

Literacy Long Term Plan

Year Group 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	Stone Age Boy	Extracts and videos	Iron Man		Escape from Pompeii Tear Jar? Famous author- Roald Dahl in Guided Reading to compare books by an author. Write something in his style?	
Topic connection	Stone Age	Animals (Science) Christmas (RE)	Rocks and Fossils (dinosaurs)	Rocks and Fossils (dinosaurs)	Romans	Volcanoes
Genre	Diary Entry Instructions Fable List poems	Recount Non-chronological report Character Sketches Letter Performance Poetry	Explanation Text Recipe Advert Setting Description	Study stories by known authors. Playscript Write a scene from another point of view.	Diary Entry Adventure Story Recount of a school trip.	Shape poems
Writing objectives	Read and discuss models. Use an appropriate planning format Organise related material in sections. Write draft. Plot events on a planning format	Read and discuss models. Use an appropriate planning format Organise related material in sections. Write draft.	Understand the structure of different text types is different. Understand that language and vocabulary is related to the text type. Plan an opening and closing appropriate to the text type. Explore the writer's craft. Know setting needs	Orally rehearse sentences or sets of sentences checking meaning and impact. Evaluate effectiveness of draft. Write final draft appropriately structured for the text type. Annotate plan with key language and vocabulary. Know that the main	Write a final narrative with settings, characters and plot.	Know that the end of a narrative need to relate to the beginning. Plot the ending of a narrative.

			<p>to be planned. Develop ideas and vocabulary for a setting. Annotate plan with vocabulary.</p>	<p>character in a narrative needs to be developed. Develop ideas and vocabulary about characters, what they say and do. Write a final narrative with settings, characters and plot.</p>		
Reading objectives	<p>I can identify what the theme is in a book and summarise the different texts that I read. I can check that the text makes sense and discuss my understanding. I can predict what might happen from details stated and implied by the text. Understand that some words may have similar pronunciation but may be</p>	<p>Discuss meanings of words identified. Use a dictionary to check and find meanings of new words. Know that there are different kinds of non-fiction books. Know that non-fiction books are structured in different ways. Know how to use a non-fiction to find identified information. Choose books for a specific purpose. Identify any words that are unfamiliar. Discuss the meaning of words identified.</p>	<p>To know that phonics is one strategy to use to read unfamiliar words. Know when phonics strategies will help to read and when they will not. Know what a root word is and to use a root word and prefixes and suffixes to help read unfamiliar words- understand how to including when reading aloud. Know what prefixes and suffixes are.</p>	<p>Use knowledge of unusual phoneme/grapheme to read unfamiliar words. Know that unfamiliar words can be read using knowledge of similar words. Use analogy drawing on the pronunciation of similar known words to read others. Identify the plot in a narrative. Understand the sequence of events is called a plot and be able to identify it.</p>	<p>Know there are different kinds of narrative stories. Identify the plot in a narrative. Know that writers make choices about language to have an effect on a reader and explain it. Find effective words and language in reading that writers have used to create effects. Explain why a writer has chosen specific words and language. Know that the main</p>	<p>Talk about different plot structures in genres read. Know different types of narrative genres have different language. Discuss a range of narratives and their similarities and differences. Make connections between similar books and books by the same author. Retell some of these stories by heart. Watch performances of poems and discuss how the meaning is</p>

