

Brackenwood Junior School

English

Long Term Plan

Y3

2023/24

| Autumn 1  **Text - Counting on Katherine by Helaine Becker** | | | | | | | |
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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Extended Writing  Genre | Seal Surfer by Michael Foreman  **Genre - Letter** | | Black History Text  Counting on Katherine by Helaine Becker  **Genre - Diary Entry/Journal** | | Black History Text  Counting on Katherine by Helaine Becker  **Genre - Biography** | | |
| Spelling  Focus  Teaching | **Homophones/ Near Homophones long á** | **‘ei’ sounding ‘ay’**  **In some words ‘ei’ together make a long ‘a’ sound (ay)** | **‘ey’ sounding ‘ay’** | **Homophones/ Near Homophones long é** | **Homophones/ Near Homophones ed/ t** | **‘ou’ sounding ‘u’** | **‘y’ sounding ‘i’** |
| Grammar/  punctuation  Focus Teaching | **Year 2**    Use of capital letters, full stops, questions marks exclamation  Expressing time, place and cause using:  -conjunctions (eg. when, before, after, while, so because)  -adverbs (eg, then, next, soon, therefore)  -prepositions (eg. before, after, during, in, because of).  Commas in a list | **Genre Related Grammar - Letter**  **Language Features:**  Tenses – past or present where appropriate  Time conjunctions  Questions  Paragraphs  **Structural Features:**  Date  Address  Paragraphs  Signature | **Year 3 Grammar**  Understand pronouns, verb nouns, adjectives  Subordinating conjunctions  Apostrophes for possession | **Genre Related Grammar - Diary Entry**  **Language Features:**  Past tense  First person pronouns  Informal Tone  Colloquial Language  Emotive Language  Thought and feelings  Opinions as well as facts  Time conjunctions  **Structural Features:**  Date  Dear Diary,  Paragraphs  Sign Off | **Year 3 Grammar**    Use of capital letters, full stops, questions marks exclamation  Expressing time, place and cause using:  -conjunctions (eg. when, before, after, while, so because)  -adverbs (eg, then, next, soon, therefore)  -prepositions (eg. before, after, during, in, because of). | **Genre Related Grammar - Biography**  **Language Features:**  Past tense  Third person pronouns  Time adverbials  Factual information  **Structural Features:**  Opening statement  Paragraphs - Main events in a person's life  Main influences in a person's life.  Closing paragraph - How will he/she be remembered - Future work. | |
| Reading Comprehension |  |  |  |  |  |  |  |
| Reading Spine - class read | Reading Spine - Resistant Text.  The Colour Monster by Anna Llenas | | | | | | |

| **Autumn 2**  **Text - The Stone Age Boy by Satoshi Kitamura** | | | | | | | | |
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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** |
| Extended Writing  Genre | MAT writing – Health & Wellbeing  Beware of the Boys by Tony Blundell  **Genre - Instructions** | | The Stone Age Boy by Satoshi Kitamura  **Genre - Narrative** | | | The Stone Age Boy by Satoshi Kitamura  **Genre – Non-chronological report** | | |
| Spelling  Focus Teaching | **Suffixes –ed/ing** | **Suffixes –ed/ing** | **Suffixes –ed/ing** | **Suffixes – ed/ing** | **Suffix –er** | **Suffix –er** | **Adding s to words-‘ey’ sounding long ‘e’ (ee)** | |
| Grammar/  punctuation  Focus Teaching | **Year 3 Grammar**  Commas to separate items in a list  Identify root word suffixes that can be added to verbs (eg, helping, helped, helper) | **Genre Related Grammar -Instructions**  **Language Features:**  Chronological Order  Imperative verbs  Adverbs  Technical Vocabulary  Formal Tone  **Structural Features:**  Title  Subheadings  Opening sentence  Clear list of equipment  Bullet Points - Method in simple steps  Diagrams  Closing Statement | **Year 3 Grammar**  Use of suffixes -er, -est in adjectives (Eg, happier and happiest) and the use of -ly in turning adjectives to adverbs (happy - happily).  Regular plural noun suffixes -s or -es (eg, dog, dogs;wish,wishes)  Correct choice and consistent use of present or past tense throughout writing | **Genre Related Grammar - Narrative**  **Language Features:**  Adjectives to help reader visualise the story  Verbs and adjectives to help the reader feel tensions throughout the story.  Dialogue  **Structural Features:**  Opening - Set the scene  Introduce Characters  Build Up  Dilemma  Resolution  Ending  Reflections and future plans | | **Year 3 Grammar**  Show time and place using adverbs and prepositions  A range of coordinating conjunctions  Use of present and past tense consistently correctly | **Genre Related Grammar – Non-chronological report**  **Language Features**  Past tense  Fronted adverbials  Determiners – correct use of a/an  **Structural Features**  Heading  Subheadings  Picture with caption  Glossary | |
| Reading Comprehension |  |  |  |  |  |  |  | |
| Reading Spine - class read | Winne the Pooh - AA.Milne - Archaic Text | | | | | | | |

