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|  | **Y3 Long term English Planning** |
| Text Structure | **Fiction: To entertain****Expected:**1. **Secure use of planning tools**: Story map / story mountain / story grids/ ’Boxing-up’ grid
2. **Plan opening** around character(s), setting, time of day and type of weather
3. **Paragraphs**

**Introduce**1. **Extended vocabulary and sentences within 5 part story:**
* *Opening including detailed description of setting or characters*
* *Build-up – build up suspense towards the dilemma*
* *Problem / Dilemma – include detail with actions and dialogue*
* *Resolution – should link with the problem*
* *Ending – clear ending links back with the start – show how the character feels now or has changed*

**Non-fiction: To inform, To persuade****Expected:**1. **Secure use of planning tools:** Text map / washing line / ‘Boxing –up’ grid
2. **Paragraphs – organise ideas around a theme**
3. **Introduction:**
* Heading
1. **Middle section(s):**
* Group related ideas / facts into sections
* Sub headings to introduce sentences /sections
* Use of lists – what is needed / lists of steps to be taken - Bullet points for facts, diagrams
1. **Ending – develop further**
* Personal response

**All text types:**1. **The consistent use of present tense** versus past tense throughout all texts
2. **Use of the perfect form of verbs –** present perfect instead of simple past: ‘he has left his hat behind’ instead of ‘he left his hat behind’

**Introduce:**1. **Opening**: Hook to engage reader Factual statement / definition – Who? What? Where? Why? When? How?
2. **Ending:** Extra information – fact boxes, e.g. five further facts…
3. **Ending**: Final wow comment
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| Sentence Construction | **Expected:** 1. **Adverb starters to add detail:** Carefully, she crawled along the floor…
2. **Adverbial starters to add ‘where’, when’ or ‘how’ (fronted adverbials)**
* A few days ago, we discovered…
* At the back of my eye, ….
* In a strange way, he…..
1. **Compound sentences using connectives** (coordinating conjunctions) and/or/ but/so/nor/yet
2. **Additional subordinating conjunctions:** while, when, that, if, until, although, meanwhile, therefore
3. **Prepositions to express time or place:** before, after, during, in

**Introduce:**1. **‘ing’ clauses as sentence starters:**
* Sighing, the boy finished his homework.
1. **Complex sentences:** Use of ‘who / which/ whose / that’ (relative clause)
* The girl, whose hair was jet black, raced through the street.
1. **Sentence of 3 for description: (extended from list of 3 for description)**
* Rainbow dragons are covered with multi-coloured scales, have enormous red eyes and swim on the surface of water.
1. **Topic sentences to introduce non-fiction paragraphs:**
* Dragons are found across the world
1. **Varied length of sentences:** Long to add description and information, short to make key points or for emphasis
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| Word – language | **Expected:**1. **Prepositions**: inside, outside, towards, across, under, through, by the side of
2. **Alliteration:** dangerous dragon*,* slimy snake
3. **Similes using as….:**as tall as a house, as red as a radish
4. **Two adjectives to describe a noun**: The scary, old woman
5. **Adverbs for description**: The snow fell gently
6. **Adverbs for information**: Lift the pot carefully
7. **Powerful verbs**: stare, tremble, slither
8. **Suffixes:** -ness, -er, -ful, -less
9. **Prefixes – extend understanding:** e.g super-, anti-, auto-

**Introduce / consolidate from Year 2:**1. **More specific technical or deliberately chosen vocabulary to describe**
2. **Word families around common words: teach / teacher / teaching**
3. **Use of determiners to be grammatically correct:** a/an**. Use of determiners to make choices**: the cat / a cat / one cat / many cats
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| Handwriting | **Expected:**1. Ensure all cursive joins are secure.
2. Practise writing in the cursive style with pen.
3. Begin to sustain cursive style in longer pieces of writing.
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| Spelling | **Expected:**1. Application of taught spelling rules from Spelling Appendix 1.
2. Use of a range of techniques to proof read and check spellings
3. Spell correctly some words from the Year 3 / 4 spelling list – show evidence in writing and in spelling checks
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| Punctuation | **Expected:** 1. Capital Letters: *all uses*
2. Full stops
3. Question marks
4. Exclamation marks
5. Speech bubble
6. Bullet points
7. Commas in a list
8. Commas after an –ly opener or a fronted adverbial
9. Inverted commas
10. Apostrophes for contraction
11. Apostrophes for possession

**Introduce:**1. Colon to introduce a list
2. Ellipses
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| terminology | **Expected:****YR:**1. Letter
2. Word
3. Finger spaces
4. sentence
5. Full stops
6. Capital letter

**Y1**1. Punctuation
2. Question mark
3. Exclamation mark
4. Speech bubble
5. Bullet points
6. Singular/ plural

**Y2**1. Noun / noun phrase
2. Adjective
3. Verb
4. Adverb
5. Conjunction
6. Comma
7. Inverted commas
8. Apostrophe – contraction / possession
9. Statement
10. Question
 | 1. Exclamation
2. Command
3. Suffix
4. Compound
5. tense
6. homophone
7. alliteration
8. simile
9. inverted commas
10. proof read
11. edit

**Y3**1. Prefix
2. Imperative verbs
3. Conjunction – coordinating / subordinating
4. Preposition
5. Direct speech
6. Determiner
7. Consonant
8. vowel

**Introduce:**1. Clause
2. Subordinate clause
3. Relative clause
4. Colon (before a list)
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