

Brackenwood Junior School

English

Long Term Plan

Y3

2023/24

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| Autumn 1 **Text - Counting on Catherine by Helaine Becker**  |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Extended WritingGenre | Black History TextCounting on Catherine by Helaine Becker**Genre - Biography**  | Black History TextCounting on Catherine by Helaine Becker**Genre - Diary Entry/Journal**  | Black History TextCounting on Catherine by Helaine Becker**Genre - Persuasive Letter**  |
| 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 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.  | **Year 3 Grammar**Understand pronouns, verb nouns, adjectives | **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**Subordination (using when, if, that, because) and coordination (using or, and, but)Types of sentences and how to identify them:StatementsCommandsQuestionsExclamations | **Genre Related Grammar - Persuasive Letter** **Language Features:**Past tenseFirst person pronounsInformal ToneColloquial LanguageEmotive LanguageThought and feelingsOpinions as well as factsTime conjunctionsRhetorical QuestionsExaggeration**Structural Features:**Sender and recipient's addressDate Opening Sentence - Why are you writing - Hook the reader. IntroductionsParagraphs - Each point/reason for writing, in one paragraph.Conclusion - Summarising main points and re-iteratingSign Off |
| Reading Comprehension 2 week cycle | **Weeks 1 and 2**PredatorsThe Pest ControllersSummaryEVREVForces and magnetismWhat Is Magnetism?SummaryRRVVPClimate ChangeTaking Action On Climate ChangeRetrievalIVVES | **Weeks 3 and 4**HabitatsThe Place For MeInferenceVRVEEThe NormansHaroldInferenceRSVRSUrban LivingUnique HousesVocabularySSRER | **Weeks 5 and 6**The RomansHadrian’s WallRetrievalIVSVSOrchestraHow To Make Your Own Kitchen OrchestraRetrievalVEEESWeek 6King Henry VIIILife At Hampton Court PalaceVocabularyRRERI | **Week 7**British EmpireCountries Within The EmpireRetrievalSVVSSItalyFamous ItaliansRetrievalVIVIV |
| Reading Spine - class read | Reading Spine - The Colour Monster by Anna Llenas - Resistant Text.Reading Spine - Winnie the Pooh - AA.Milne - Archaic Text |

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| **Autumn 2****Text - The Stone Age Boy by Satoshi Kitamura** |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Extended WritingGenre | The Stone Age Boy by Satoshi Kitamura**Genre - Instructions** | The Stone Age Boy by Satoshi Kitamura**Genre - Persuasive Text - Advertisement****Selling a stone house**  | The Stone Age Boy by Satoshi Kitamura**Genre - Narrative**  |
| 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**Types of sentences and how to identify them:StatementsCommandsQuestionsExclamations | **Genre Related Grammar - Persuasive Text - Advertisement** **Language Features:**Second or third person Rhetorical QuestionsExaggeration Powerful Adjectives**Structural Features:**Title or Slogan Introduction - Directly addressing the readerMain Body - Describes facilities and featuresBullet Points | **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 |
| Reading Comprehension 2 week cycle | **Weeks 1 and 2**PredatorsThe BeastInferenceRRVVPBritish EmpireBeginning Of The EmpireInferenceRRVSRItalyThe Man Wreathed In SeaweedVocabularyIISES | **Weeks 3 and 4**Climate ChangeWhat Is Climate Change?RetrievalSEVEIKing Henry VIIIThe Story of The Mary RoseSummaryRIRVILightOptical WondersSummaryRRVVI | **Weeks 5 and 6**The NormansNorman BritainVocabularySRSRIOrchestraMusical SafariVocabularyIRPES Urban LivingUrban PestsRetrievalVSSIV | **Week 7**ChristmasThe Yule Lads (Sausage Swiper) Vocabulary IRSSE ChristmasFavourite Toy Explanation IVRVP |
| Reading Spine - class read | Reading Spine - Revolting Rhymes - Roald Dahl - Complexity of plot - Symbolic. |

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| Spring 1**Text - The Great Kapot Tree by Lynne Cherry**  |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Extended WritingGenre | The Great Kapot Tree by Lynne Cherry **Genre - Non-Chronological Report - The Amazon Rainforest** | The Great Kapot Tree by Lynne Cherry **Genre - Character Description of an Amazonian Animal** | The Great Kapot Tree by Lynne Cherry **Genre - Balanced Argument - Deforestation** |
| 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** Introduction to paragraphs as a way to group related material.Headings and subheadings to aid presentation. Use the correct determiner ‘a’ or ‘an’ depending on whether the following word begins with a vowel or a consonant (eg, a rock, an open box) | **Genre Related Grammar - - Non-Chronological Report** **Language Features:**Chronological OrderFactual informationPresent Tense Technical Vocabulary - Explain in the glossaryThird personFormal tone **Structural Features:**Topic TitleIntroductory ParagraphMain Body - Paragraphs (Information organised into categories. Bullet PointPhotoGlossary | **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 - Character Description** **Language Features:**Figurative language - Similes, metaphors, personification, onomatopoeia, hyperbole**Structural Features:**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 - Balanced Argument****Language Features:**Present TenseThird personFormal ToneAbstract Nouns - Truth, fairness, beliefModal Verbs - Could, must, can, will.Conjunctions for cause and effect - Even though, as a result, consequently, hence, therefore. **Structural Features:**Topic/TitleIntroductory Paragraph - GIve brief idea of both sides of the argument. Paragraphs - Each point supported by evidence and extra information. |
| Reading Comprehension 2 week cycle | **Weeks 1 and 2**PredatorsThe Barn OwlVocabularySREERClimate ChangeRenewable EnergyVocabularyRRRISForces and magnetismThe Three LawsRetrievalSSVVP | **Weeks 3 and 4**The RomansRomulus and RemusSummaryVIRRVThe NormansA Bitter RivalrySummaryRVRVIThe Iron AgeHillfortsVocabularySRRIE | **Weeks 5 and 6**The Ancient EgyptiansMummify a TomatoSummaryRVRVPKing Henry VIII Henry VIIIRetrievalVVISPBritish EmpireEmpires In HistoryRetrievalIVVSV |
| Reading Spine - class read | Reading Spine - Archaic Text.Charlotte's Web by E.B White.  |