| Spring 1  **Text - The Great Kapok Tree by Lynne Cherry** | | | | | | |
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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Extended Writing  Genre | The Great Kapok Tree  **Genre - Riddles** | The Great Kapok Tree  **Genre – Setting description** | | The Great kapok Tree  **Genre – Speech (narrative)** | The Great kapok Tree  **Genre – Persuasive letter** | |
| Spelling  Focus  Teaching | **Adding –es to words ending consonant –y** | **Suffixes –ed/ing** | **Words ending –tion** | **Words ending –tion** | **Words ending-sure** | **Prefix- dis** |
| Grammar/  punctuation  Focus Teaching | **Year 3 Grammar**  Capital letters, full stops, question marks  Adjectives  **Genre Related Grammar - Riddles**  **Language Features:**  Figurative language  General clues  Detailed clues  Question  **Structural Features:**  Five to six lines long | **Year 3 Grammar**    Begin to use adjectives to add some simple description.  Expanded Noun phrases for description and specification (eg, the blue butterfly, the man on the moon ) | **Genre Related Grammar – Setting description**    **Language features**  Expanded noun phrases  Figurative language – similes, metaphors, personification  Fronted adverbials  **Structural Features:**  Paragraphs | **Year 3 Grammar**  Create some purposeful dialogue between characters  Use some subordinating conjunctions to form complex sentences  **Genre Related Grammar – Speech (narrative)**  **Language Features**  Inverted commas  Speech punctuation  Reporting clause  **Structural Features**  New speaker, new line  Paragraphs | **Year 3 Grammar**  Subordination (using when, if, that, because) and coordination (using or, and, but)  Word families based on common words and identify how they’re related in meaning and form (eg, solve, solution, dissolve)  -adverbs (eg, then, next, soon, therefore) | **Genre Related Grammar – Persuasive letter**  **Language Features:**  Tenses – past or present where appropriate  Time conjunctions  Paragraphs  Persuasive features (rule of three, emotive language, exaggeration, rhetorical question)  **Structural Features:**  Date  Address  Paragraphs  Signature |
| Reading Comprehension |  |  |  |  |  |  |
| Reading Spine - class read | Reading Spine - Archaic Text.  Winne the Pooh - AA.Milne - Archaic Text | | | | | |

| Spring 2 | | | | | |
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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** |
| Extended Writing  Genre | World Book Day  **Genre – Biography about favourite author** | | MAT Environment Writing  **Genre – Informative leaflet about air pollution** | | |
| Spelling  Focus  Teaching | **Prefix –in** | **Prefix- il** | **Prefix- ir** | **Prefix- mis** | **Prefix -un** |
| Grammar/  punctuation  Focus Teaching | **Year 3 Grammar**  Capital letter, full stops questions, exclamations  Commas in a list  Apostrophes to mark where letters are missing in spelling (do not = don’t) and mark singular possession in nouns (eg, the girl’s name) | **Genre Related Grammar - Biography**  **Language Features:**  Past tense  Third person pronouns  Time adverbials  Factual information  **Structural Features:**  Opening statement  Paragraphs - Main events in a person's life  Main influences in a person's life.  Closing paragraph - How will he/she be remembered - Future work. | **Year 3 Grammar**  Expressing time, place and cause using:  -conjunctions (eg. when, before, after, while, so because)  -adverbs (eg, then, next, soon, therefore)  -prepositions (eg. before, after, during, in, because of). | **Genre Related Grammar – Information leaflet**  **Language Features:**  Factual information  Formal tone  Fronted adverbials  **Structural Features:**  Heading  Subheadings  Pictures with captions | |
| Reading Comprehension |  |  |  |  |  |
| Reading Spine - class read | Reading Spine - Archaic Text.  Winne the Pooh - AA.Milne - Archaic Text | | | | |

