstorming 	<p>To be good communicators we need:</p> <ul style="list-style-type: none"> • Paired Talk • Debating • Presentations • Team Work • Letter Writing • BLOG/VLOG • Hot seating • Acting/Performing • Active and Attentive Listening • Learning Behaviours (DR) • ICT Literate 	<p>To be good problem solvers we need:</p> <ul style="list-style-type: none"> • Questioning • Experiments • Resilience • Real life problems • Discovery • To Find Solutions 	<p>To have a healthy future we need:</p> <ul style="list-style-type: none"> • First Aid • Cooking • Diet/Exercise • Recycle, Reuse, Reduce • Making correct choices • Campaigning • Emotional wellbeing • Open forums for discussions safety • Citizenship • Global Issues • Personnel responsibility

Literacy Medium Term Planning

Year 3

Autumn 1				
Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Genre/Text	Outcomes	Assessment	National curriculum objective	Fundamental
Poetry Shape poems and calligrams	Poetry – calligrams	Blue paper – write a poem Yellow/pink paper – calligram poem	<ul style="list-style-type: none"> Spell words that are often misspelt (English Appendix 1) 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 Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 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. 	<p>Uses the diagonal and horizontal strokes that are needed to join letters & know which letters, when adjacent to one another, are best left unjoined.</p> <p>Uses articles a and an correctly.</p> <p>Identifies audience & purpose</p> <p>Reads aloud writing using intonation, tone and volume.</p> <p>Listens & responds using appropriate register, asks & answers questions, maintains attention.</p>
Narrative, text free book Journey	*setting description *narrative sequel	None	<ul style="list-style-type: none"> Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar. Draft and write by composing and rehearsing sentences orally; In narrative create settings, characters and plot; Develop creative and imaginative writing by adopting, creating and sustaining a range of roles. 	<p>Spell words ending –sion, -ure and ei (-eigh/-ey), words with ‘y’ within them & 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> <p>Articulates & justifies answers, arguments and opinions, speaking audibly and fluently</p>
Leon and the place between (CLPE)	Line Poetry Creating a descriptive piece about characters and events Persuasive poster Writing in role as a character Playscript of a new scene	Blue paper – writing narrative in POV of character Yellow/pink paper - writing narrative in POV of character from the place in-between	<ul style="list-style-type: none"> Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar. Draft and write by composing and rehearsing sentences orally; In narrative create settings, characters and plot; Develop creative and imaginative writing by adopting, creating and sustaining a range of roles. 	<p>Spell words ending –sion, -ure and ei (-eigh/-ey), words with ‘y’ within them & 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> <p>Articulates & justifies answers, arguments and opinions, speaking audibly and fluently</p>
Autumn 2				
Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	

Genre/Text	Outcomes	Assessment	National curriculum objective	Fundamental
Narrative 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"> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. In non-narrative material, using simple organisational devices [for example, headings and subheadings] Using conjunctions, adverbs and prepositions to express time and cause Indicating possession by using the possessive apostrophe with plural nouns 	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-. Extends sentences with more than one clause by using a wide range of conjunctions. Makes changes to pronouns and nouns to avoid repetition. Uses paragraphs to group related ideas (and headings/subheading for nonfiction). Listens & responds using appropriate register, asks & answers questions, maintains attention
Narrative Oliver Jeffers- The Day the Crayons Quit and sequel	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"> Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] Discussing and recording ideas Assessing the effectiveness of their own and others' writing and suggesting improvements Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	Spells >50/100 of the commonly misspelt words (Year 3/4 English Appendix 1). Extends sentences with more than one clause by using a wide range of conjunctions. Proof reads for errors. Makes/suggests ideas & improvements to own and others' writing. Develops understanding through speculating, hypothesising, imagining and exploring ideas
Narrative Visual literacy The Snowman	Exploring music and effective language Descriptive language and word building Writing the text for the story	Blue paper – write story to images Yellow/pink paper – retelling of the story	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Using the present perfect form of verbs in contrast to the past tense 	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.
Instructions	Looking at features of instructions Following instructions Writing instructions	No blue paper	<ul style="list-style-type: none"> Analyse more complex instructions to identify organisational devices (bullet points, diagrams) Begin to use organisational devices such as paragraphs, subheadings Express time, place and cause using conjunctions, adverbs and prepositions to build cohesion and accuracy 	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-. Extends sentences with more than one clause by using a wide range of conjunctions. Proof reads for errors. Makes/suggests ideas & improvements to own and others' writing
Spring 1				
Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Genre/Text	Outcomes	Assessment	National curriculum objective	Fundamental
Narrative Oliver and the	Drawing and annotating Writing in role	Blue paper – letter	<ul style="list-style-type: none"> Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar; 	Adds suffixes (ing, er, en, ed) to words with >1 syllable & uses and understands the suffixes –ation, -ly and –ous. Uses and understands prefixes

Seawigs	Note writing Message Character profile Diary entry Chants Instruction writing Dictionary definitions Leaflets Poetry Argument Role on the wall Message in a bottle	Yellow/pink paper – letter	<ul style="list-style-type: none"> Draft and write by composing and rehearsing sentences orally; In narrative create settings, characters and plot; Develop creative and imaginative writing by adopting, creating and sustaining a range of roles. 	<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 & recording ideas.</p> <p>Considers different viewpoints, attending to and building on contributions of others.</p>
Non-chronological report linked to science	Understanding features of a non-chronological report Researching key information Writing own non-chronological report.	No blue paper	<ul style="list-style-type: none"> Use of short statements at the start of each paragraph to introduce new topic Being to include language of comparison and contrast (using –er and –est suffixes) Begin to use organisational devices such as heading and subheadings Express time, place and cause using conjunctions, adverbs and prepositions 	<p>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-.</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 & responds using appropriate register, asks & answers questions, maintains attention</p>

