

## Long term Literacy planning - Y3

### Autumn Term

GENRE	Fact Files	Adventure Stories	Diary writing	Narrative - stories with historical settings	Persuasive writing
DURATION	2 weeks	2-3 weeks	2 weeks	2-3 weeks	2 weeks
POSSIBLE TEXTS AND TOPICS	<b>Stone Age Boy</b> Texts about the Stone Age	<b>Stone Age Boy</b>	<b>Stone Age Boy</b> Examples of diary entries	<b>Stone Age Boy</b>	<b>Stone Age Boy</b> Travel brochures/leaflets/adverts
VOCABULARY, GRAMMAR, PUNCTUATION AND SPELLING OBJECTIVES	<ul style="list-style-type: none"> <li>expressing time, place and cause using: conjunctions (e.g. when, before, after, while, so, because)</li> <li>Revise from Year 2: Apostrophes for contractions</li> <li>Revise suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')</li> <li>Revise prefix 'un-' Teach prefix 'dis-' (disappoint, disagree, disobey)</li> </ul>	<ul style="list-style-type: none"> <li>Y2 revision of expanded noun phrases for description</li> <li>use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</li> <li>introduction to paragraphs as a way to group related material</li> <li>Learn Strategies for learning words: Words from statutory and personal spelling lists</li> <li>Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)</li> </ul>	<ul style="list-style-type: none"> <li>Y2 revision of commas to separate items in a list</li> <li>expressing time, place and cause using: adverbs (e.g. then, next, soon, therefore)</li> <li>use of the present perfect form of verbs instead of the simple past (e.g. he has gone out to play contrasted with he went out to play)</li> <li>Strategies for learning words: words from statutory and personal spelling lists</li> <li>Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)</li> </ul>	<ul style="list-style-type: none"> <li>introduction to paragraphs as a way to group related material</li> <li>introduction to inverted commas to punctuate direct speech</li> <li>Y2 revision of sentences with different forms: statement, question, exclamation, command</li> <li>Prefixes 'mis-' and 're-'</li> <li>Strategies for learning words: words from statutory and personal spelling lists</li> </ul>	<ul style="list-style-type: none"> <li>introduction to paragraphs as a way to group related material</li> <li>headings and sub-headings to aid presentation</li> <li>word families based on common words</li> <li>The /ɪ/ sound spelt 'y'</li> <li>Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin)</li> <li>Proofreading</li> </ul>
OUTCOMES:	An informative fact file on an aspect of Stone Age life	An adventure story	Diary entry from the point of view of the main character/Day in the life of a Stone Age boy/girl	Alternative endings to class novel	Persuasive poster/leaflet (visit to the Stone Age)

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### Spring Term

GENRE  DURATION	Non-chronological reports 2 weeks	Dilemma stories 2-3 weeks	Recounts (including newspaper reports) 2 weeks	Myths and legends 2-3 weeks
POSSIBLE TEXTS AND TOPICS	<b>The Hodegheg</b>	<b>The Hodegheg</b>	<b>The Hodegheg</b>	<b>The Hodegheg</b> <b>Examples of myths and legends.</b>
VOCABULARY, GRAMMAR, PUNCTUATION AND SPELLING OBJECTIVES	<ul style="list-style-type: none"> <li>• introduction to paragraphs as a way to group related material</li> <li>• headings and sub-headings to aid presentation</li> <li>• expressing time, place and cause using prepositions (e.g. before, after, during, in, because of)</li> <li>• Revise from Year 2: suffixes '-ness' and '-ful' following a consonant</li> <li>• Prefixes 'sub-' and 'tele-'</li> </ul>	<ul style="list-style-type: none"> <li>• introduction to paragraphs as a way to group related material</li> <li>• introduction to inverted commas to punctuate direct speech</li> <li>• Y2 revision of apostrophes to mark singular possessions in nouns</li> <li>• expressing time, place and cause using conjunctions</li> <li>• Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure')</li> <li>• Suffixes '-less' and '-ly'</li> </ul>	<ul style="list-style-type: none"> <li>• expressing time, place and cause using adverbs</li> <li>• introduction to inverted commas to punctuate direct speech</li> <li>• Y2 revision of formation of nouns using suffixes such as -ness, -er</li> <li>• Prefixes 'super-' and 'auto-'</li> <li>• Strategies for learning words: words from statutory and personal spelling lists</li> </ul>	<ul style="list-style-type: none"> <li>• use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</li> <li>• introduction to paragraphs as a way to group related material</li> <li>• use of the present perfect form of verbs instead of the simple past (e.g. he has gone out to play contrasted with he went out to play)</li> <li>• Words with the /k/ sound spelt 'ch' (Greek in origin)</li> <li>• Proofreading</li> </ul>
OUTCOMES:	A non-chronological report (make links to themes in the story, e.g. road safety, and Ancient Greeks)	A story with a dilemma and a resolution.	First person recount about an experience A well organised and detailed newspaper report	A myth with a beginning, middle and end.

## Long term Literacy planning - Y3

### Summer Term

GENRE	Character Profiles 2 weeks	Poetry 1 week	Letters 2 weeks	Narrative 2 - 3 weeks	Recipes and instructions 2 weeks
DURATION					
POSSIBLE TEXTS AND TOPICS	<b>Fantastic Mr Fox</b>	<b>Fantastic Mr Fox</b>	<b>Fantastic Mr Fox</b> <b>Formal and informal letters</b>	<b>Fantastic Mr Fox</b>	<b>Fantastic Mr Fox</b> <b>Recipes and instructions (linked to cookery in DT)</b>
VOCABULARY, GRAMMAR, PUNCTUATION AND SPELLING OBJECTIVES	<ul style="list-style-type: none"> <li>formation of nouns using a range of prefixes, such as super-, anti, auto-</li> <li>expressing time, place and cause using prepositions (e.g. before, after, during, in, because of)</li> <li>Revise Previously taught suffixes ('ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and 'ly')</li> <li>Suffix '-ly' with root words ending in 'le' and 'ic'</li> </ul>	<ul style="list-style-type: none"> <li>use of the present perfect form of verbs instead of the simple past (e.g. he has gone out to play contrasted with he went out to play)</li> <li>Revise from Year 2: Apostrophes for contractions</li> <li>Rare GPCs (/ɪ/ sound)</li> </ul>	<ul style="list-style-type: none"> <li>expressing time, place and cause using: conjunctions (e.g. when, before, after, while, so, because)</li> <li>introduction to paragraphs as a way to group related material</li> <li>Strategies for learning words: words from statutory and personal spelling lists</li> <li>Revise From Years 1 and 2: vowel digraphs</li> </ul>	<ul style="list-style-type: none"> <li>use of the forms a or an according to whether the next word begins with a consonant or a vowel</li> <li>introduction to paragraphs as a way to group related material</li> <li>introduction to inverted commas to punctuate direct speech</li> <li>The /n/ sound spelt 'ou'</li> <li>Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/ reign)</li> </ul>	<ul style="list-style-type: none"> <li>expressing time, place and cause using: adverbs (e.g. then, next, soon, therefore)</li> <li>headings and sub-headings to aid presentation</li> <li>Strategies for learning words: words from statutory and personal spelling lists</li> <li>Revise Aspects from this half term</li> </ul>
OUTCOMES:	Descriptive profile of one of the main characters from <i>Fantastic Mr Fox</i>	Limericks	Invitation to Mr Fox's feast Formal letter to the RSPCA	Part of the class novel rewritten from a different perspective	An organised set of instructions/ recipe