


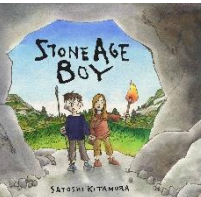
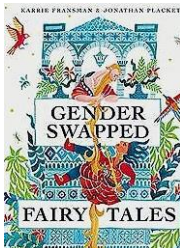









LONG TERM PLANNING- WRITING , READING AND SPAG- YEAR 3



Term	Autumn			Spring			Summer		
	Text Driver	Writing outcome	Key Skills	Text Driver	Writing outcome	Key Skills	Text Driver	Writing outcome	Key Skills
Writing	<p><u>The friendship Bench</u> Picture book <u>Wendy Meddour</u></p> 	<p><u>Diary</u></p> <p>Create a diary expressing thoughts and feelings based on the book</p>	<p>To begin to organise their writing into paragraphs around a theme (Year 3)</p> <p>To make deliberate ambitious word choices to add detail. (year 3)</p> <p>To begin to use ideas from their own reading and modelled examples to plan their writing. (year 3)</p> <p>Using capital letters, full stops to demarcate sentences (year 2)</p>	<p><u>The three little Pigs</u></p> 	<p><u>Complaint letter</u></p> <p>Create a complaint letter about the three little pigs</p>	<p>To begin to organise their writing into paragraphs around a theme (Year 3)</p> <p>To make deliberate ambitious word choices to add detail. (Year 3)</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). (Year 3)</p> <p>To begin to understand the purpose and audience that they are writing for (Year 3)</p>	<p><u>The Danger Gang</u> <u>Tom Fletcher</u></p> 	<p><u>Letter</u></p> <p>Creating their own letter in the style of the book.</p> <p><u>Character profile</u></p> <p>Children write a profile of one of the characters, showing information about them, using evidence from the text. (Pen Portrait)</p> <p><u>News Blog</u></p> <p>Create a news blog about an event from the story, using a Newsround transcript as a model</p>	<p>Use some variation in sentence types (Statement, command, question and exclamation) (Year 3)</p> <p>Use adverbs and prepositions to express time, place and cause (Year 3)</p> <p>Sue paragraphs to organise their writing (Year 3)</p> <p>Use the correct tense throughout a piece of writing (Year 3)</p> <p>Create a character description (Year 3)</p> <p>Use apostrophes for possessions correctly (Year 3)</p> <p>Use deliberate and ambitious words to add detail. (Year 3)</p> <p>To punctuate direct speech accurately (Year 3)</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause (Year 3)</p> <p>To begin to use the structure of a wider range of text types (non-fiction) (Year 3)</p>
	<p><u>Stone Age Boy</u> Picture book <u>Satoshi Kitamura</u></p> 	<p><u>Narrative</u></p> <p>Retell of the story</p>	<p>In a narrative create setting, character and plot (Year 3)</p> <p>Use inverted commas to punctuate direct speech (year 3)</p> <p>Use some variation in sentence types (Year 3)</p> <p>To proof read for spelling and punctuation errors (Year 3)</p>	<p><u>Gender swap fairy tales</u> <u>Karrie Fransman</u> <u>Jonathan Plackett</u></p> 	<p><u>Character description</u></p> <p>Describe the character of Cinderella</p> <p><u>Internal monologue</u></p> <p>Discuss how the character of Cinderella feels</p>	<p>To maintain the correct tense throughout the piece of writing (Year 3)</p> <p>To begin to create a character (year 3)</p> <p>To use subordinating clauses to extent the range of sentence types (Year 3)</p> <p>To proof read for spelling and punctuation errors (Year 3)</p> <p>Organise their writing in paragraphs around a theme (year 3)</p> <p>Start to use prepositional phrases (Year 3)</p> <p>Express time, place and cause using conjunctions (Year 3)</p> <p>Proposing changes to grammar and vocabulary to improve consistency (year 3)</p>	<p><u>The Danger Gang</u> <u>Tom Fletcher</u></p> 	<p><u>Letter</u></p> <p>Creating their own letter in the style of the book.</p> <p><u>Character profile</u></p> <p>Children write a profile of one of the characters, showing information about them, using evidence from the text. (Pen Portrait)</p> <p><u>News Blog</u></p> <p>Create a news blog about an event from the story, using a Newsround transcript as a model</p>	<p>Use some variation in sentence types (Statement, command, question and exclamation) (Year 3)</p> <p>Use adverbs and prepositions to express time, place and cause (Year 3)</p> <p>Sue paragraphs to organise their writing (Year 3)</p> <p>Use the correct tense throughout a piece of writing (Year 3)</p> <p>Create a character description (Year 3)</p> <p>Use apostrophes for possessions correctly (Year 3)</p> <p>Use deliberate and ambitious words to add detail. (Year 3)</p> <p>To punctuate direct speech accurately (Year 3)</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause (Year 3)</p> <p>To begin to use the structure of a wider range of text types (non-fiction) (Year 3)</p>



