

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 WritingGenre | Seal Surfer by Michael Foreman**Genre - Letter**  | Black History TextCounting on Katherine by Helaine Becker**Genre - Diary Entry/Journal**  | Black History TextCounting on Katherine by Helaine Becker**Genre - Biography** |
| SpellingFocusTeaching | **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/punctuationFocus Teaching | **Year 2**Use of capital letters, full stops, questions marks exclamationExpressing 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 appropriateTime conjunctionsQuestionsParagraphs**Structural Features:**DateAddressParagraphsSignature  | **Year 3 Grammar**Understand pronouns, verb nouns, adjectivesSubordinating conjunctionsApostrophes for possession | **Genre Related Grammar - Diary Entry** **Language Features:**Past tenseFirst person pronounsInformal ToneColloquial LanguageEmotive LanguageThought and feelingsOpinions as well as factsTime conjunctions**Structural Features:**DateDear Diary,ParagraphsSign Off | **Year 3 Grammar**Use of capital letters, full stops, questions marks exclamationExpressing 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 tenseThird person pronounsTime adverbialsFactual information **Structural Features:**Opening statementParagraphs - Main events in a person's lifeMain 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 WritingGenre | MAT writing – Health & WellbeingBeware 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** |
| SpellingFocus 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/punctuationFocus Teaching | **Year 3 Grammar** Commas to separate items in a listIdentify root word suffixes that can be added to verbs (eg, helping, helped, helper) | **Genre Related Grammar -Instructions** **Language Features:**Chronological Order Imperative verbs AdverbsTechnical VocabularyFormal Tone**Structural Features:**TitleSubheadingsOpening sentenceClear list of equipmentBullet Points - Method in simple stepsDiagramsClosing 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 storyVerbs and adjectives to help the reader feel tensions throughout the story.Dialogue**Structural Features:**Opening - Set the sceneIntroduce CharactersBuild UpDilemmaResolutionEnding Reflections and future plans | **Year 3 Grammar**Show time and place using adverbs and prepositionsA range of coordinating conjunctionsUse of present and past tense consistently correctly | **Genre Related Grammar – Non-chronological report****Language Features**Past tenseFronted adverbialsDeterminers – correct use of a/an**Structural Features**HeadingSubheadingsPicture with captionGlossary |
| 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 WritingGenre | 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** |
| SpellingFocusTeaching | **Adding –es to words ending consonant –y** | **Suffixes –ed/ing** | **Words ending –tion** | **Words ending –tion** | **Words ending-sure** | **Prefix- dis** |
| Grammar/punctuationFocus Teaching | **Year 3 Grammar** Capital letters, full stops, question marksAdjectives**Genre Related Grammar - Riddles****Language Features:**Figurative languageGeneral cluesDetailed cluesQuestion**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 phrasesFigurative language – similes, metaphors, personificationFronted adverbials**Structural Features:**Paragraphs | **Year 3 Grammar**Create some purposeful dialogue between charactersUse some subordinating conjunctions to form complex sentences**Genre Related Grammar – Speech (narrative)****Language Features**Inverted commasSpeech punctuationReporting clause**Structural Features**New speaker, new lineParagraphs | **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 appropriateTime conjunctionsParagraphsPersuasive features (rule of three, emotive language, exaggeration, rhetorical question)**Structural Features:**DateAddressParagraphsSignature |
| 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 WritingGenre | World Book Day**Genre – Biography about favourite author** | MAT Environment Writing**Genre – Informative leaflet about air pollution** |
| SpellingFocusTeaching | **Prefix –in** | **Prefix- il** | **Prefix- ir** | **Prefix- mis** | **Prefix -un** |
| Grammar/punctuationFocus Teaching | **Year 3 Grammar** Capital letter, full stops questions, exclamationsCommas in a listApostrophes 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 tenseThird person pronounsTime adverbialsFactual information **Structural Features:**Opening statementParagraphs - Main events in a person's lifeMain 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 informationFormal toneFronted adverbials**Structural Features:**HeadingSubheadingsPictures with captions  |
| Reading Comprehension  |  |  |  |  |  |
| Reading Spine - class read | Reading Spine - Archaic Text.Winne the Pooh - AA.Milne - Archaic Text  |

| Summer 1Text - Journey by Aaron Becker |
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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Extended WritingGenre | 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.** |
| SpellingFocusTeaching | **Suffix - ly** | **Suffix - ly** | **Suffix - ly** | **Suffix – ly** | **Suffix – ly** | **Suffix – ly/ally** |
| Grammar/punctuationFocus 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 tenseFirst person pronounsInformal ToneColloquial LanguageEmotive LanguageThought and feelingsOpinions as well as factsTime conjunctions**Structural Features:**DateDear Diary,ParagraphsSign 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 storyVerbs and adjectives to help the reader feel tensions throughout the story.Dialogue**Structural Features:**Opening - Set the sceneIntroduce CharactersBuild UpDilemmaResolutionEnding 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 bracketsCharacter direction **Structural Features:**Cast ListProps and Costume ListUse a narratorCharacter/Speakers name on the leftStructure play using scenes |
| Reading Comprehension  |  |  |  |  |  |  |
| Reading Spine - class read | Reading Spine - Non-Linear Time sequencesDominic 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 WritingGenre | 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.** |
| SpellingFocusTeaching | **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/punctuationFocus 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 tenseFronted adverbialsDeterminers – correct use of a/an**Structural Features**HeadingSubheadingsPicture with captionGlossary | **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 tenseFirst person pronounsOpinions as well as factsTime conjunctions**Structural Features:**Sender and recipient's addressDate Opening Sentence - Why are you writing - Hook the reader. IntroductionsParagraphs around themeConclusion - Summarising main points and re-iteratingSign Off |
| Reading Comprehension  |  |  |  |  |  |  |  |
| Reading Spine - class read | Reading Spine - Non-Linear Time sequencesDominic Grows Sweetcirn by Mandy Ross |