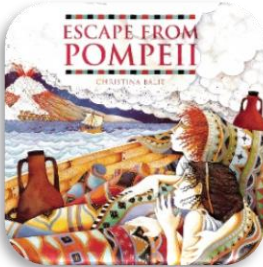
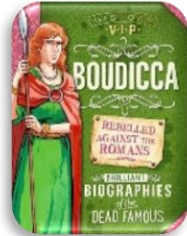
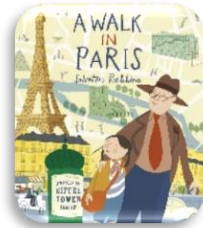


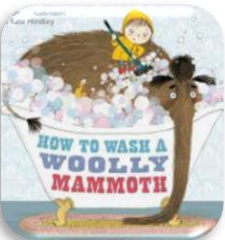
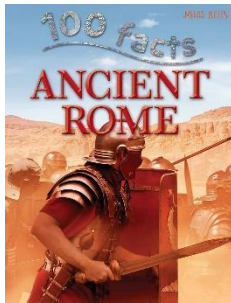
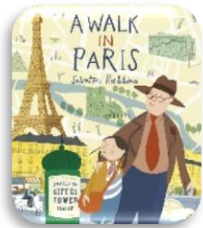


Year 3 English Long-Term Planning

Autumn 1 (7wks)	Autumn 2 (7 wks)	Spring 1 (5.5 wks)	Spring 2 (6 wks)	Summer 1 (6wks)	Summer 2 (6.5wks)
Writing outcomes 1: (3 weeks) Outcome: Range of different sentence work based around themselves – getting to know each other activities Revision of Year 2 writing objectives to check they are secure before beginning Year 3 objectives. This to focus on grammar, punctuation and key spellings	Writing outcomes 1: (3 weeks) Outcome: Diary entry Text:  Stimuli: Videos of volcanoes and Pompeii Subject link: Geography: The Earth's Structure Experience/visit/trip: Role play/drama/ hot seating	Writing outcomes 1: (3 weeks) Outcome: Descriptive writing Text:  Stimuli: Creating their own mythical beasts. Fantastic beasts (J.K.Rowling) - https://www.fantasticbeasts.co.uk/ Subject link: History: The Ancient Greeks Experience/visit/trip: Drawing/painting	Writing outcomes 1: Outcome: Non-chronological report about school/Bury Stimuli: Local trip around Bury tourist attractions. Subject link: Geography: Comparing life in the rainforests of South America and life in Bury. Experience/visit/trip: Walk around Bury Research into school	Writing outcomes 1: Outcome: Diary entry as Boudicca Text:  Stimuli: Roman Experience Day/Trip to Chester Subject link: History: The Romans Experience/visit/trip: Grosvenor Museum Roman trip	Writing outcomes 1: Outcome: Story/setting Text:  Stimuli: Pictures/videos of France Subject link: Geography: Countries within Europe: France MFL: French Experience/visit/trip: Virtual tour of Paris/sites. Link to school in France.
Focus teaching:	Focus Teaching: Oracy: In small groups or pairs, roleplay a conversation with the diarist or hotseat him/her with children planning questions in advance R: to write a diary entry from the viewpoint of Tranio which records events of the day the volcano erupted A: Tranio	Focus teaching: Oracy: In small groups create posters with key words and share with the class. R: to entertain and inform the audience about a mythical creature A: Myth Match author F: paragraphs, expanded noun phrases, powerful verbs, adjectives, indefinite article	Focus Teaching: Oracy: Q and A in pairs about Bury. Interview the head about the history of the school, Children to plan questions in advance R: to write a factfile which gives key information about our school A: prospective parents and families	Focus teaching: Oracy: Hotseat Boudicca and ask questions about her and her life. R: to describe Boudicca's feelings and emotions after the events of the day of the Roman invasion A: Boudicca F: thoughts and feelings, personal pronouns, subordinating time	Focus teaching: Oracy: Roleplay a discussion between the child and his grandparent. Ask pupils to interview their own grandparents and pupils to ask questions about their lives. Their findings to be shared with the class R: to describe a walk round Paris by a grandson –