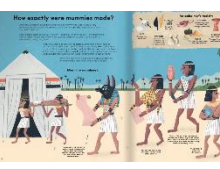

LONG TERM PLANNING- WRITING , READING AND SPAG- YEAR 3



<p>The first Drawing Picture Book Mordicai Gerstein</p> 	<p>Instructions</p> <p>Create a set of instructions on how to create a cave painting.</p>	<p>Use some features of standard English (Year 2)</p> <p>Use adverbs and prepositions to express time, place and cause (Year 3)</p> <p>To use a and an correctly throughout a piece of writing (year 3)</p> <p>Use apostrophes to mark where letters are missing in spelling (year 2)</p>	<p>Barnabus Project Davin Finn Eric Fan and Terry Fan</p> 	<p>Diary</p>	<p>To begin to organise their writing into paragraphs around a theme (year 3)</p> <p>To make deliberate ambitious word choices to add detail. (Year 3)</p> <p>Use adverbs within a sentence (Year 3)</p>	<p>Variety of Poems about Wildlife and Nature</p>	<p>Poetry Writing</p>	<p>To make deliberate ambitious word choices to add detail (Personification and similes)</p> <p>To use paragraphs to group related material (Year 3)</p> <p>To evaluate their own writing and propose changes (Year 3)</p> <p>To proof read for spelling and punctuation errors (Year 3)</p>
<p>Coming Home Michael Morpurgo</p>  <p>Poetry</p>	<p>Poem</p> <p>Create their own poem based on the poem they have read.</p>	<p>Use ideas from their own reading and modelled examples to plan their writing (Year 3)</p> <p>Begin to organise their ideas in paragraphs around a theme (Year 3)</p> <p>Make deliberate ambitious word choices to add detail (Year 3)</p>		<p>Non-chronological report</p>	<p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). (Year 3)</p> <p>Use subordinating and co-ordinating conjunctions (Year 2)</p> <p>Select of content showing awareness of purpose and audience (year 3)</p> <p>Proposing changes to grammar and vocabulary to improve consistency (year 3)</p>			
<p>Guided reading Text</p>	<p>Key Skills</p>	<p>Key Skills</p>	<p>Guided Reading Text</p>	<p>Key Skills</p>	<p>Guided Reading text</p>	<p>Key skills</p>		
<p>Guided Reading</p>	<p>Sulwe Lupitu Nuong</p> 	<p>Reading Focus</p> <p>Orally retell a story that they have read by themselves</p> <p>Combine ideas in the text with their prior knowledge</p> <p>Discuss themes within the story and listen and respond to others</p>	<p>Fairy Tales</p> <p>Cinderella</p> <p>Sleeping Beauty</p> <p>Jack and the bean stalk</p>	<p>Reading Focus</p> <p>Notice relevant information within the text</p> <p>Make predictions about a story</p> <p>Explain the big idea within the story</p> <p>Make connections between the different stories</p>	<p>Mischief on the moors Stephen Davies</p> 	<p>Reading focus</p> <p>Make simple reference to the character's thoughts and feelings</p> <p>Predict what might happen in the story</p> <p>Explain the message in the story</p>		
	<p>Argument overheard in the tower block Joseph Coelho</p>	<p>Reading Focus</p> <p>Read out aloud</p> <p>Demonstrate understanding of what they have read</p> <p>Articulate a personal preference</p>	<p>Roald Dahl Stories</p> <p>Twits</p> <p>Matilda</p> <p>Charlie and the chocolate factory</p>	<p>Reading Focus</p> <p>Notice relevant information within the text</p> <p>Make predictions about a story</p> <p>Explain the big idea within the story</p> <p>Make connections between the different stories</p>	<p>The ancient Egyptian sleepover Stephen Davies</p> 	<p>Reading Focus</p> <p>Make connection between two books with the same author</p> <p>Explain the big idea in the book</p> <p>Articulate a personal preference</p>		

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<p>Where the wild things are</p> 	<p>Reading Focus</p> <p>Combine information from the text relating to character's feelings</p> <p>Discuss the character's thoughts with evidence from the text</p> <p>Make connections with any other stories that they have read</p>	<p>Zombiella Joseph Coelho</p> 	<p>Reading Focus</p> <p>Combine information from the text related to a character's thoughts and feelings</p> <p>Make connections between books with similar character</p> <p>Explain the big idea</p>		<p>Reading Focus</p> <p>Locate and retrieve key information</p> <p>Scan for key words</p> <p>Use headings, content and indices to locate information.</p>
				<p>Nature Trail by Benjamin Zephaniah https://www.greenpeace.org.uk/wp-content/uploads/2023/02/poem_posters_nature-trail.pdf</p>	<p>Reading Focus</p> <p>Identify the themes within the poem. Look at the way the language has been creates pace. Read the poem aloud and look at the rhyming words, what makes them rhyme. Look at the sounds of the letters – log Frog what are the links?</p>
				<p>The Egyptian Cinderella THE EGYPTIAN CINDERELLA by Shirley Climo • Illustrated by Ruth Heller</p> 	<p>Reading Focus</p> <p>Combine information from the text related to a character's thoughts and feelings</p> <p>Make connections between books with similar character</p> <p>Explain the big idea</p>