| Summer 1  Text - Journey by Aaron Becker | | | | | | |
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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Extended Writing  Genre | Journey by Aaron Becker  **Genre - Diary Entry/Journal**  **Why does she draw the door? Lonely, lack of friends** | | Journey by Aaron Becker  **Genre - Narrative - Adventure** | | Journey by Aaron Becker  **Playscript - Conversation between the girl and boy at the end of the text.** | |
| Spelling  Focus  Teaching | **Suffix - ly** | **Suffix - ly** | **Suffix - ly** | **Suffix – ly** | **Suffix – ly** | **Suffix – ly/ally** |
| Grammar/  punctuation  Focus Teaching | **Year 3 Grammar**  Use progressive form of verbs in the present and past tense (Eg, ‘she is drumming’, ‘he was shouting’ | **Genre Related Grammar - Diary Entry**  **Language Features:**  Past tense  First person pronouns  Informal Tone  Colloquial Language  Emotive Language  Thought and feelings  Opinions as well as facts  Time conjunctions  **Structural Features:**  Date  Dear Diary,  Paragraphs  Sign Off | **Year 3 Grammar**  Expanded Noun phrases for description and specification (eg, the blue butterfly, the man on the moon) | **Genre Related Grammar - Narrative**  **Language Features:**  Adjectives to help reader visualise the story  Verbs and adjectives to help the reader feel tensions throughout the story.  Dialogue  **Structural Features:**  Opening - Set the scene  Introduce Characters  Build Up  Dilemma  Resolution  Ending  Reflections and future plans | **Year 3 Grammar**  Use of the present perfect form of verbs instead of the simple past (eg, he has gone out to play *instead of* he went out to play) | **Genre Related Grammar - Playscript**  **Language Features:**  Written dialogue without speech marks/inverted commas.  Stage direction in brackets  Character direction  **Structural Features:**  Cast List  Props and Costume List  Use a narrator  Character/Speakers name on the left  Structure play using scenes |
| Reading Comprehension |  |  |  |  |  |  |
| Reading Spine - class read | Reading Spine - Non-Linear Time sequences  Dominic Grows Sweetcorn by Mandy Ross | | | | | |

| **Summer 2**  **Text - Zeraffa Giraffa by Diane Hoffmeyer.** | | | | | | | |
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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Extended Writing  Genre | MAT Diversity  **ADHD**  **Genre – Non-chronological report** | | Zeraffa Giraffa by Diane Hoffmeyer  **Genre – Setting description** | | Zeraffa Giraffa by Diane Hoffmeyer  **Genre - Letter - From the French people, thanking Atir.** | | |
| Spelling  Focus  Teaching | **Suffix – ful/-less** | **Plural of words ending –o** | **Plural of words ending –f/-fe** | **Irregular plurals** | **Irregular past tense ‘ow’ to ’ew’** | **Irregular past tense**  **‘in’ to ‘an’** |  |
| Grammar/  punctuation  Focus Teaching | **Year 3 Grammar**  Formation of nouns using a range of prefixes (eg, super-anti-auto)  Begin to use adjectives to add some simple description.  Expanded Noun phrases for description and specification (eg, the blue butterfly, the man on the moon ) | **Genre Related Grammar – Non-chronological report**  **Language Features**  Past tense  Fronted adverbials  Determiners – correct use of a/an  **Structural Features**  Heading  Subheadings  Picture with caption  Glossary | **Year 3 Grammar**  Subordination (using when, if, that, because) and coordination (using or, and, but)  Apostrophes to mark where letters are missing in spelling (do not = don’t) and mark singular possession in nouns (eg, the girl’s name) | **Genre Related Grammar - Setting Description**  **Language Features:**  Figurative language - Similes, metaphors, personification, onomatopoeia, hyperbole  **Structural Features:**  Paragraphs | **Year 3 Grammar**  Expressing time, place and cause using:  -conjunctions (eg. when, before, after, while, so because)  -adverbs (eg, then, next, soon, therefore)  -prepositions (eg. before, after, during, in, because of). | **Genre Related Grammar - Letters**  **Language Features:**  Past tense  First person pronouns  Opinions as well as facts  Time conjunctions  **Structural Features:**  Sender and recipient's address  Date  Opening Sentence - Why are you writing - Hook the reader.  Introductions  Paragraphs around theme  Conclusion - Summarising main points and re-iterating  Sign Off | |
| Reading Comprehension |  |  |  |  |  |  |  |
| Reading Spine - class read | Reading Spine - Non-Linear Time sequences  Dominic Grows Sweetcirn by Mandy Ross | | | | | | |