Year 3 English Long-Term Planning

	F: demarcation, thoughts and feelings, personal pronouns, subordinating time conjunctions, past tense, paragraphs, chronological T: first person, past tense, informal GDS: good understanding of feelings and thoughts of the diarist, effective use of subject specific vocabulary relating to volcanoes	(a/an), apostrophes for possession T: formal, present perfect tense, third person GDS: ambitious vocabulary mainly spelt correctly, good use of pronouns, correct punctuation, well organised paragraphs	F: introduction, subheadings and titles, questions, paragraphing, coordinating conjunctions, subordinating conjunctions, pictures with captions, technical vocabulary, factual information T: formal, persuasive GDS: a formal tone is maintained throughout, good use of questions used as headings, detailed facts, good use of vocabulary choices	conjunctions, coordinating conjunctions, past tense, paragraphs, chronological, first person, personal pronouns, retell the important events T: informal, first person, emotive GDS: good understanding of feelings and thoughts of Boudicca, effective use of paragraphs, good use of subject specific vocabulary	describing three elements of their walk A: children in Year 4 F: paragraphs, expanded noun phrases, powerful verbs, adjectives, indefinite article (a/an), apostrophes for possession, co-ordinating and subordinating conjunctions, multiclaue sentences, dialogue T: mix of formal and informal, consistent tense GDS: evidence of drawing on the text to show the grandson's feelings and thoughts, additional detail included
Writing outcome 2: (3 weeks) Outcome: Instructions Text:  Stimuli: Class washing of woolly mammoth Subject link: History: The Stone Age Experience/trips/visit: Collaboration learning/talk/ oral rehearsal	Writing outcomes 2: Outcome: Letter Stimulus: Lava Disney  Stimuli: Model volcano/videos Subject link: Geography: The Earth's Structure Experience/visit/trip: Making a model volcano.	Writing outcomes 2: (3 weeks) Outcome: Story writing (innovation) Text:  Stimuli: A range of short Greek myths. Subject link: History: The Ancient Greeks Experience/visit/trip: Videos/ myths	Writing outcomes 2: Outcome: Diary Text:  Stimuli: Pictures/videos of climate change effects on marine animals. Blue planet (David Attenborough) Subject link: Geography: Comparing life in the rainforests of South America and life in Bury.	Writing outcomes 2: Outcome: Recount Text:  Stimuli: Roman Experience Day/Grosvenor Museum Trip Subject link: History: The Roman Empire.	Writing outcomes 2: Outcome: Letter Text:  Stimuli: Pen pal in France Subject link: Geography: Countries within Europe: France MFL: French Experience/visit/trip: Zoom call with French class?

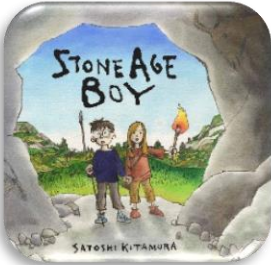
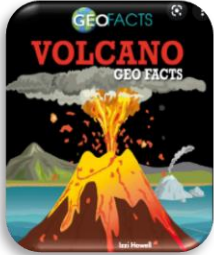
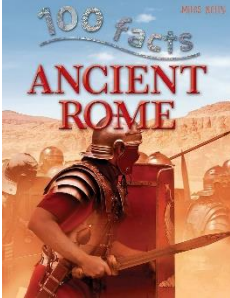
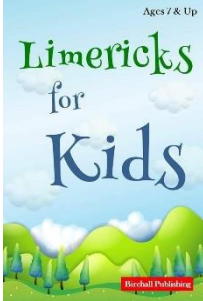


Year 3 English Long-Term Planning

				Experience/visit/trip: Grosvenor Museum Roman trip/Roman Experience Day	**Support from Madame Jackson.
Focus teaching: Oracy: In pairs pupils go through the instructions. They can practise doing this on a different activity and then focus on the ones they will be writing R: to write a clear set of instructions to inform how to wash a woolly mammoth A: parents F: demarcation, cohesion, introduction (who, what, where, when, why), past tense, chronological order, paragraphing T: first person, formal GDS: Cursive handwriting, all punctuation used correctly, good use of time adverbials, use of because	Focus teaching Oracy: Roleplay a meeting or telephone call between Miss Volcano and her friend R: to write a letter which persuades Miss Volcano to be his friend A: Miss Volcano F: expanded noun phrases, descriptive language, subordinating conjunctions, multi clause sentences, paragraphing, superlative and comparative language, persuasive phrases (eg questions and exclamations) T: first person, loving, persuasive, present perfect tense GDS: voice of letter writer is consistent throughout, correct spelling, cursive handwriting, accurate punctuation	Focus teaching: Oracy: Interview ancient Greeks in roleplays. Drama activity on their stories R: to entertain the reader through innovation of a Greek myth A: publisher F: problem and dilemma, paragraphs, adverbs of time and manner, expanded noun phrases subordinating and coordinating conjunctions, describing characters feelings and emotions, dialogue T: formal language, third person GDS: style of a Greek myth – evidence of drawing on what they have read through specific vocabulary and phrasing from example texts	Focus teaching: Oracy: Roleplay a meeting or telephone call between the turtle and his/her friend Hotseat the turtle R: to write a diary entry from the viewpoint of the turtle whose home has been polluted A: the writer of the diary (little turtle) F: thoughts and feelings, personal pronouns, subordinating time conjunctions, coordinating conjunctions, past tense, paragraphs, chronological, first person, personal pronouns T: informal, emotive, first person GDS: viewpoint of the diarist is maintained, evidence of drawing on example text in terms of vocabulary and style	Focus teaching: Oracy: In pairs make a list of the key events. Dran=ma on some of these events R: to entertain and retell the events of a visit A: Miss Dean F: introduction (who, what, where, when, why), time adverbials, past tense, chronological order, multi-clause sentences, conjunction, closing statement, adverbs to express cause T: formal, GDS: descriptive writing, good use of time adverbials, good paragraphing and range of Year 3 punctuation used correctly	Focus teaching: Oracy: Q and A about life in UK and France. This in pairs or groups. R: to inform a child in France what school is like in England A: children in France F: multclause sentences, paragraphs, subordinating conjunctions, coordinating conjunctions, time adverbs, prepositions and adverbs for time and cause, quotations, T: formal and informal, personal, informative, detailed, first person, appropriate vocabulary GDS: accurate use of all Y3 punctuation, detailed and friendly tone maintained, clear understanding of the features of a letter



