

Brackenwood Junior School

English

Long Term Plan

Y3

2024-25

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| **Year 3 Autumn 1** **Grammarsaurus****PVPG objectives 4-6 weeks****Final 2 weeks application – Non-chronological report – Extinct Animals**  |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** |
| Extended WritingGenre |  |
| SpellingFocusTeaching | **Homophones/ Near Homophones long á**  | **‘ei’ sounding ‘ay’****In some words ‘ei’ together make a long ‘a’ sound (ay)** | **‘ey’ sounding ‘ay’** | **Homophones/ Near Homophones long é** | **Homophones/ Near Homophones ed/ t** | **‘ou’ sounding ‘u’** | **‘y’ sounding ‘i’** |
| Grammar/punctuationFocus Teaching |   | **Non-chron – Extinct Animals****Application unit** |

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| **Autumn 2****Text – Counting on Katherine** |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Extended WritingGenre | **Diary** | **Non-chronological report (NASA)** |
| SpellingFocus Teaching | **Suffixes –ed/ing**  | **Suffixes –ed/ing**  | **Suffixes –ed/ing** | **Suffixes – ed/ing** | **Suffix –er** | **Suffix –er** | **Adding s to words-‘ey’ sounding long ‘e’ (ee)** |
| Grammar/punctuationFocus Teaching | **Year 3 Grammar** Commas to separate items in a listParagraphsApostrophes for singular possession**GDS**Use a more varied and rich vocabularyUse a variety of verb forms with purpose and confidenceUse paragraphs with greater control | **Genre Related Grammar – Diary** **Language Features:**First personPast tenseChronological orderTime adverbs and conjunctionsWriter’s point of viewEmotions and feelingsInformal**Structural Features:**DateGreetingIntroductionMain bodyConclusionSign-off | **Year 3 Grammar**Show time and place using adverbs and prepositionsA range of coordinating conjunctionsUse of present and past tense consistently correctly (including present perfect)A rich and varied vocabulary**GDS**Controlled use of a rich and varied vocabulary drawn from readingFronted subordinate clause e.g. Although pandas seem gentle, they can be vicious if provoked. | **Genre Related Grammar – Non-chronological report****Language Features**Information in chronological orderFactual informationThird personPresent tense (sometimes past)Technical vocabulary**Structural Features**HeadingSubheadingsParagraphsPicture with captionBullet points |

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| Spring 1**Text – Call Me Lion**  |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Extended WritingGenre | **Newspaper** | **Letter** |
| SpellingFocusTeaching | **Adding –es to words ending consonant –y** | **Suffixes –ed/ing** | **Words ending –tion** | **Words ending –tion** | **Words ending-sure** | **Prefix- dis** |
| Grammar/punctuationFocus Teaching | **Year 3 Grammar** Capital letters, full stops, question marksInverted commas for speechAdverbs for time, place and mannerPrepositions**GDS**Write effectively for a range of purposes, using paragraphs with greater controlUse a variety of sentence construction, with some use of fronted adverbials and clauses | **Genre Related Grammar - Newspaper****Language Features:**Third personPast tenseSpeechTime adverbialsChronological order**Structural Features:**HeadlineOrientation – 5WsMain bodyReorientationPicture with caption | **Year 3 Grammar** A clear introduction and conclusionAdverbs and prepositionsCommas in a listA range of conjunctionsQuestion marks**GDS**Use a variety of verbs forms with purpose and confidenceUse the full range of punctuation learned so far | **Genre Related Grammar – Letter****Language Features:**Present tenseFirst personPersuasive devicesPersuasive openers**Structural Features:**Addresses (recipient’s and author’s)DateGreetingIntroductionMain bodyConclusionSignature |

