



# St. John's English Long Term Plan: Year 3

Refer to the 'Genre Progression of Knowledge' document for additional detail regarding the genre and required prior learning knowledge.

Year	Autumn 1 Climate Zones	Autumn 2 Stone Age to Iron Age	Spring 1 North America	Spring 2 Romans	Summer 1 Rio & Brazil	Summer 2 Ancient Egypt
<b>3 Non-Fiction</b>		Instructions.	Basic Persuasive Text. (The Day the Crayons Quit)	Sectioned Recount: Eye Witness Account. (Escape from Pompeii)	Reports: Sectioned Non-Chronological Report (Countries)	Sectioned Explanation (Mummification)
<b>Reading</b>		<ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, <b>non-fiction</b> and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>retrieve and record information from non-fiction</li> </ul>				
<b>Purpose</b>		<b>Writing to Inform</b>	<b>Writing to Persuade</b>	<b>Writing to Inform</b>	<b>Writing to Inform</b>	<b>Writing to Inform</b>
<b>Writer Knowledge</b>		<ul style="list-style-type: none"> <li>commas to separate items in a list</li> <li>sequenced parts – title; opening paragraph to introduce instructions; equipment list; method; closing paragraph with 'top tip'</li> <li>adverbs of time to sequence and to add detail</li> <li>headings and subheadings to aid presentation</li> <li>time, place and cause expressed using conjunctions, adverbs or prepositions</li> </ul>	<ul style="list-style-type: none"> <li>introduction to paragraphs as a way to group related material</li> <li>rhetorical questions</li> <li>express time, place and cause using conjunctions (e.g. so, because),</li> <li>adverbs and prepositions</li> <li>effective use of noun phrases</li> <li>written in present tense / use of present perfect form of verbs</li> </ul>	<ul style="list-style-type: none"> <li>planned in sections using conjunctions, adverbs and prepositions to sequence events</li> <li>word choices and developed sentence structures to match recount texts</li> <li>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</li> <li>Inverted commas can be used to punctuate direct speech, if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>planned into sections</li> <li>headings</li> <li>sub-headings</li> <li>conjunctions to join information and give reasons</li> <li>present perfect tense</li> <li>word choices to match information texts</li> </ul>	<ul style="list-style-type: none"> <li>questions used to form titles</li> <li>Introduction to paragraphs as a way to group related material</li> <li>consistent use of present tense</li> <li>conjunctions e.g. so...because to explain</li> <li>express time, place and cause using conjunctions, adverbs and prepositions</li> <li>heading and subheadings used to aid presentation</li> </ul>
<b>3 Poetry</b>	<b>Kennings</b>				<b>Clerihews</b>	
<b>Reading</b>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction,</li> </ul>				<ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction,</li> </ul>	

	<p><b>poetry</b>, plays, non-fiction and reference books or textbooks</p> <ul style="list-style-type: none"> <li>• preparing <b>poems</b> and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• recognising some different forms of poetry</li> </ul>				<p><b>poetry</b>, plays, non-fiction and reference books or textbooks</p> <ul style="list-style-type: none"> <li>• preparing <b>poems</b> and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• recognising some different forms of poetry</li> </ul>	
<b>Writer Knowledge</b>	<ul style="list-style-type: none"> <li>• two word phrase which describes an object</li> <li>• a type of riddle</li> <li>• each line is a kenning</li> <li>• no set number of lines in each verse, although 8 lines and 1 verse is expected for this age group</li> <li>• kennings should be ordered with consideration of the impact on the reader</li> </ul>				<ul style="list-style-type: none"> <li>• four lines in length, and includes rhyming couplets (AABB)</li> <li>• subject is typically a character who is named on one of the lines</li> <li>• mood is usually comic</li> </ul>	
<b>3 Fiction</b>	<p><b>Genre:</b> Journey Tale <b>Model Text:</b> Meerkat Mail</p>	<p><b>Genre:</b> Portal Story <b>Model Text:</b> Stone Age Boy / Elf Road</p>	<p><b>Genre:</b> Warning Tale <b>Model Text:</b> Little Red Riding Hood <b>Focus:</b> Dialogue</p>		<p><b>Genre:</b> Traditional Tale from another Culture <b>Model Text:</b> Egyptian Cinderella</p>	

