



Christ Church CE (c) Primary School
English Long Term Planning – Year 3

Area of study	Autumn Term Skills	Spring Term Skills	Summer Term Skills
Reading <i>Applying Phonics</i>	<p>I know that phonics is one strategy to help me read unfamiliar words.</p> <p>I know when phonic strategies will help me to read a word and when they will not.</p> <p>I know what a root word is.</p> <p>I understand how to use a root word to help me read unfamiliar words.</p> <p>I use root words to help me read unfamiliar words.</p> <p>I use root words to help me understand the meaning of unfamiliar words.</p> <p>I know what suffixes are.</p>	<p>I use suffixes to read unfamiliar words.</p> <p>I apply knowledge of root words, to read aloud and to understand the meaning of unfamiliar words.</p> <p>I know that some words may have a similar pronunciation but may be written differently (homophones).</p> <p>I know that some homophones are written with unusual graphemes.</p> <p>I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words.</p>	<p>I know that unfamiliar words can be read by using knowledge of similar words (analogy).</p> <p>I know what prefixes are.</p> <p>I understand how prefixes and suffixes can change the meaning of a word.</p> <p>I use prefixes and suffixes to understand the meaning of unfamiliar words.</p> <p>I use analogy, drawing on the pronunciation of similar known words to read others.</p> <p>I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>



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<p>Reading <i>Reading for pleasure</i></p>	<p>I know that there are different kinds of narrative stories.</p> <p>I understand that a sequence of events in a narrative is called the plot.</p> <p>I can identify the plot in a narrative.</p> <p>I use a dictionary to check or find the meaning of new words.</p> <p>I know that there are different kinds of non-fiction books.</p> <p>I know that non-fiction books are structured in different ways.</p> <p>I know how to use a non-fiction book to find identified information.</p> <p>I identify any words that are unfamiliar.</p>	<p>I understand that narratives can have differently structured plots.</p> <p>I talk about the different plot structures in genres read.</p> <p>I know that writers choose words and language to create an effect on the reader.</p> <p>I find effective words and language in reading that writers have used to create effects.</p> <p>I discuss a range of narrative stories and their similarities and differences.</p> <p>I choose books for specific purposes.</p> <p>I discuss the meaning of unfamiliar words identified.</p>	<p>I recognise the literary language typical of narrative genres read.</p> <p>I recognise words and language that show the setting of a book – historical, cultural or social.</p> <p>I explain why a writer makes choices about words and language used.</p> <p>I discuss meaning of specific or unusual words used by authors to create effects.</p> <p>I explain why a writer has chosen specific words and language.</p> <p>I record words and language from reading to use in my own writing.</p> <p>I make connections between books written by the same author.</p> <p>I re-tell some stories written by the same author by heart.</p>
<p>Reading <i>Poetry</i></p>	<p>I know that there are different forms of poetry.</p> <p>I can recognise some different forms of poetry e.g. free verse, narrative poetry.</p>	<p>I recognise and name different types of poems which have been introduced.</p> <p>I know that words and language in poems create effects.</p> <p>I can discuss the meaning of words and language in poems.</p> <p>I understand that there can be more than one interpretation of a poem.</p>	<p>I watch performances of poems.</p> <p>I understand that the meaning of poems can be enhanced through performance.</p> <p>I discuss how the meaning is enhanced through performance.</p> <p>I identify that intonation, tone, volume and action can be used to enhance meaning.</p> <p>I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>



