



English Long-Term Plan

Year 3	
Grammar & Punctuation	
Nouns & Adjectives	<ul style="list-style-type: none"> Collective nouns <i>A school of dolphins</i> Expanded noun phrases (with prepositional phrases) <i>the dog with the collar</i>
Verbs	<ul style="list-style-type: none"> Present perfect <i>She has lived in Liverpool all her life.</i> <i>I've seen that film before.</i> Adverbs of time <i>Always, sometimes, immediately</i> Adverbs of place <i>here, there, inside</i> Difference between prepositions and adverbs
Sentence Type	<ul style="list-style-type: none"> Adverbs of time and place within simple sentences Distinguish between main and subordinate clause. Identify and write complex sentences that open with a main clause, followed by a subordinate clause (because, if, when, that). <i>The dog barked, because the bird annoyed him.</i> Know that complex sentences use subordinating not coordinating conjunctions.
Punctuation	<ul style="list-style-type: none"> Singular possessive apostrophe <i>The girl's shoe</i> Convert spoken word to direct speech (with speech marks) followed by comma and reporting clause. <i>"I am leaving," said the boy.</i> New speaker, new line
Text	<ul style="list-style-type: none"> Use paragraphs as a way to group related material. Use headings and sub-headings to aid organisation. Use first and third person correctly and consistently

Year 3	
Writing	
Planning, drafting and editing	<ul style="list-style-type: none"> Use ideas from their own reading and modelled examples to plan their writing. Organise their writing into paragraphs around a theme (e.g. 3 paragraphs – beginning, middle and end). Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proofread for spelling and punctuation errors. Begin to proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. Begin to assess the effectiveness of their own and others' writing and suggesting improvements.
Audience, Purpose and Structure	<ul style="list-style-type: none"> Demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). Make deliberate, ambitious word choices to add detail, create settings, characters and plot in narratives. Begin to use dialogue to convey a character.
Transcription	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes needed to join letters. Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
Spelling <small>SCHOOL TO AMEND THIS INTO TWO COLUMNS ACCORDING TO OWN SCHEME USED</small>	<ul style="list-style-type: none"> Adding suffixes beginning with vowel letters to words of more than one syllable The /i/ sound spelt y elsewhere than at the end of words The /u/ sound spelt ou More prefixes The suffix –ation The suffix –ly Words with endings sounding like /ʒə/ or /tʃə/ Endings which sound like /ʒən/ The suffix –ous Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian Words with the /k/ sound spelt ch (Greek in origin) Words with the /ʃ/ sound spelt ch (mostly French in origin) Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) Words with the /s/ sound spelt sc (Latin in origin) Words with the /eɪ/ sound spelt ei, eigh, or ey Possessive apostrophe with plural words Homophones and near-homophones Word List: accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women.

Year 3	
Reading	
Phonics and Decoding	<ul style="list-style-type: none"> Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). Apply their growing knowledge of root words and prefixes, including <i>in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto-</i> to begin to read aloud. Apply their growing knowledge of root words and suffixes/word endings, including: <i>-ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.</i>
Common Exception Words	<ul style="list-style-type: none"> Begin to read Y3/Y4 exception words in line with school's spelling scheme.
Fluency	<ul style="list-style-type: none"> Read words at age-appropriate level smoothly and effortlessly without frequent errors or hesitations. Accurately decode words, including multisyllabic and unfamiliar vocabulary, using their knowledge of phonics. Use punctuation cues and some intonation and expression. Read approximately 95 words per minute accurately from age-appropriate text.
Narrative Technique	Reading picture books and classic children's fiction: <ul style="list-style-type: none"> Identify third-person perspectives. Identify the five-part narrative structure: the introduction, build up, problem, resolution and ending stories.
Explore and Debate	<ul style="list-style-type: none"> Recognise, listen to and discuss a wide range of classic fiction, poetry, non-fiction and reference books or textbooks. Use appropriate terminology when discussing texts (narrative structure, plot, character, setting).
Authorial Intent	<ul style="list-style-type: none"> Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Discuss authors' choice of words and phrases for effect.
Inference and Prediction	<ul style="list-style-type: none"> Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. Justify predictions using evidence from the text.
Poetry	<ul style="list-style-type: none"> Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. Begin to use appropriate intonation and volume when reading aloud.
Non-Fiction	<ul style="list-style-type: none"> Retrieve and record information from non-fiction texts. Use a table of contents, index, and glossary to locate information in nonfiction texts to complete basic research.

Year 3	
Oracy	
Voice and Body Language	<ul style="list-style-type: none"> Deliberately selects gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas. Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk. Consider position and posture when addressing an audience.
Vocabulary, Language and Rhetorical Techniques	<ul style="list-style-type: none"> Speaking in sentences using a variety of subordinating conjunctions to create complex sentences. Use taught foundation subject vocabulary with spoken explanations. Make precise language choices e.g. instead of describing a cake as 'nice', using 'delectable'.
Content, Structure, Clarifying and Summarising, Self-Regulation and Reasoning	<ul style="list-style-type: none"> Offer opinions in role. Begin to reflect on discussions and own oracy skills and identify areas of strength and areas to improve. Reach shared agreement in discussions.
Working with others, Listening and Responding, Confidence in Speaking, Audience and Awareness	<ul style="list-style-type: none"> Speak with confidence in front of a classroom audience. Begin to recognise different roles within group talk e.g. chairperson. Adapt the content of their speech for a specific audience.