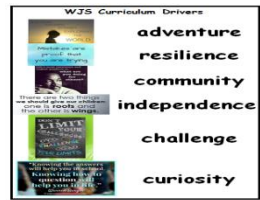


Year 3 Long Term Plan – Literacy



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	Indus Valley	Ancient Egyptians	Whitstable	Modern Europe
Genres Covered for Assessment	Descriptive Writing Recounts Autobiographies Inference Stories with historical settings	Non- Fiction Writing: Non-chronological report	Poetry (sounds)	Fairy-tales Predictions Poetry	Alterative fairy tales	Information text: Leaflets
Rich Texts	<p>Stone Age Boy – Satoshi Kitamura</p>  <p>Where the Wild Things Are – Maurice Sendak</p> <p>Eye of the Storm – Literacy Shed</p> <p>Stig of the Dump – Clive King</p>	<p>Iron Man – Ted Hughes</p>  <p>A Visit from St. Nicholas – Clement Clarke Moore</p> <p>Madeline’s Christmas – Ludwig Bemelmans (rhyming story)</p>	<p>Boat – Shane Hegarty</p>  <p>Newspaper report examples (Indus Valley linked)</p>	<p>The Egyptian Cinderella – Shirly Climro</p>  <p>Egyptians – Kath Davies</p> <p>Sound Collector – Roger McGough</p>	<p>Ottoline and the Yellow Cat – Chris Riddell</p>  <p>A Boy, His Dog and the Sea – Anthony Browne</p> <p>Where my Wellies take me – Michael and Clare Morpurgo</p>	<p>The Firework Maker’s Daughter – Phillip Pullman</p>  <p>The Giving Tree – Shel Silverstein</p>
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 	<ul style="list-style-type: none"> - Calligrams - Character Description - Write predictions - Writing from the character’s point of view - Flashbacks 	<ul style="list-style-type: none"> - Character descriptions - Onomatopoeia - Direct and indirect speech - Story based on a book - Newspaper reports 	<ul style="list-style-type: none"> - Speech punctuation - Play scripts - Predictions - Inference from the text - Letter writing 	<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

	<ul style="list-style-type: none"> - Direct Speech - chronological report. 	<ul style="list-style-type: none"> - Fantasy Writing - non-chronological report. 	<ul style="list-style-type: none"> - Persuasive letter - Setting description 	<ul style="list-style-type: none"> - Repetitive Performance poems 		
New Grammar Skills	<p>Time conjunctions Adverbials Using a thesaurus Verbs: present perfect: have/has + past participle)</p>	<p>Sentence Openers Speech Marks Prepositions Personification Exaggerated language Powerful verbs</p>	<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 (possessive adjectives: my, your, theirs etc.) 	<ul style="list-style-type: none"> - Pattern of 3 for persuasion - Difference between clause and phrase - Expanded noun phrases - Irregular simple past tense verbs 	<ul style="list-style-type: none"> - Headings and sub headings - Complex sentences - Commas after fronted –ly adverbials - Personal pronouns - Verbs: past perfect (had + past participle)
Revised Grammar Skills	<p>Verbs Adjectives Conjunctions</p>	<p>Sentence Openers adjectives conjunctions</p>	<p>Prepositions Speech Marks</p>	<p>Sentence openers Inference Synonyms</p>	<p>Questions, statement, command, apostrophe comma</p>	<ul style="list-style-type: none"> - Conjunctions - Compound sentences
Vocabulary to be Introduced	<p>Fiction, non-fiction, Vocabulary Ninja, adjective, adverb, noun, verb, pre-historic, old, decrepit, ancient, travel, slayer, mist, and more – focusing on adjectives.</p>	<p>Mystifying, ominous, thunderous, storm, recall, recount, trembling, and more – focusing on exciting verbs.</p>	<p>Mysterious, mystifying, magic, cloaked, concealed, resplendent, copious, tremendous, colossal and more – focusing on similes.</p>	<p>Lore, cobbled, perplexed, sunned, iridescent, acrostic poem, beaming, alliteration and more – focusing on adverbs.</p>		
Key words from Y3/4 Spelling List	<p>Plurals ending in –sh, -ch, x, z and x Formation of nouns using prefixes (auto-, anti-, super-, under-)</p>	<p>Use of ‘a’ (preceding a consonant) and ‘an’ (preceding a vowel or a word beginning with ‘h’)</p>	<p>Word families for meaning: e.g. solve, solutions, solving, solved, dissolved, soluble, solver</p>	<p>Time, place and cause conjunctions: when, before, after, while, so, because,</p>	<p>Irregular past tense verbs e.g. ate, awoke, learnt, went, got, heard, drank, flew, fell, put</p>	<p>Plurals ending in –sh, -ch, x, z and x Formation of nouns using prefixes (auto-, anti-, super-, under-)</p>
Opportunities for Outdoor Learning	<p>Read story in a setting – outdoor classroom</p>	<p>Go outside for drama/ to survey surroundings to inspire writing.</p>	<p>Drama Outside story telling</p>	<p>Writing poetry outside and using as inspiration for writing.</p>	<p>Drama Using outside as a prompt</p>	<p>Drama Using outside as a prompt</p>