

Long term Literacy planning - Y3

Autumn Term 2021

| GENRE | Recounts | Non-chronological reports | Narrative - stories with historical settings | Diaries | Letters | Narrative - character description focus |
|---|---|--|--|---|--|---|
| DURATION | 2 weeks | 2 weeks | 2 weeks | 2 weeks | 2 weeks | 2 weeks |
| POSSIBLE TEXTS AND TOPICS | Stone Age Boy | Stone Age Boy Examples of fact files about the Stone Age | Stone Age Boy | Bill's New Frock | Bill's New Frock Examples of letters | Bill's New Frock |
| VOCABULARY , GRAMMAR, PUNCTUATION AND SPELLING OBJECTIVES | <ul style="list-style-type: none"> Recognises and writes different types of sentences: statements, questions, commands and exclamations (Year 2) Understands and uses coordinating and subordinating conjunctions to construct and extend sentences (Year 2) Can add -ing, -ed, -er, -est and -y to words of one syllable ending in a single letter after a short vowel (Year 2) Spell words with contractions (Year 2) Spell words with the prefix -'dis' | <ul style="list-style-type: none"> Uses apostrophes for contraction and singular possession (Year 2) Uses a wide range of conjunctions to join sentences and develop ideas Varies sentence openers Spells words with the suffixes -ment, -ness, -ful and -less (Year 2) Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they) | <ul style="list-style-type: none"> Uses expanded noun phrases, adjectives and adverbs for description and specification (Year 2) Varies sentence openers Uses pronouns to avoid repetition Spells words ending in -tion (Year 2) Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun) | <ul style="list-style-type: none"> Uses an apostrophe for singular possession often. Uses a range of punctuation with increasing accuracy Uses a or an according to whether the next word begins with a consonant or a vowel. Spells words with the /ai/ sound spelt ei, eigh or e Prefixes 'mis-' and 're-' | <ul style="list-style-type: none"> Begins to select words for effect. Begins to use paragraphs to group related material Begins to use apostrophes for plural possession Spells words containing the /u/ sound spelt ou The /ɪ/ sound spelt 'y' | <ul style="list-style-type: none"> Begins to use an apostrophe for plural possession Begins to use inverted commas to punctuate direct speech. Can add suffixes beginning with vowel letters to words of more than one syllable Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' |
| OUTCOMES: | Recount in role as character | An informative non-chronological report on an aspect of Stone Age life | Alternative endings to class novel | Diary entries in role as character | Letters to/ from a character in the story | Story based on similar events to the class text |

Long term Literacy planning - Y3

Spring Term 2022

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| GENRE | Descriptive poetry | Narrative - other culture | Non chronological reports | Newspaper reports |
| DURATION | 2 weeks | 3 weeks | 2-3 weeks | 3 weeks |
| POSSIBLE TEXTS AND TOPICS | Chinye Examples of poems set in forests | Chinye | Hodgeheg | Hodgeheg Examples of newspaper reports |
| VOCABULARY, GRAMMAR, PUNCTUATION AND SPELLING OBJECTIVES | <ul style="list-style-type: none"> Begins to use an apostrophe for plural possession Selects words for effect to support purpose and engage readers' interests Spells the /i/ sound spelt y elsewhere than at the of words Suffixes '-ness' and '-ful' following a consonant Prefixes 'sub-' and 'tele-' | <ul style="list-style-type: none"> Begins to use an apostrophe for plural possession Understands that main clauses are complete ideas Selects words for effect to support purpose and engage readers' interests Expresses time, place and cause using conjunctions (e.g. when, before, after, while, so, because) Apostrophe for contraction Words with the /j/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure) | <ul style="list-style-type: none"> Uses headings and sub-headings to aid presentation Uses the possessive apostrophe with regular plural words Expresses time, place and cause using adverbs (e.g. then, next, soon, therefore) Suffixes '-less', '-ness', '-ful' and '-ly' Prefixes 'super-' and 'auto- Knows how to form nouns using a range of prefixes, such as super-, anti-, auto- | <ul style="list-style-type: none"> Uses headings and sub-headings to aid presentation Selects words for effect to support purpose and engage readers' interests Expresses time, place and cause using prepositions (e.g. before, after, during, in, because, of) Homophones Words with the /k/ sound spelt 'ch' (Greek in origin) Spells words using common prefixes e.g. un-, dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto- |
| OUTCOMES: | Descriptive poems based upon the setting in Chinye | Retelling of Chinye and their own story set in West Africa | Report based on caring for an animal like the Hodgeheg | Newspaper report about the events of the Hodgeheg |

Long term Literacy planning - Y3

Summer Term 2022

| GENRE DURATION | Character Profiles 2 weeks | Instructions 2 weeks | Letters 2 weeks | Narrative 3 weeks | Diaries 2 weeks | Poetry 1 week |
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| POSSIBLE TEXTS AND TOPICS | The Iron Man | The Iron Man Examples of instructions | The Iron Man | The Iron Man | The Iron Man | The Iron Man Examples of poems |
| VOCABULARY, GRAMMAR, PUNCTUATION AND SPELLING OBJECTIVES | <ul style="list-style-type: none"> Expresses time, place and cause using conjunctions, adverbs and prepositions Begins to understand subordinate clauses Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly') Suffix '-ly' with root words ending in 'le' and 'ic' | <ul style="list-style-type: none"> Uses apostrophe for singular possession accurately and effectively Begins to understand subordinate clauses Apostrophes for contractions Rare GPCs (/ɪ/ sound) | <ul style="list-style-type: none"> Uses apostrophe for singular possession accurately and effectively Uses inverted commas for direct speech accurately and effectively Vowel diagraphs Begins to use a dictionary to check spellings | <ul style="list-style-type: none"> Uses inverted commas for direct speech accurately and effectively Uses a varied and rich vocabulary Structures and organises writing with a beginning, middle and end across a range of text types Begins to use a dictionary to check spellings The /ʌ/ sound spelt 'ou' | <ul style="list-style-type: none"> Uses a varied and rich vocabulary Uses the range of punctuation taught accurately and effectively e.g. full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction and possession, inverted commas Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/ reign) Spells some words from the National Curriculum word list for Years 3 and 4 | <ul style="list-style-type: none"> Uses a varied and rich vocabulary Structures and organises writing with a beginning, middle and end across a range of text types Begins to use a dictionary to check spellings Spells some words from the National Curriculum word list for Years 3 and 4 |
| OUTCOMES: | A character profile based on the Iron Man | Instructions for making a robot | Letter in role as Iron Man | Story based on adventure of a robot | Diaries in role as the two main characters - Iron man and Hogarth | Poem based on the Iron Man |