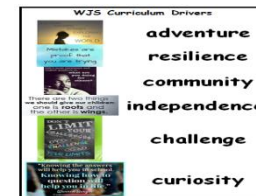


Year 3 Long Term Plan – Literacy



Narrative – Blue

Non-Fiction – Green

Poetry – Purple

Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Overriding Topic	Stone Age	France	Magnets and Forces	Ancient Egypt	Whitstable	Europe
Genres Covered for Assessment	Descriptive Writing Recounts Autobiographies Inference Stories with historical settings	Non- Fiction Writing: Non-chronological report	Poetry (sounds)	Alterative fairy tales Fairy-tales Predictions Poetry	Information text: Leaflets	Descriptive writing
Rich Texts	Stone Age Boy Dragon Slayer (Video)	Storm Eye of the Storm (Video)	Leon and the Place Between The Iron Man	Egyptian Cinderella	The Mirror Stone Peter Pan Spring poems	The Firework Maker's Daughter
Writing Opportunities	<ul style="list-style-type: none"> - Write non-fiction - Writing in paragraphs - Adventure writing - Performance based on text - Post cards - Prediction – Drama - Setting Description - Direct Speech - chronological report. 	<ul style="list-style-type: none"> - Calligrams - Character Description - Write predictions - Writing from the character's point of view - Flashbacks - Fantasy Writing - non-chronological report. 	<ul style="list-style-type: none"> - Character descriptions - Onomatopoeia - Direct and indirect speech - Story based on a book - Newspaper reports - Persuasive letter - Setting description 	<ul style="list-style-type: none"> - Speech punctuation - Play scripts - Predictions - Inference from the text - Letter writing - Repetitive Performance poems 	<ul style="list-style-type: none"> - Discussion - Debate - Alternative endings - Verbs created an action setting - Comparative conjunctions 	<ul style="list-style-type: none"> - Quantifiers - Expanded noun phrase description
New Grammar Skills	Time conjunctions Adverbials Using a thesaurus Verbs: present perfect: have/has +	Sentence Openers Speech Marks Prepositions Personification Exaggerated	<ul style="list-style-type: none"> - identify facts and opinions - Persuasion - Instructional language 	<ul style="list-style-type: none"> - Prepositional phrases - Identify subject of a sentence - Pronouns 	<ul style="list-style-type: none"> - Pattern of 3 for persuasion - Difference between clause and phrase 	<ul style="list-style-type: none"> - Headings and sub headings - Complex sentences - Commas after

	past participle)	language Powerful verbs		(possessive adjectives: my, your, theirs etc.)	<ul style="list-style-type: none"> - Expanded noun phrases - Irregular simple past tense verbs 	fronted –ly adverbials <ul style="list-style-type: none"> - Personal pronouns - Verbs: past perfect (had + past participle)
Revised Grammar Skills	Verbs Adjectives Conjunctions	Sentence Openers adjectives conjunctions	Prepositions Speech Marks	Sentence openers Inference Synonyms	Questions, statement, command, apostrophe comma	<ul style="list-style-type: none"> - Conjunctions - Compound sentences
Vocabulary to be Introduced	Fiction, non-fiction, Vocabulary Ninja, adjective, adverb, noun, verb, pre- historic, old, decrepit, ancient, travel, slayer, mist, and more – focusing on adjectives.	Mystifying, ominous, thunderous, storm, recall, recount, trembling, and more – focusing on exciting verbs.	Mysterious, mystifying, magic, cloaked, concealed, resplendent, copious, tremendous, colossal and more – focusing on similes.	Lore, cobbled, perplexed, sunned, iridescent, acrostic poem, beaming, alliteration and more – focusing on adverbs.	TBC	TBC
Key words from Y3/4 Spelling List	Plurals ending in –sh, -ch, x, z and x Formation of nouns using prefixes (auto-, anti-, super-, under-)	Use of ‘a’ (preceding a consonant) and ‘an’ (preceding a vowel or a word beginning with ‘h’)	Word families for meaning: e.g. solve, solutions, solving, solved, dissolved, soluble, solver	Time, place and cause conjunctions: when, before, after, while, so, because,	Irregular past tense verbs e.g. ate, awoke, learnt, went, got, heard, drank, flew, fell, put	Plurals ending in –sh, - ch, x, z and x Formation of nouns using prefixes (auto-, anti-, super-, under-)
Opportunities for Outdoor Learning	Read story in a setting – outdoor classroom	Go outside for drama/ to survey surroundings to inspire writing.	Drama Outside story telling	Writing poetry outside and using as inspiration for writing.	Drama Using outside as a prompt	Drama Using outside as a prompt