Year 3 English Long-Term Planning

Writing outcome 3: (2 weeks) Outcome: Story writing (alternative scene in adventure story) Text:  Stimuli: videos of caves Subject link: History: The Stone Age Experience/trips/visit:	Writing outcomes 3: (3 weeks) Outcome: Fact file about one volcano Text:  Stimuli: Non-fiction books and videos. Subject link: Geography: The Earth's Structure	Writing outcomes 3: N/a	Writing outcomes 3: N/a	Writing outcomes 3: Outcome: Letter to persuade Text:  Stimuli: Grosvenor Museum Roman trip Subject link: History: The Roman Empire. Experience/visit/trip: Grosvenor Museum Roman trip	Writing outcomes 3: Outcome: Limerick Text: 
Focus teaching: Oracy: Drama/role play about events from the book R: to entertain the audience by writing an alternative ending to Stone Age Boy A: Year 2 F: demarcation of sentences, past tense, co-ordinating conjunctions (and, but, or), adjectives, cohesion, sequenced, paragraphing T: informal, first person	Focus teaching: Oracy: Pupils to create diagrams/illustrations about volcanoes and share with the class R: to inform the reader about a volcano A: Year 4 F: subheadings and titles, questions, paragraphing, coordinating conjunctions, diagrams with arrows, technical vocabulary, factual information T: informative, third person	Focus teaching	Focus teaching:	Focus teaching: Oracy: Roleplay a conversation between a soldier and someone who is thinking of joining the army. Roleplay a TV interview with a soldier R: to write a letter as a member of the Roman army to persuade the Roman Emperor to invade Britain A: Roman centurion F: multiclaue sentences, paragraphs, subordinating conjunctions, coordinating conjunctions, time adverbs,	Focus teaching: Oracy: R: to entertain the reader through a poem A: Year 3 F: rhyme, syllables, beats, rhyming patterns (AABBA) T: informal, funny, casual



Year 3 English Long-Term Planning

GDS: drawn on key vocabulary from book, drawn on key features from book – repetition for effect, effective use of pronouns	GDS: subject specific vocabulary spelt correctly, more detail in facts, terminology, evidence of drawing on stylistic features			persuasive language and features T: formal, past tense, clarity GDS: evidence of drawing on historical knowledge and facts, formal tone maintained throughout, arrange of persuasive features used correctly	
Accompanying texts: <i>Use for GR/story times/cross curricular reading and writing /classroom library.</i> - The secret of black rock (Joe Todd-Stanton) - Stone circles - There's a pebble in my pocket (Meredith Hooper) - Wild girl (Christopher Wormell) - Stone girl, bone girl (Laurence Anholt) - Non-fiction texts about the stone age (in school library)Non-fiction books in class library - A street through time (Anna Millard) - A farm through time (Anna Millard) - The secrets of Stone Henge (Mick Manning)	Accompanying texts: <i>Use for GR/story times/cross curricular reading and writing /classroom library.</i> - Volcanoes (Geo Facts) - Non-fiction books in class library - Non-fiction books in class library	Accompanying texts: <i>Use for GR/story times/cross curricular reading and writing /classroom library.</i> - My first pop-up mythological monsters (Owen Davey) - Non-fiction books in class library - The orchard book of first Greek Myths (Saviour Pirota) - Greek Myths (Marcia Williams)	Accompanying texts: <i>Use for GR/story times/cross curricular reading and writing /classroom library.</i> - Example travel brochures for places around Manchester. - Leaflets from tourist attractions in Bury. - Non-fiction texts about Bury.Non-fiction books about pollution. - Clean up (Nathan Bryon) - Pollution Climate Change) - Making sense of climate change (Dr. Alex Standish) - Zero waste kids (Kathryn Kellogg) - Greta's story (Valentina Camerini)	Accompanying texts: <i>Use for GR/story times/cross curricular reading and writing /classroom library.</i> - The amazing life cycle of plants (Kay Barnham) - A street through time (Anna Millard) 100 facts about Roman Britain - Non-fiction books in school library. - A street through time (Anna Millard) 100 facts about Roman Britain - Non-fiction books in school library.	Accompanying texts: <i>Use for GR/story times/cross curricular reading and writing /classroom library.</i> Non-fiction texts about France