Spring 2

Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Genre/Text	Outcomes	Assessment	National curriculum objective	Fundamental
Narrative 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"> Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar Plan writing by discussing and recording ideas Draft and write by composing and rehearsing sentences orally Draft and write by organising paragraphs around a theme Write for different purposes including about fictional personal experiences Assess the effectiveness of their own and others' writing and suggest improvements Proof-read for spelling and punctuation errors 	<p>Spell words ending –sion, -ure and ei (-eigh/-ey), words with 'y' within them & with ou (-uh).</p> <p>Uses present perfect form of verbs.</p> <p>Identifies grammatical concepts in their own writing and books they are reading.</p> <p>Creates characters, setting and plots in narrative writing.</p> <p>Gives well-structured descriptions, explanations & narratives including expressing feelings</p>
Narrative 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"> Use further prefixes and suffixes and understand how to add them Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Using the present perfect form of verbs in contrast to the past tense 	<p>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-.</p> <p>Uses present perfect form of verbs.</p> <p>Identifies grammatical concepts in their own writing and books they are reading.</p> <p>Considers different viewpoints, attending to and building on contributions of others.</p>

Non-fiction Persuasive writing	Note taking Debating Writing speech for why they would be the best ruler/why they should join their army	None	<ul style="list-style-type: none"> • Spell further homophones • Proof-read for spelling and punctuation errors • Using and punctuating direct speech • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	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
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Summer 1

Transcription Vocabulary, Grammar & Punctuation Being a Writer Spoken Language

Genre/Text Outcomes Assessment National curriculum objective Fundamental

Narrative/ Roald Dahl – George’s Marvellous Medicine	Character profiles Writing in role Persuasive writing Instructions Art through illustrations in the style of Quentin Blake Newspaper Alternative ending	Blue paper – write alternative ending to a known story i.e. traditional tale Yellow/pink paper – diary entry, newspaper and alternative ending	<ul style="list-style-type: none"> • Use the first two or three letters of a word to check its spelling in a dictionary • 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 • Organising paragraphs around a theme. In narratives, creating settings, characters and plot • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	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. Makes/suggests ideas & improvements to own and others’ writing. Listens & responds using appropriate register, asks & answers questions, maintains attention.
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Poetry Traditional poems based on comparing countries	Exploring characters and story through images Role play Creating word banks Writing dialogue/ Writing text for text free book	None	<ul style="list-style-type: none"> • Spell further homophones • Proof-read for spelling and punctuation errors • Using and punctuating direct speech • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	Uses the diagonal and horizontal strokes that are needed to join letters & know which letters, when adjacent to one another, are best left unjoined. Uses articles a and an correctly. Identifies audience & purpose. Proof reads for errors. Articulates & justifies answers, arguments and opinions, speaking audibly and fluently
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Non-fiction Explanation text Linked to science	Researching and note taking Explanation text Writing own explanation text	None	<ul style="list-style-type: none"> • Indicating possession by using the possessive apostrophe. • Using prepositions to express time and cause. • Using commas correctly. • Discussing and recording ideas • Assessing the effectiveness of their own and others’ writing and suggesting improvements 	Places the possessive apostrophe accurately in words with regular and irregular plurals. Expresses time, place and cause using conjunctions, adverbs and prepositions. Draws on shared models of writing when planning, discussing & recording ideas. Composes & rehearses sentences orally. Considers different viewpoints, attending to and building on contributions of others
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Summer 2

Transcription Vocabulary, Grammar & Punctuation Being a Writer Spoken Language

Genre/Text Outcomes Assessment National curriculum objective Fundamental

Narrative Myths – King Arthur	Character descriptions Language for effect Write own legend/adventure	None	<ul style="list-style-type: none"> Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar; Draft and write by composing and rehearsing sentences orally; In narrative create settings, characters and plot; Develop creative and imaginative writing by adopting, creating and sustaining a range of roles. 	<p>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-.</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 & recording ideas.</p> <p>Considers different viewpoints, attending to and building on contributions of others.</p>
Narrative The nothing to see here hotel	<ul style="list-style-type: none"> *retell a chapter *diary *retelling *newspaper *limerick 	None	<ul style="list-style-type: none"> Use the first two or three letters of a word to check its spelling in a dictionary 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 Organising paragraphs around a theme. In narratives, creating settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<p>Places the possessive apostrophe accurately in words with regular and irregular plurals.</p> <p>Uses inverted commas to punctuate direct speech.</p> <p>Draws on shared models of writing when planning, discussing & recording ideas.</p> <p>Makes/suggests ideas & improvements to own and others' writing.</p> <p>Listens & responds using appropriate register, asks & answers questions, maintains attention.</p>
Non-fiction Newspaper reports on the Anglo-Saxons	Note taking Newspaper report	None	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures In non-narrative material, using simple organisational devices [for example, headings and subheadings] Using the present perfect form of verbs in contrast to the past tense 	<p>Spells >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 & justifies answers, arguments and opinions, speaking audibly and fluently.</p>
Nonfiction Recount	Note taking Descriptive writing Recount including factual information	None	<ul style="list-style-type: none"> Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar; Draft and write by composing and rehearsing sentences orally; Use further prefixes and suffixes and understand how to add them 	<p>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-.</p> <p>Expresses time, place and cause using conjunctions, adverbs and prepositions.</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>Considers different viewpoints, attending to and building on contributions of others.</p>