

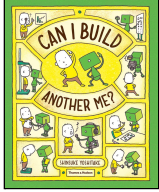
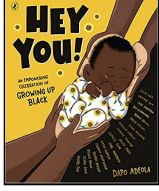
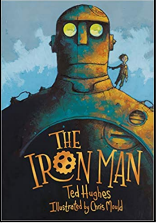

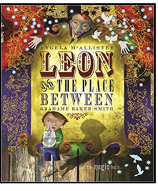




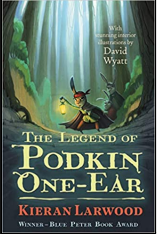
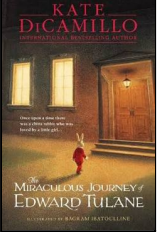
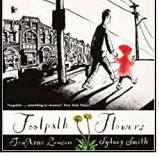

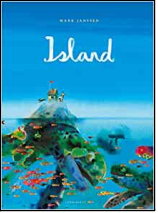
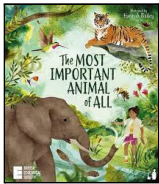
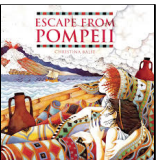


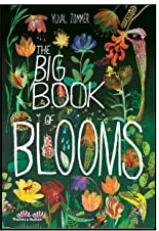

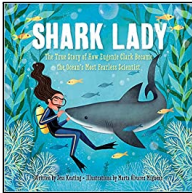
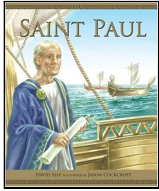
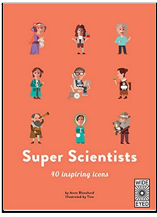

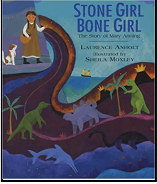
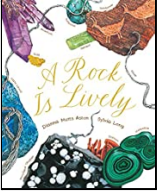
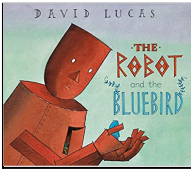
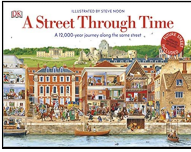
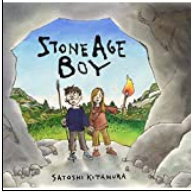

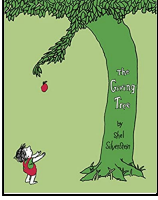
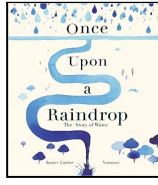
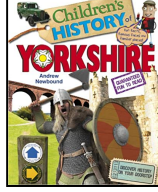
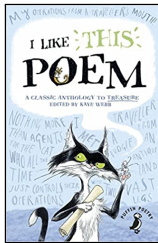
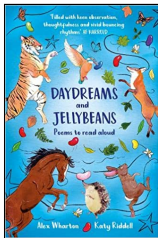



English Long Term Plan: Shark Class (Year 3)

	Which is the most important animal of all? Autumn 1 (7 weeks)	Which path did the Romans follow? Autumn 2 (7 weeks)	What can we learn from rocks? Spring 1 (7weeks)	What were stone age settlements like? Spring 2 (6 weeks)	Why do plants have flowers? Summer 1 (5 weeks)	How can we compare two different places? Summer 2 (7 weeks)
The Kirk Fenton CE Primary School curriculum has been designed with reading at its heart. We believe that reading is the key to all learning and that reading opens minds and hearts. We use carefully chosen, high quality texts representing the very best of contemporary children's literature, books from our literary heritage, poetry and non-fiction.						
Reading for pleasure	  	  	 	 	  	 
Reading across the curriculum (a selection of some of the books/extracts studied across the curriculum)						

