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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 | |
| 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 | |
| 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 | |
| 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. | |
| 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 | |
| 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 | |
| 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) |