

Year 3 English Medium Term Plan

Reading and writing lessons will be delivered through a variety of high quality texts, to include written and visual texts. Suggested texts for each term may be used. However, teachers are free to choose their own texts in conjunction with the English coordinator.

Age appropriate conventions and objectives are repeated so that they can be used in different contexts and reinforced over the course of the year so that knowledge and skills are embedded. Therefore, comparisons can also be made between how learned conventions vary dependent on text type and intended purpose and impact and audience. Texts will become progressively more complex throughout the year.

See the text progression documents (as highlighted) to help with how to develop this text type for each year group.

Persuasive, Explanatory, Narrative, Poetry, Formal and informal recounts, Instructional/procedural

Autumn Term	Spring Term	Summer Term
<p>Text types Poetry- Limerick: structure, rhyme scheme, meter</p> <p>Fiction from our literary heritage (archaic) <i>See texts below in italic for examples</i></p> <p>Modern fiction Adventure/Action Narratives set in a historical context</p> <p>Non-fiction Information texts with persuasion- adverts Instructional texts</p>	<p>Text types Poetry- Wordplay</p> <p>Stories from other cultures</p> <p>Modern fiction Fantasy/ science fiction narrative</p> <p>Non-fiction Explanation Global Goals- climate change- information</p>	<p>Text types Poetry- Acrostic</p> <p>Myths (and/or folk tales) and Legends (<i>links to Romans, Egyptians, Saxons, Vikings</i>)</p> <p>Modern fiction fairy tale/traditional story- twisted tales</p> <p>Non-fiction Biographies Letters with persuasion</p>
<p>Suggested texts <i>What a Waste</i> – Jess French <i>How to Help a Hedgehog and Protect a Polar Bear!</i> – Jess French <i>The Velveteen rabbit</i> <i>The Lion, the Witch and the Wardrobe</i></p>	<p>Suggested texts <i>Imagine</i> – Michael Rosen The Five Realms: The Legend of Podkin One-Ear Max and the Millions Toys Go Out Song of the Dolphin Boy</p>	<p>Suggested texts Little people, Big Dreams: Mary Anning <i>The Romans: Gods, Emperors & Dormice</i> by Marcia Williams <i>The Linden and the Oak Tree Myth.</i></p>

<p>How To Train Your Dragon and How To Be A Viking by Cressida Cowell (action/adventure)</p> <p>The Wizards of Once- Cressida Cowell (adventure)</p> <p>The Witches- RD</p> <p>The Secret Lake By Karen Inglis (adventure and historical fiction)</p> <p>The saga of Eric the Viking- Terry Jones (historical fictions)</p> <p>Escape from Pompeii by Christina Balit (historical fictions)</p> <p>Nonsense Limericks by Edward Lear (limericks)</p>	<p>There's a pebble in my pocket</p> <p>The Griffin Gate Vashti Hardy (sci fi)</p> <p>The Iron Man- Ted Hughes (sci fi)</p> <p>The Last Bear Hannah Gold (other cultures and climate change)</p> <p>Journey Back to Freedom Catherine Johnson</p> <p>Exquisite :The Poetry and Life of Gwendolyn Brooks Suzanne Slade (poetry)</p>	<p>An Illustrated Treasury of Scottish Folk and Fairy Tales Theresa Breslin</p> <p>One Thousand And One Arabian Nights Geraldine McCaughrean</p> <p>Grimm Tales For Young and Old Philip Pullman (traditional tales)</p>
<p>Spelling focus</p> <p><i>I can understand the rules for and spell words</i></p> <ul style="list-style-type: none"> beginning with a-e from the 3/4 word list Adding suffixes beginning with vowel letters to words of more than one syllable The suffix –ation is added to verbs to form nouns. The rules already learnt still apply (information, adoration, sensation, preparation, admiration) The /ɪ/ sound spelt y elsewhere than at the end of words (myth, gym, Egypt) The /ʌ/ sound spelt ou (young, touch, double) The ending sounding like /ʒə/ is always spelt –sure. The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. teacher, catcher, richer, stretcher. 	<p>Spelling focus</p> <p><i>I can understand the rules for and spell words</i></p> <ul style="list-style-type: none"> beginning with f-p from the 3/4 word list Most prefixes are added to the beginning of root words without any changes in spelling. Like un–, the prefixes dis– and mis– have negative meanings (dis–disappoint, disagree, disobey mis–misbehave, mislead, misspell (mis + spell)) The prefix in– can mean both ‘not’ and ‘in’/‘into’. In the words given here it means ‘not’. Before a root word starting with l, in– becomes il (illegal, illegible). Before a root word starting with r, in– becomes ir–. irregular, irrelevant, irresponsible re– means ‘again’ or ‘back’. re–: redo, refresh, return, reappear, redecorate 	<p>Spelling focus</p> <p><i>I can understand the rules for and spell words</i></p> <ul style="list-style-type: none"> beginning with q-w from the 3/4 word list The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply The suffix –ly starts with a consonant letter, so it is added straight on to most root words (sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)) Exceptions: (1) If the root word ends in –y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable. happily, angrily (2) If the root word ends with –le, the –le is changed to –ly. gently, simply, humbly, nobly

<ul style="list-style-type: none"> • If the ending sounds like /ʒən/, it is spelt as –sion. <i>division, invasion, confusion, decision, collision, television</i> • 	<ul style="list-style-type: none"> • sub– means ‘under’. sub–: subdivide, subheading, submarine, submerge • inter– means ‘between’ or ‘among’. inter–: interact, intercity, international, interrelated (inter + related) • super– means ‘above’. super–: supermarket, superman, superstar • anti– means ‘against’. anti–: antiseptic, anticlockwise, antisocial • auto– means ‘self’ or ‘own’. auto–: autobiography, autograph 	<ul style="list-style-type: none"> • (3) If the root word ends with –ic, –ally is added rather than just –ly, except in the word publicly. basically, frantically, dramatically • (4) The words truly, duly, wholly.
<p>Handwriting focus</p> <p>I can use a diagonal join to join the letters b, p and s (which have a more complex bottom diagonal join) to b, e, f, h, i, j, k, l, m, n, p, r, t, u, v, w, x, y, z.</p> <p>I can use horizontal and diagonal strokes with more confidence and regularity.</p>	<p>Handwriting focus</p> <ul style="list-style-type: none"> • : I can use a diagonal join to join the letters a, b, c, d, e, h, i, k, l, m, n, p, s, t, u, z to the tricky letters a, c, d, g, o, q and s 	<p>Handwriting focus</p> <p>I can use a horizontal join to join the letters o, r, v and w to the tricky letters a, c, d, g, o, q and s</p> <ul style="list-style-type: none"> • • I understand which letters, when next to each other, are best left un-joined (f, g, j, q, x, y).