<p>Spelling</p> <p>Following Little Wander yr2 spelling for Autumn and then No Nonsense Spelling from Spring 1</p> <p>Spelling rule has been matched to Spelling frame where possible</p>	<p>Spelling rule 5 and 6 (y2) -Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?</p> <p>Spelling rule 14 (y2)- Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?</p> <p>Spelling rule 1, 2 and 3 (y2) -Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?</p> <p>Spelling rule 20 (y2)- The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?</p> <p>Spelling rule 11 (y2) -Why do I swap the 'y' for an 'i' when I add the suffix -es?</p> <p>Spelling rule 24 (y2) -What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?</p>	<p>Spelling rule 19 (y2) - Why do some words have the spelling 'ey' for the sound /ee/?</p> <p>Spelling rule 7, 8 and 9 (y2)- Why do some words end -le, -el, -al or -il?</p> <p>Spelling rule 4 (y2)- Why does 'c' make the sound /s/ in some words? How can I spell the sound /zh/?</p> <p>Spelling rule 25 (y2)- How can I show missing letters in a word? Contractions</p> <p>Why do some longer words have the spelling 'ti' for /sh/?</p>	<p>Spelling rule 26 (y2) -How do I use the possessive apostrophe (singular possession)</p> <p>Spelling rule 13, 14, and 15 (y2)-When do I swap, drop or double? (-ing, -er, -est, -y, -ed)</p> <p>Year 3 and 4 word list</p>	<p>Spelling rule 7 (y3)-Suffix ation</p> <p>Spelling rule 3 (y3)- Prefix super, anti and auto</p> <p>Spelling rule 4 and 6 (y3)- Prefix dis, in, mis and un</p> <p>Spelling rule 19 (y3)-Eigh, aigh ey</p> <p>Spelling rule 23 (y3)-Homophones t</p> <p>Spelling rule 2 (y3)-Words with y (gym, myth)</p> <p>Que words</p>	<p>Spelling rule 3 (y3)- Prefix sub and tele</p> <p>Spelling rule 16 (y3)-French ch</p> <p>Prefix super and auto</p> <p>Spelling rule 15 (y3)-Greek ch</p> <p>Spelling rule 22 (y3)-Homophones</p> <p>Year 3 and 4 word list</p>	<p>Ed ing es s</p> <p>Rare GPC</p> <p>Spelling rule 21 (y3)- Homophones</p> <p>Spelling rule 3 (y3)- ou</p> <p>Ee sound</p>
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SPAG Discrete teaching	Consonants and vowels Statements and exclamations Questions and Commands Punctuating sentences A or an	Nouns and pronouns for clarity Singular and plural Commas in lists Adjectives	Verbs Compound nouns Subordinating conjunctions and clauses Past tense	Adverbs, time, place and cause Co-ordinating conjunctions Inverted commas Apostrophes for possession	Paragraphs Present tense Apostrophes for contractions	Prepositions Time conjunctions Paragraphs Place and cause conjunctions
Handwriting	<p>First six weeks ensure that the children can form the following letters in this order:</p> <p>Week 1 – L Week 2 – i Week 3 – u Week 4 – t Week 5 – y Week 6 – j</p> <p>Week 7 – review children’s independence forming the 6 letters</p> <p>Every lesson should start with a warm up And how to hold a pen. They should have opportunity to drawn different shapes and patterns as well as focusing on the given letters.</p>	<p>Week 1 – n Week 2- m Week 3- h</p> <p>Handwriting practise ensuring that the children can form all 9 letters (capital and lower case)</p>	<p>Continue to practise the previous terms letters plus introduce the new letters</p> <p>Week 1 – K Week 2 – b Week 3- p Week 4 –r</p> <p>Week 5 and 6 – assess the children’s writing and repeat any areas that need addressing</p>	<p>Continue to practise the previous terms letters plus introduce the new letters</p> <p>Week 1 – letter c Week 2- letter a Week 3- Letter d Week 4 – letter e Week 5 – letter s Week 6 – Letter g</p>	<p>Start with an assessment of all children’s writing to highlight any weak areas</p> <p>Week 1- Letter f Week 2 – Letter q Week 3 Letter o Week 4 – letter z and V Week 5 – letter w and x</p> <p>Assess all the letters -</p>	<p>Start the term with a revision of a the letters and ask children to form six letter words (5 each week from the year ¼ spelling list) to practise.</p>