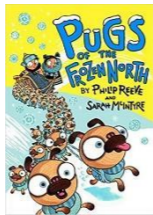
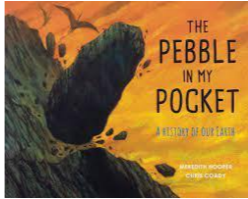
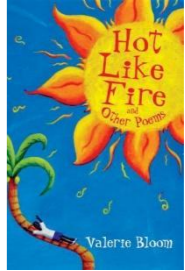
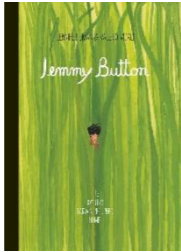
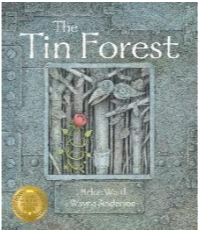
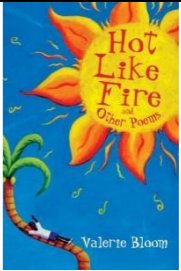

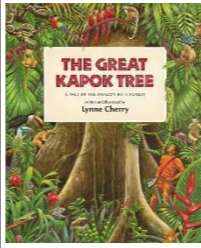
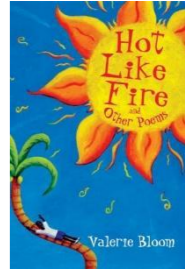


Year 3			Autumn Term				
Text	Pugs of the Frozen North 		Pebble in my Pocket 			Hot Like Other Poetry 	Fire and Poems
Writing Outcomes	Narrative-character description	Persuasive letter	Recount- diary	Non-chronological report	Narrative- writing part of the story	Letter	Prepare poems to read aloud Write a prose version of the poem
Vocabulary, Grammar and Punctuation Outcomes	-Use of capital letters and full stops to demarcate sentences -Expanded noun phrases for description and specification	-Subordination and Co-ordination -Introduction to paragraphs as a way to group related material	-Expressing time, place and cause using conjunctions -Correct choice and consistent use of past tense throughout writing	-Question marks -Correct choice and consistent use of present tense throughout writing -Introduction to paragraphs as a way to group related material -Headings and sub-headings to aid presentation -Pronouns	-1 st person -Correct choice and consistent use of past tense throughout writing -Expressing time, place and cause using adverbs -Expanded noun phrases for description and specification	-Expressing time, place and cause using conjunctions - Use of the progressive form of verbs in the past tense to mark actions in progress -How the grammatical patterns in a sentence indicate its function as a question and exclamation -Question marks -Exclamation marks	Reading -Listen to and discuss a range of poetry -Discuss words and phrases that capture the reader's interest and imagination -recognise some different forms of poetry -Capital letters, full stops, question and exclamation marks.
Spelling	Application of spelling skills: see Spelling Long Term Plan for Year 3						
Handwriting	Application of handwriting skills: see Handwriting Progression document and long term plan for handwriting in Year 3						
Oracy	Listening skills, following instructions, asking and answering questions, drama, performance and confidence, vocabulary building and use of standard English, speaking for a range of purposes and participating in discussion are taught throughout all English units of work: see progression document						
Timescale	6 weeks			6 weeks			1 week

Year 3			Spring Term				
Text	Jemmy Button 			Tin Forest 			Hot Like Fire and Poetry  Other Poems Environment
Writing Outcomes	Recount Diary (As Jemmy)	Balanced Argument (Should Jemmy go with the visitors or not?)	Narrative	Poetry (Creating a descriptive poem) Setting Description	Letter (Writing a letter from the man about where he lives)	Narrative (From the characters perspective)	Write own versions of poems by changing vocabulary Write poems
Vocabulary, Grammar and Punctuation Outcomes	-Expanded noun phrases for description and specification -Expressing time, place and cause using prepositions -a and an -How the grammatical patterns in a sentence indicate its function as an exclamation -Exclamation marks -Commas to separate items in a list	-Introduction to paragraphs as a way to group related material -Use of the present perfect form of verbs instead of the simple past -Apostrophes to mark singular possession in nouns	-Introduction to inverted commas to punctuate direct speech -Subordinate clause -Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although -Expanded noun phrases for description and specification	-Expanded noun phrases for description and specification -Apostrophes to mark singular possession in nouns -Rhyme	-Use of capital letters and full stops to demarcate sentences -How the grammatical patterns in a sentence indicate its function as a question and exclamation -Question marks -Exclamation marks -Apostrophes for contracted forms -Use of the present perfect form of verbs instead of the simple past	-1 st person -Use of the progressive form of verbs in the past tense to mark actions in progress -Introduction to inverted commas to punctuate direct speech -Expressing time, place and cause using prepositions -Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Reading -Listen to and discuss a range of poetry -Discuss words and phrases that capture the reader's interest and imagination -Recognise some different forms of poetry -Expanded noun phrases for description and specification
Spelling	Application of spelling skills: see Spelling Long Term Plan for Year 3						
Handwriting	Application of handwriting skills: see Handwriting Progression document and long term plan for handwriting in Year 3						
Oracy	Listening skills, following instructions, asking and answering questions, drama, performance and confidence, vocabulary building and use of standard English, speaking for a range of purposes and participating in discussion are taught throughout all English units of work: see progression document						
Timescale	6 weeks			6 weeks		1 week	

Year 3			Summer Term				
Text	Marcy and the Riddle of the Sphinx 			The Great Kapok Tree 			Hot Like Fire and Other Poems Poetry Performance 
Writing Outcomes	Recount Diary	Instructions	Narrative	Persuasive argument (<i>Speech- for or against logging</i>)	Narrative	Non-Chronological Report (<i>Amazon</i>)	Create a class poem Write own versions of poems by changing vocabulary
Vocabulary, Grammar and Punctuation Outcomes	-Expressing time, place and cause using adverbs - <i>Subordinate clause</i> - <i>1st person</i> -Use of the present perfect form of verbs instead of the simple past -Use of the progressive form of verbs in the past to mark actions in progress	-Headings and sub-headings to aid presentation -How the grammatical patterns in a sentence indicate its function as a command - <i>Adverbs (ly)</i> -Expressing time, place and cause using conjunctions	-Apostrophes to mark singular possession in nouns -Use of inverted commas and other punctuation to indicate direct speech -Extending the range of sentences with more than one clause by using a wider range of conjunctions -Introduction to paragraphs as a way to group related material -Expressing time, place and cause using prepositions	-How the grammatical patterns in a sentence indicate its function as an exclamation or command -Exclamation marks - <i>Subordinate clause</i> -Commas to separate items in a list	-Introduction to inverted commas to punctuate direct speech -Use of the progressive form of verbs in the past tense to mark actions in progress -Expanded noun phrases for description and specification	-Headings and sub-headings to aid presentation -Introduction to paragraphs as a way to group related material - <i>a and an</i> -How the grammatical patterns in a sentence indicate its function as a statement and question -Question marks	Reading -Listen to and discuss a range of poetry -Discuss words and phrases that capture the reader's interest and imagination -Recognise some different forms of poetry
Spelling	Application of spelling skills: see Spelling Long Term Plan for Year 3						
Handwriting	Application of handwriting skills: see Handwriting Progression document and long term plan for handwriting in Year 3						
Oracy	Listening skills, following instructions, asking and answering questions, drama, performance and confidence, vocabulary building and use of standard English, speaking for a range of purposes and participating in discussion are taught throughout all English units of work: see progression document						
Timescale	6 weeks			6 weeks			1 week