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<p>Reading <i>Accuracy Fluency & Understanding</i></p>	<p>I check understanding in any book or text that I read.</p> <p>I ask questions to ensure understanding of a text.</p> <p>I know that there will be unfamiliar words in a text.</p> <p>I know that texts have a main idea.</p> <p>I identify the main idea of a text.</p> <p>I know that the organisation and layout of a book helps me to understand it.</p> <p>I know how to find key words or information in a non-fiction text.</p>	<p>I ask questions to deepen understanding of a text.</p> <p>I use the context of unfamiliar words to explain their meaning.</p> <p>I give a personal response to a text.</p> <p>I use evidence from the text to support my response.</p> <p>I use clues from the text to predict what might happen next.</p> <p>I know that the main idea in a narrative may also have a message for the reader.</p> <p>I know that the message in a book is called the theme.</p> <p>I recognise that books may have similar themes.</p> <p>I understand that the organisation and layout may be different according to the purpose of the book.</p> <p>I record key words or information found in a non-fiction text.</p>	<p>I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries.</p> <p>I explain my personal response.</p> <p>I listen to others' personal responses to a text.</p> <p>I adapt own response in the light of others' responses.</p> <p>I know that characters' actions can tell the reader about their thoughts, feelings and motives.</p> <p>I infer characters' feelings, thoughts and motives from their actions.</p> <p>I give reasons for predicting what might happen next.</p> <p>I identify the organisation and layout in books.</p> <p>I explain how the organisation and layout helps me to understand it.</p>
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Writing <i>Handwriting</i>	I increase the legibility, consistency and quality of my handwriting.	I use the diagonal and horizontal strokes that are needed to join letters.	I understand which letters, when adjacent to one another, are best left un-joined.
Writing <i>Composition</i>	I write a non-narrative using simple, organisational devices such as headings and sub-headings. In narrative writing, I develop resolutions and endings. I plan my writing by discussing and recording ideas e.g. <i>timeline, flowchart, spider diagram, jottings</i> . I suggest improvement to my writing through self-assessment.	I look at and discuss different models of writing, taking account of purpose and audience. I write a narrative with a clear structure, setting, characters and plot. I suggest improvement to my writing through assessing the writing with peers. I make improvements by proposing changes to grammar and vocabulary to improve consistency. <i>(The accurate use of pronouns in sentences/ tenses).</i>	I identify structural and grammatical features and use of vocabulary for effect in texts. I compose sentences using a wider range of structures linked to the grammar objectives e.g. <i>tenses – including present perfect/ subordinate clauses/ co-ordinating conjunctions</i> . I begin to organise paragraphs around a theme. <i>(Supported by planning then moving to independence)</i> . I write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Writing <i>Spelling</i>	I use the first two or three letters of a word to check its spelling in a dictionary.	I spell correctly word families based on common words <i>(solve, solution, solver)</i> . I identify the root word in longer words. I recognise and spell additional homophones <i>(he'll/heel/heal)</i> . I spell some identified commonly misspelt words from the Year 3 and 4-word list.	I spell words with additional prefixes and suffixes and understand how to add them to root words <i>(e.g. from nouns using super, anti, auto)</i> . I make comparisons from a word already known to apply to an unfamiliar word. I place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.
Writing <i>Punctuation</i>	I use commas to sometimes mark clauses and phrases.	I begin to use inverted commas for some direct speech punctuation.	I use apostrophes for possession with increasing accuracy, including plural possession.



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<p>Commas to mark clauses and phrases.</p> <p>Inverted commas.</p> <p>Apostrophes including plural possession.</p>			
<p>Writing Vocabulary and Grammar</p> <p>New terminology:</p> <p>preposition</p> <p>conjunction word</p> <p>family prefix</p> <p>clause</p> <p>subordinate clause</p> <p>direct speech</p> <p>consonant</p> <p>consonant letter</p> <p>vowel</p>	<p>I use a range of sentences with more than one clause by using a wider range of conjunctions in my writing. (<i>when, if, because, although</i>)</p> <p>I recognise and use determiners ‘a’, ‘an’ and ‘the’ appropriately (<i>e.g. an apple; a house; the yellow car</i>)</p> <p>Detail is added by the expansion of noun phrases before the noun.</p>	<p>I understand the purpose of adverbs.</p> <p>I use adverbs effectively in my writing.</p> <p>I use conjunctions, adverbs and prepositions to express time and cause (<i>e.g. the next thing, next, soon, so, before, after, during, in, because of</i>).</p>	<p>I use the perfect form of verbs instead of the simple past.</p> <p>Word choices are adventurous and carefully selected to add detail and to engage the reader.</p> <p>Detail is added by the expansion of noun phrases before and after the noun and with the use of adverbials.</p> <p>I can begin to refine my vocabulary and grammar choices to ensure they are appropriate for the audience and purpose.</p>



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vowel letter
inverted commas

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Speaking and Listening	<p>I take a full part in paired and group discussions.</p> <p>I am beginning to show that I know when Standard English is required and use it.</p> <p>I show that I have listened carefully because I make relevant comments.</p>	<p>I retell a story using narrative language and add relevant detail.</p> <p>I present ideas or information to an audience.</p> <p>I perform poems from memory adapting expression and tone as appropriate.</p>	<p>I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.</p> <p>I recognise that meaning can be expressed in different ways, depending on the context.</p> <p>I sequence and communicate ideas in an organised and logical way, always using complete sentences.</p>