	<p>written differently. Retell stories by heart. Ask questions to ensure and deepen understanding of texts. Use the context of unfamiliar words to explain their meaning. Give and explain a personal response to a text using supporting evidence from the text. Listen to others personal responses to a text. Use clues from the text to predict what will happen and give reasons for this.</p>	<p>Know that there are different forms of poetry. Know that words and language in poems create effect and discuss this. Understand that there can be more than one interpretation of a poem. Identify intonation, tone, volume and actions can be used to enhance meaning. Prepare poems to read aloud and perform. Know that character's actions can tell you about a character's thoughts, feelings and motives. (Infer) Identify the main idea of a text. Know that the main idea might have a message for a reader (theme/moral) Know the organisation of a book helps a reader</p>	<p>Understand how they can change the meaning of a word. Recognise words and language that show the setting of a book.</p>	<p>Understand that narratives can have differently structured plots. Record words and language to use in their own writing.</p>	<p>idea might have a message for a reader (theme/moral). Recognise that books may have similar themes.</p>	<p>enhanced. Adapt own responses to a text in light of other's responses.</p>
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Grammar objectives	<p>Know that words that are spoken by a character are speech. Know what inverted commas are. Know that the words spoken by a character are enclosed in inverted commas. Find direct speech in reading. Understand that any punctuation should be enclosed by the</p>	<p>Speech and inverted commas punctuate correctly. Find direct speech in reading. Time conjunctions. Know that adverbs show time. Find adverbs in reading. Write sentences using time adverbs. Know when it is useful to use time adverbs.</p>	<p>Know the job of a conjunction. Identify conjunctions in reading. Know a conjunction can show when or why. Separate into time and cause when reading. Write sentences using time and cause conjunctions. Know that a sentence can have more than one clause. Know a complex sentence has a</p>	<p>Know why a writer uses a complex sentence. Understand conjunctions are not interchangeable. Write complex sentences. Use complex sentences sentences in writing. Understand why a writer might change where they put a subordinate clause to change emphasis of a sentence. Know that when a subordinate clause is at the beginning</p>	<p>Begin to make choices about when to move a subordinate clause to the beginning of a sentence. Know the job of a preposition. Identify prepositions in reading. Know the job of a preposition. Understand when prepositions show time they are prepositional phrases. Know which prepositions can be</p>	<p>Understand that time adverbs connect ideas between sentences but the sentences remain separate. Understand the different types of past tense. Understand the present perfect tense is formed with the present tense of the verb 'to have.' Understand that the present perfect is used when no time is mentioned in the sentence.</p>

	<p>inverted commas. Know that each new speaker should start on a new line. Write the words that characters say in speech bubbles. Transfer the words they speak into inverted commas. Use commas at the end of direct speech e.g. "I'll see you tomorrow," called Jim. Understand the difference between past and present. Include correctly punctuated speech in writing. Begin to understand that direct speech can show character and move events forward.</p>		<p>main and subordinate clause. Find complex sentences in reading. Identify the main clause and subordinate clause. Understand main clause makes sense on its own. Understand a subordinate clause does not make sense on its own. Know that a subordinating clause starts with a subordinating conjunction. Know you can move the subordinating conjunction must move with its clause. Identify different subordinating conjunctions.</p>	<p>of a sentence it is marked by a comma. Know the job of an adverb. Know that adverbs show time.</p>	<p>shown in prepositional phrases when they show time. Be able to use prepositions in writing.</p>	<p>Find writer's examples of present perfect tense. Know when and why to use it in writing. Change sentences from present perfect to simple past by adding time words and phrases. To know past perfect is 2 steps back in the past. Know the past perfect shows when and why something happened. Write sentences using the past perfect tense.</p>
Spelling	I spell most of my					

objectives	homophones correctly!					
Alan Peat sentences			FANBOYS I SAW A WABBUB			
Evaluate and edit	Understand why we edit and evaluate. Use a checklist to edit. Make changes to work after editing. Know how to use a bespoke proof reading checklist to check for accuracy- spelling, punctuation and grammar.	Understand why we edit and evaluate. Use a checklist to edit. Make changes to work after editing.	Self assess the effectiveness of writing. Understand the purpose of evaluating their own writing. Know which aspects to look at when evaluating their own writing. Edit writing by making changes.	Read their writing aloud to check it makes sense.	Discuss writing with peers and evaluate its effectiveness. Listen to a peer reading their writing to check it makes sense.	Know that editing may not always mean adding to writing.