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| **Year 3 Spring 2****Text – Boy Who Grew Dragons**  |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** |
| Extended WritingGenre |  **Narrative** | **Newspaper** |
| SpellingFocusTeaching | **Homophones/ Near Homophones long á**  | **‘ei’ sounding ‘ay’****In some words ‘ei’ together make a long ‘a’ sound (ay)** | **‘ey’ sounding ‘ay’** | **Homophones/ Near Homophones long é** | **Homophones/ Near Homophones ed/ t** | **‘ou’ sounding ‘u’** | **‘y’ sounding ‘i’** |
| Grammar/punctuationFocus Teaching | **Year 2**Use of capital letters, full stops, questions marks exclamationExpressing time, place and cause using:-conjunctions (eg. when, before, after, while, so because)-adverbs (eg, then, next, soon, therefore)-prepositions (eg. before, after, during, in, because of). Commas in a listCoordinating and subordinating conjunctions | **Genre Related Grammar - Narrative****Language Features:**DialoguePast or present tenseFirst or third personExpanded noun phrasesAdverbsPrepositions**Structural Features:**TitleOpeningBuild-upProblemResolutionConclusion  | **Year 3 Grammar**Use of capital letters, full stops, questions marks exclamationExpressing time, place and cause using:-conjunctions (eg. when, before, after, while, so because)-adverbs (eg, then, next, soon, therefore)-prepositions (eg. before, after, during, in, because of). Inverted commas for speech**GDS**Write effectively for a range of purposes, using paragraphs with greater controlUse a variety of sentence construction, with some use of fronted adverbials and clauses | **Genre Related Grammar - Newspaper****Language Features:**Third personPast tenseSpeechTime adverbialsChronological order**Structural Features:**HeadlineOrientation – 5WsMain bodyReorientationPicture with caption  |

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| **Summer 1****Text – Wild Robot** |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** |
| Extended WritingGenre | **Diary** | **Narrative** |
| SpellingFocusTeaching | **Suffix - ly** | **Suffix - ly** | **Suffix - ly** | **Suffix – ly** | **Suffix – ly** | **Suffix – ly/ally** |
| Grammar/punctuationFocus Teaching | **Year 3 Grammar** Commas to separate items in a listParagraphsApostrophes for singular possession**GDS**Use a more varied and rich vocabularyUse a variety of verb forms with purpose and confidenceUse paragraphs with greater control | **Genre Related Grammar – Diary** **Language Features:**First personPast tenseChronological orderTime adverbs and conjunctionsWriter’s point of viewEmotions and feelingsInformal**Structural Features:**DateGreetingIntroductionMain bodyConclusionSign-off | **Year 3 Grammar** PrepositionsCoordinating and subordinating conjunctionsPurposeful dialogueParagraphs sequenced logically**GDS**Write effectively for different purposes, using paragraphs with greater controlUse a more varied and rich vocabularyUse a greater variety of sentence construction, with some use of fronted adverbials or clauses | **Genre Related Grammar – Narrative****Language Features:**DialoguePast or present tenseFirst or third personExpanded noun phrasesAdverbs of time, place and mannerPrepositions**Structural Features:**TitleOpeningBuild-upProblemResolutionConclusion |

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| **Summer 2****Text – If I was Prime Minister** |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Extended WritingGenre | **Non-chronological report (British Values)** | **Persuasive letter** |
| SpellingFocusTeaching | **Suffix – ful/-less** | **Plural of words ending –o** | **Plural of words ending –f/-fe** | **Irregular plurals** | **Irregular past tense ‘ow’ to ’ew’** | **Irregular past tense****‘in’ to ‘an’** |  |
| Grammar/punctuationFocus Teaching | **Year 3 Grammar**Show time and place using adverbs and prepositionsA range of coordinating conjunctionsUse of present and past tense consistently correctly (including present perfect)A rich and varied vocabulary**GDS**Controlled use of a rich and varied vocabulary drawn from readingFronted subordinate clause e.g. Although pandas seem gentle, they can be vicious if provoked. | **Genre Related Grammar – Non-chronological report****Language Features**Information in chronological orderFactual informationThird personPresent tense (sometimes past)Technical vocabulary**Structural Features**HeadingSubheadingsParagraphsPicture with captionBullet points | **Year 3 Grammar** A clear introduction and conclusionAdverbs and prepositionsCommas in a listA range of conjunctionsQuestion marks**GDS**Use a variety of verbs forms with purpose and confidenceUse the full range of punctuation learned so far | **Genre Related Grammar – Letter****Language Features:**Present tenseFirst personPersuasive devicesPersuasive openers**Structural Features:**Addresses (recipient’s and author’s)DateGreetingIntroductionMain bodyConclusionSignature |