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| Spring 2**Text - Beware of the Boys by Tony Blundell** |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** |
| Extended WritingGenre | Beware of the Boys by Tony Blundell**Genre - Newspaper** | Beware of the Boys by Tony Blundell**Genre - Narrative - Alternate Ending**  | Beware of the Boys by Tony Blundell**Genre - Instructions** |
| SpellingFocusTeaching | **Prefix –in** | **Prefix- il** | **Prefix- ir** | **Prefix- mis** | **Prefix -un** |
| Grammar/punctuationFocus Teaching | **Year 3 Grammar** Introduction to inverted commas to punctuate direct speech.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 - Newspaper** **Language Features:**5W’s - IntroductionDetails of main events in chronological OrderThird personPast tenseDirect and reported speechFormal ToneRhetorical Question **Structural Features:**Newspaper NameHeadlineSubtitleReporters NameIntroductory Paragraph - 5W’sPictures with captionsConclusion - What might happen next. | **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 - 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** Commas to separate items in a list**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  |
| Reading Comprehension 2 week cycle | **Weeks 1 and 2**Climate ChangeCarbon SinksVocabularyERREPHabitatsLet’s Go Rock PoolingVocabularySIIRRWomen of the skiesBessie Coleman Retrieval VEIVS | **Weeks 3 and 4**Crime and PunishmentThe Court SystemSummaryRERVVDesertsThe SkeletonVocabularyEEISRUnderwaterLittle Green TurtleVocabularySIISP | **Week 5**ItalyCultureRetrievalVIVSVLightWhat Is Light?RetrievalSSSVV |
| Reading Spine - class read | Reading Spine - Archaic Text.Charlotte's Web by E.B White. |

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| Summer 1Text - Journey by Aaron Becker |
|  | **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 2 week cycle | **Weeks 1 and 2**RobotsThe ChaseRetrievalVVEPIAngry EarthTremorInferenceSRESVMythical CreaturesWhy Do Dragons Make Great Pets?InferenceRVSRE | **Weeks 3 and 4**Heroes and VillainsThe DeciderVocabularyIRSIPAnimal Food ChainsThere was an old ladyVocabularyRSERSParisArc De TriompheSummaryIVRRV | **Weeks 5 and 6**Rocks and FossilsTypes of RockRetrievalSVSVEIron AgeIron Age CeltsRetrievalSVVISThe PictsThe PictsVocabularyRSRRP |
| Reading Spine - class read | Reading Spine - Non-Linear Time sequencesDominic Grows Sweetcirn by Mandy Ross |

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| **Summer 2****Text - Zeraffa Giraffa by Diane Hoffmeyer.** |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Extended WritingGenre | Zeraffa Giraffa by Diane Hoffmeyer**Genre - Setting Description**  | Zeraffa Giraffa by Diane Hoffmeyer**Genre - Poetry - Poem to the Giraffe** | 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 - Setting Description** **Language Features:**Figurative language - Similes, metaphors, personification, onomatopoeia, hyperbole**Structural Features:**Paragraphs | **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 - Poetry****Language Features:**AlliterationFigurative language SimilesMetaphors PersonificationImageryPatternOnomatopoeia RhymeRhythmVerse**Structural Features:**Written in versesEach line starts with a capital letterA comma at the end of each line | **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 2 week cycle | **Weeks 1 and 2**CoastsThe Water CycleVocabularyRSRESWomen of the SkiesHazel HillVocabularyRSIIRStone AgeThe Stone AgeRetrievalIVSSP | **Weeks 3 and 4**Creation MythsThe Four Worlds A Hopi Tribe Native American Creation MythSummaryRIRVVRocks and FossilsSoilRetrievalVSVENursery RhymesLittle Bo BeepRetrievalSVVSI | **Weeks 5 and 6**Nursery RhymesJack and JillInferenceSRVVSOrchestraThe Cymbal PlayerInferenceVVRSEThe Ancient Egyptians On A MissionVocabularyIRIRP | **Week 7**OrchestraThe Orchestra FamilyRetrievalVISPSCrime and PunishmentDick TurpinRetrievalSVVSI |
| Reading Spine - class read | Reading Spine - Non-Linear Time sequencesDominic Grows Sweetcirn by Mandy Ross |