<b>Reading</b>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of <b>fiction</b>, poetry, plays, non-fiction and reference books or textbooks</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>identifying how language, structure, and presentation contribute to meaning</li> </ul>				
<b>Purpose</b>	<b>Writing to Entertain</b>		<b>Writing to Entertain</b>		<b>Writing to Entertain</b>
<b>Text Structure</b>	<ul style="list-style-type: none"> <li>narratives and retellings written in first or third person</li> <li>narratives and retellings written in past tense, and occasionally in the present tense</li> <li>events sequenced to create chronological plots through the use of adverbials and prepositions</li> <li>descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods...</li> <li>dialogue begins to be used to convey characters' thoughts and to move the narrative forward</li> <li>language choices help create realistic sounding narratives e.g. shouted/muttered instead of said etc.</li> </ul>		<ul style="list-style-type: none"> <li>narratives and retellings written in first or third person</li> <li>narratives and retellings written in past tense, and occasionally in the present tense</li> <li>events sequenced to create chronological plots through the use of adverbials and prepositions</li> <li>descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods...</li> <li>dialogue begins to be used to convey characters' thoughts and to move the narrative forward</li> <li>language choices help create realistic sounding narratives e.g. shouted/muttered instead of said etc.</li> </ul>		<ul style="list-style-type: none"> <li>narratives and retellings written in first or third person</li> <li>narratives and retellings written in past tense, and occasionally in the present tense</li> <li>events sequenced to create chronological plots through the use of adverbials and prepositions</li> <li>descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods...</li> <li>dialogue begins to be used to convey characters' thoughts and to move the narrative forward</li> <li>language choices help create realistic sounding narratives e.g. shouted/muttered instead of said etc.</li> </ul>
<b>Writer Knowledge</b>	<ul style="list-style-type: none"> <li>5 clear sections (T4W boxing up format)</li> <li>conjunctions, adverbs and prepositions to sequence events or</li> </ul>		<ul style="list-style-type: none"> <li>5 clear sections (T4W boxing up format)</li> <li>conjunctions, adverbs and prepositions to sequence events or to mark changes in setting</li> <li>dialogue including direct speech</li> <li>past perfect tense</li> </ul>		<ul style="list-style-type: none"> <li>5 clear sections (T4W boxing up format)</li> <li>conjunctions, adverbs and prepositions to sequence events or to</li> </ul>

<b>Developed narrative with focus on paragraphing</b>	to mark changes in setting <ul style="list-style-type: none"> <li>• dialogue including direct speech</li> <li>• past perfect tense</li> <li>• prepositional phrases for settings</li> <li>• noun phrases</li> <li>• verbs and adverbs chosen for effect</li> <li>• cohesion created, and repetition avoided through the use of nouns and pronouns</li> </ul>		<ul style="list-style-type: none"> <li>• prepositional phrases for settings</li> <li>• noun phrases</li> <li>• verbs and adverbs chosen for effect</li> <li>• cohesion created, and repetition avoided through the use of nouns and pronouns</li> </ul>		mark changes in setting <ul style="list-style-type: none"> <li>• dialogue including direct speech</li> <li>• past perfect tense</li> <li>• prepositional phrases for settings</li> <li>• noun phrases</li> <li>• verbs and adverbs chosen for effect</li> <li>• cohesion created, and repetition avoided through the use of nouns and pronouns</li> </ul>	
<b>Spelling</b>  <b>*Statutory spelling list taught throughout</b>	<ul style="list-style-type: none"> <li>• contractions</li> <li>• adding suffixes '-s' and '-es'</li> <li>• adding suffixes: '-ed' and '-ing'</li> <li>• adding suffixes: '-er' and '-est'</li> <li>• adding prefixes: 'un-' and 'dis-'</li> </ul>	<ul style="list-style-type: none"> <li>• adding prefixes: 'mis-' and 're-'</li> <li>• homophones and near homophones</li> <li>• rare GPCs: 'ei', 'eigh' and 'ey'</li> <li>• /i/ spelt with a 'y'</li> <li>• words ending with /g/ spelt 'gue'</li> <li>• words ending with /k/ spelt 'que'</li> </ul>	<ul style="list-style-type: none"> <li>• adding suffixes: '-ness' and '-ful'</li> <li>• adding prefixes: 'sub-' and 'tele-'</li> <li>• contractions</li> <li>• words spelt with the /s/ sound spelt 'ch'</li> <li>• word endings 'sure' and 'ture'</li> </ul>	<ul style="list-style-type: none"> <li>• adding prefixes: 'super-' and 'auto-'</li> <li>• adding suffix '-less'</li> <li>• adding suffix '-ly' when added to an adjective to make an adverb (no change to root word)</li> <li>• adding suffix '-ly' (exceptions) where the root word ends in a 'y'</li> <li>• homophones</li> </ul>	<ul style="list-style-type: none"> <li>• revise vowel digraphs</li> <li>• apostrophes for contractions</li> <li>• /k/ sound spelt ch</li> <li>• adding prefixes: 'mis-', 're-', 'sub-', 'tele-', 'super-' and 'auto-'</li> <li>• homophones</li> </ul>	<ul style="list-style-type: none"> <li>• /u/ sound spelt 'ou'</li> <li>• /i/ sound spelt with a 'y'</li> <li>• homophones using alternative 'ee' phonemes</li> <li>• adding suffix '-ly' with root words ending in 'le' and 'ic'</li> <li>• revise previously taught suffixes '-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly'</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• increase the legibility, consistency and quality of their handwriting</li> </ul>					
<b>Terminology</b>	adverb, preposition, conjunction, word family, root word, prefix, main clause, subordinate clause, direct speech, consonant, vowel, inverted commas (or 'speech marks')					