Year 3 English Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key text: Reading	Egyptology by Dugald Steer	The Legend of King Midas	The Pirates Next Door by Jonny Duddle	The Ocean Meets the Sky by Eric Fan and Terry Fan	Stone Age Boy by Satoshi Kitamura	Stories by Roald Dahl: Matilda, Revolting Rhymes.
Writing outcomes.	**Mystery narrative** based on Ancient Egypt **Secret Diary** based on the discovery of the tomb	**Alternative myth** based on King Midas. **Newspaper report** about King Midas	**Argument** – should the pirates be allowed to settle in a place? **Letters** – informal and formal contrasting letters.	**Setting description** from the adventure story. **Use dialogue** to move the story on.	**Narrative** based on a historical story. **Explanation text** for a piece of Stone Age technology.	**Character description** from Matilda **Poem** using humour.
Speaking and Listening	Participate in drama activities such as freeze frames and role on the wall.	Use standard English when required. Retell a narrative using narrative language and relevant details – talk for writing.	Take part in paired and/or group discussions.	Participate in improvised role play of dialogue between characters.	Sequence and communicate ideas in an organised and logical way using complete sentences – explanation.	Perform poems from memory, adapting expression and tone and conveying ideas about characters.
Punctuation and grammar	-To express time, place and cause by using conjunctions, adverbs and prepositions. -To use paragraphs	-To express time, place and cause by using conjunctions, adverbs and prepositions. -To use paragraphs -To use headings and sub headings	-To express time, place and cause by using conjunctions, adverbs and prepositions. -To use paragraphs	-To express time, place and cause by using conjunctions, adverbs and prepositions. -To use paragraphs	-To express time, place and cause by using conjunctions, adverbs and prepositions. -To use paragraphs -To use inverted commas to	-To express time, place and cause by using conjunctions, adverbs and prepositions. -To use paragraphs

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		-To use inverted commas to punctuate direct speech			punctuate direct speech	
Composition	-To discuss models of writing, noting its structure, grammatical features and use of vocabulary. -To compose sentences using a wider range of structures. -To write a narrative with a clear structure, setting, characters and plot. -To suggest improvements to my own writing and that of others. -To make improvements to grammar, vocabulary and punctuation. -To proof-read to check for errors in	-To discuss models of writing, noting its structure, grammatical features and use of vocabulary. -To compose sentences using a wider range of structures. -To write non-narrative using simple organisational devices such as headings and sub-headings. -To write a narrative with a clear structure, setting, characters and plot. -To suggest improvements to my own writing and that of others.	-To discuss models of writing, noting its structure, grammatical features and use of vocabulary. -To compose sentences using a wider range of structures. -To write non-narrative using simple organisational devices such as headings and sub-headings. -To suggest improvements to my own writing and that of others. -To make improvements to grammar, vocabulary and punctuation.	-To discuss models of writing, noting its structure, grammatical features and use of vocabulary. -To compose sentences using a wider range of structures. -To write non-narrative using simple organisational devices such as headings and sub-headings. -To suggest improvements to my own writing and that of others. -To make improvements to grammar, vocabulary and punctuation.	-To discuss models of writing, noting its structure, grammatical features and use of vocabulary. -To compose sentences using a wider range of structures. -To write a narrative with a clear structure, setting, characters and plot. -To suggest improvements to my own writing and that of others. -To make improvements to grammar, vocabulary and punctuation. -To proof-read to check for errors in	-To discuss models of writing, noting its structure, grammatical features and use of vocabulary. -To compose sentences using a wider range of structures. -To write non-narrative using simple organisational devices such as headings and sub-headings. -To suggest improvements to my own writing and that of others. -To make improvements to grammar, vocabulary and punctuation.

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	spelling and punctuation.	-To make improvements to grammar, vocabulary and punctuation. -To use a range of sentences with more than one clause by using a range of conjunctions -To proof-read to check for errors in spelling and punctuation.	-To proof-read to check for errors in spelling and punctuation.	-To proof-read to check for errors in spelling and punctuation.	spelling and punctuation.	-To proof-read to check for errors in spelling and punctuation.
Spelling	-To spell words with additional prefixes and suffixes and understand how to add them to root words. -To recognise and spell homophones -To use the first two or three letters of a word to check its spelling in a dictionary.	-To spell words with additional prefixes and suffixes and understand how to add them to root words. -To use the first two or three letters of a word to check its spelling in a dictionary. -To spell words correctly which are in a family.	-To spell words with additional prefixes and suffixes and understand how to add them to root words. -To use the first two or three letters of a word to check its spelling in a dictionary.	-To spell words with additional prefixes and suffixes and understand how to add them to root words. -To use the first two or three letters of a word to check its spelling in a dictionary. -To spell words correctly which are in a family.	-To recognise and spell homophones. -To use the first two or three letters of a word to check its spelling in a dictionary. -To spell words correctly which are in a family.	-To use the first two or three letters of a word to check its spelling in a dictionary. -To spell the commonly mis-spelt words from the y3/4 word list.

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	-To spell words correctly which are in a family.					

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