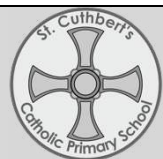




## English Long-Term Planning: Year 3

	Autumn	Spring	Summer
<b>Rich Texts</b>	<ul style="list-style-type: none"> <li>• The Secret of Black Rock</li> <li>• The Street Beneath My Feet</li> <li>• Stone Age Boy</li> </ul>	<ul style="list-style-type: none"> <li>• The Sound Collector</li> <li>• There's a Pharaoh in my Bath</li> <li>• My Strong Mind</li> </ul>	<ul style="list-style-type: none"> <li>• The Iron Man</li> <li>• Flood</li> <li>• The Butterfly Lion</li> </ul>
<b>Fiction Writing</b>	<ul style="list-style-type: none"> <li>• Descriptions (setting/character)</li> <li>• Stories – expanded noun phrases</li> <li>• Stories – subordinate clauses</li> <li>• Stories – explore dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• Poetry writing</li> <li>• Stories – pronouns, adverbs, prepositions</li> <li>• Stories – dialogue</li> <li>• Paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptions (setting/character)</li> <li>• Stories – dialogue</li> <li>• Stories – consolidate skills</li> </ul>
<b>Non-Fiction Writing</b>	<ul style="list-style-type: none"> <li>• Explanation – the Street Beneath My Feet</li> <li>• Persuasive: visit a location</li> <li>• Persuasive: Christmas dessert</li> </ul>	<ul style="list-style-type: none"> <li>• Non Chron – skeletons and muscles</li> <li>• Instructions – my strong mind</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation: Water Cycle</li> <li>• Recount: diary (Flood)</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• Question marks</li> <li>• Exclamation marks</li> <li>• Commas in a list</li> <li>• Apostrophe for singular possession</li> <li>• capital letters for proper nouns (consolidation)</li> <li>• capital letters and full stops (consolidation)</li> </ul>	<ul style="list-style-type: none"> <li>• Exclamation marks</li> <li>• Punctuate direct speech</li> <li>• Apostrophe for plural possession</li> </ul>	<ul style="list-style-type: none"> <li>• Use apostrophes for plural possession</li> <li>• Punctuate direct speech</li> <li>• capital letters and full stops</li> <li>• commas to mark fronted subordinate clauses</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Co-ordinating/subordinating conjunctions</li> <li>• Past/present tense</li> <li>• Singular and plural</li> <li>• Consolidation of nouns, adjectives, verbs and adverbs</li> <li>• Adverbs</li> <li>• Expanded noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Main clauses</li> <li>• Pronouns</li> <li>• Subordinate clauses &amp; conjunctions</li> <li>• Expanded noun phrases</li> <li>• Present perfect</li> <li>• Adverbs, prepositions &amp; conjunctions to express time, place &amp; cause</li> </ul>	<ul style="list-style-type: none"> <li>• subordinate clauses</li> <li>• subordinating conjunctions</li> <li>• Expand noun phrases with adjectives and prepositional phrases</li> <li>• Present Perfect</li> </ul>



## English Writing Assessment Framework: Year 3

On track for expected ARE in Year 3	Autumn	Spring	Summer
<b>Composition (NF)</b>	<ul style="list-style-type: none"> <li>Writes simple, coherent narratives about personal experiences and those of others (Real)</li> <li>Writes about real events, recording these simply and clearly</li> </ul>	<ul style="list-style-type: none"> <li>Writes for a range of real purposes and audiences as part of their work across the curriculum</li> <li>Begins to build paragraphs around topics with or without subheadings</li> </ul>	<ul style="list-style-type: none"> <li>structures and organises writing with a beginning, middle and end across a range of text types</li> <li><b>uses texts similar to those that they are planning to write, to understand and learn from its structure</b></li> <li><b>assesses the effectiveness of own and others' writing</b></li> <li>Selects words for effect including appropriate topic words</li> <li>Uses own reading and models to support organisation of NF writing</li> </ul>
<b>Composition (F)</b>	<ul style="list-style-type: none"> <li>Writes simple, coherent narratives about personal experiences and those of others (Fictional)</li> </ul>	<ul style="list-style-type: none"> <li>Structures and organises writing with a beginning, middle and end across a range of text types</li> <li>Begins to build paragraphs around changes in time and place</li> </ul>	<ul style="list-style-type: none"> <li>Builds paragraphs around changes in time and place</li> <li>Develop settings by selecting descriptive words for effect</li> <li>Develop characters through vocabulary and dialogue</li> <li>Uses own reading, what is listened to and what is modelled to support development of character, setting and atmosphere</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Demarcates most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> <li>Uses capital letters for proper nouns accurately</li> <li>Uses apostrophes to for contraction</li> <li>Uses apostrophes for singular possession</li> <li>Accurately uses commas in a list</li> </ul>	<ul style="list-style-type: none"> <li>Begins to use apostrophe for plural possession</li> <li>Begins to use inverted commas to punctuate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>Use apostrophes for singular &amp; plural possession mostly independently</li> <li>Punctuate direct speech with few errors</li> <li>Use ! and ? to mark exclamations and questions</li> <li>Mark sentences with capital letters and full stops consistently and use capital letters for proper nouns</li> <li>Use commas to mark fronted subordinate clauses</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Uses present and past tense mostly correctly and consistently</li> <li>Uses co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</li> <li>Recognises and writes (grammatically correct) different types of sentences: statements, questions, commands and exclamations</li> <li>Uses expanded noun phrases, adjectives and adverbs for description and specification</li> </ul>	<ul style="list-style-type: none"> <li>Uses a wide range of conjunctions to join sentences and develop ideas</li> <li>Understands and uses main clauses</li> <li>Begins to understand and use subordinate clauses</li> <li>selects words for effect to support purpose and engage readers' interests</li> <li>Consistently use expanded noun phrases</li> <li>Uses a/an accurately</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use subordinate clauses and recognise subordinating conjunctions</li> <li>Recognises and uses adverbs to express time e.g. then, next, soon, after</li> <li>Uses prepositions to indicate time, place and cause e.g. before, after, during</li> <li>Use the present perfect form of verbs instead of the simple past</li> </ul>
<b>Transcription</b>	<ul style="list-style-type: none"> <li>Segments spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>Spells many common exception words* • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>Uses spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>Uses headings and sub-headings to aid presentation</li> <li>Uses diagonal and horizontal strokes to join letters and understands which letters when adjacent to one another or best left un joined</li> <li>Begins to use a dictionary to check spellings</li> </ul>	<ul style="list-style-type: none"> <li>Uses diagonal and horizontal strokes to join letters and understands which letters when adjacent to one another or best left un joined</li> <li>Begins to use a dictionary to check spellings</li> <li>Spells some Y3/4 words correctly</li> </ul>