	 		  	  	 	 
Writing focus	<p>Shark poetry (2weeks)</p> <p>Narrative (3 weeks)</p> <p>Instructions (2 weeks)</p>	<p>Autumn poetry (2 weeks)</p> <p>Newspaper report (3 weeks)</p> <p>Historical fiction (3 weeks)</p>	<p>Biography (2 weeks)</p> <p>Adventure story (3 weeks)</p> <p>Explanation (2 weeks)</p>	<p>Advert script (3 weeks)</p> <p>Mystery story (3 weeks)</p>	<p>Non-chron. Report (2 weeks)</p> <p>Recount (2 weeks)</p> <p>Poetry (1 week)</p>	<p>Fantasy story (2 weeks)</p> <p>Balanced argument (3 weeks)</p> <p>Email (2 week)</p>
Published pieces	<p>A poem about Sharks linked to the the book 'The Most Important Animal of all'</p> <p>A story about friendship.</p> <p>Instructions for how to grow a strong mind. (RSHE)</p>	<p>An autumn poem.</p> <p>A newspaper report of the invasion of Britain from the view of a Roman. (History)</p> <p>A narrative based on a family's escape from a natural disaster based on the events at Pompeii. (History)</p>	<p>A biography detailing the life of Mary Anning. (Science)</p> <p>An adventure story inspired by 'The Secret of Black Rock.'</p> <p>Explanation text about going underground through layers of rock. (Science)</p>	<p>An advert script to persuade stone age residents to buy a new house on Skara Brae. (History)</p> <p>A mystery story based on a child finding themselves in the Neolithic Stone Age. (History)</p>	<p>A non-chronological report explaining seed dispersal. (Science)</p> <p>A recount based on a significant current global event. (Global Neighbours)</p> <p>Poem Inspired by 'I asked the little boy who could not see' (RSHE)</p>	<p>An introduction to a fantasy story set in an imagined world.</p> <p>A balanced argument linked to learning about contrasting locations. (Geography)</p> <p>An email to their new teacher telling them about themselves. (Computing)</p>

Focus Poems and focus poetry books	Hurt No Living Thing by Christina Rossetti	Little Red Riding Hood by Roald Dahl 	The Sound Collector by Roger McGough	I Opened a Book by Julia Donaldson 	On the Ning Nang Nong by Spike Milligan	Du Iz Tak? by Carson Ellis 
Spelling Focus	Suffixes- ly Suffix -tion, sion Apostrophes for contraction Statutory words	ei/eigh/ey 'Ch' sound as in charmed Plurals adding s and es Statutory words	Plural of words ending in f or fe Prefixes un and dis Prefix re Past/present verbs Statutory words	Irregular verb changes for past/present Compound words Statutory words	C sound as in comprehension Statutory words	Multisyllabic words Statutory words Revision of Year 3 spelling patterns
Boomtastics (Poetic Devices)	<p>Note: Some of these will have been introduced in KS1 but will need regular revisiting. The red Boomtastics are the ones that must be covered in this year group, any previous ones need to be revisited and any listed after the red ones can be introduced in an earlier year group if appropriate.</p> <p>Onomatopoeia Rhyme Repetition Alliteration Simile Metaphor Personification Pathetic Fallacy Pun Symbolism</p>					
Punctuation (Prior learning to consolidate in black; new learning in red.)	<p>(Y2) Use full stops, capital letters, exclamation marks, question marks. Use apostrophes to mark missing letters in contracted forms. Use the apostrophe to show singular possession. Use commas for lists.</p> <p>(Y3 New learning) Begin to use inverted commas to punctuate direct speech.</p>					

	Begin to use other punctuation inside inverted commas e.g.?!)
Grammar (Prior learning to consolidate in black: new learning in red.)	<p>(Y2) Use sentences with different forms: statement, question, exclamation, command. Use expanded noun phrases to describe and specify. Use the present and past tenses correctly and consistently including the progressive form. Use subordination using when, if, that, or, because. Use coordination using or, and, but.</p> <p>(Y3 New learning)) Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Experiment with a widening range of conjunctions e.g. although, since, even though. Use adverbs e.g. then, next, soon, therefore. Use prepositions that position in place / environment e.g. in, on, behind, under. Use the present perfect form of verbs, instead of simple past e.g. 'He has gone out to play' contrasted with 'He went out to play'</p>
KS2 Statutory Writing Assessment Objectives	<ul style="list-style-type: none"> • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings and bullet points) • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at KS2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) • spell correctly most words from the Year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary • maintain legibility in joined handwriting when writing at speed.