
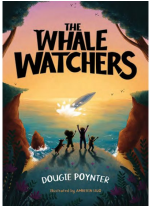
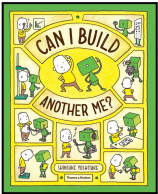
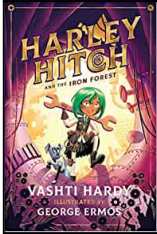


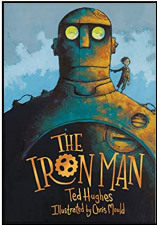


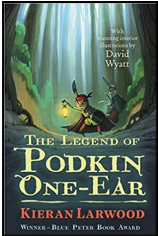
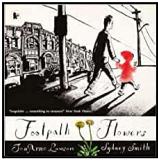
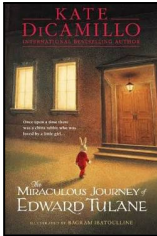
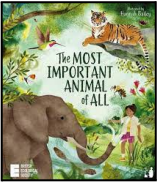
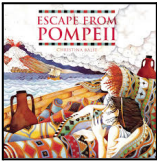
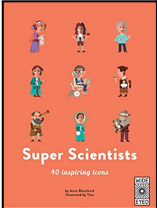
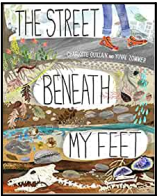


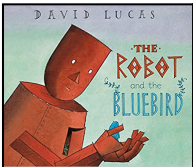
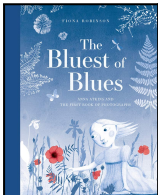
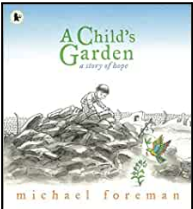


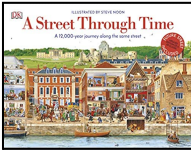
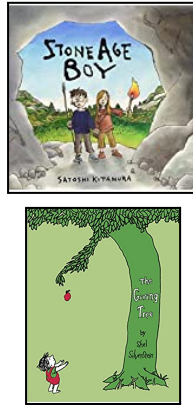
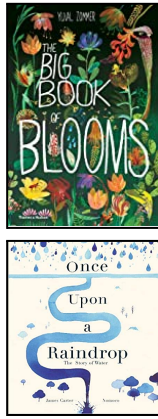
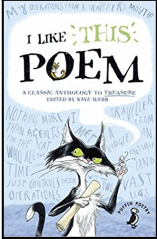
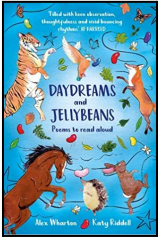



English Long Term Plan: Luther King Class (Year 3)

	Topic 1 (8 Weeks)	Topic 2 (7 Weeks)	Topic 3 (5 Weeks)	Topic 4 (5 Weeks)	Topic 5 (7 Weeks)	Topic 6 (7 Weeks)
	How can maps help us understand the world?	What do Church Fenton and York have in common?	What can we learn from rocks?	How did the Romans come to invade Britain?	What were Stone Age settlements like?	Why do plants have flowers?
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	Poetry (2 weeks) Narrative (3 weeks) Instructions (2 weeks)	Newspaper report (2 weeks) Balanced argument (2 weeks) Narrative (2 weeks)	Biography (2 weeks) Adventure story (3 weeks) Explanation (1 week)	Fantasy (2 weeks) Historical fiction (2 weeks) Newspaper report (1 week)	Advert script (2 weeks) Poetry (2 weeks) Narrative (2 week)	Non-chron. report (2 weeks) Recount (3 weeks) Email (2 week)
Published pieces	<p>Poetry Based on Spike Milligan</p> <p>Narrative A narrative about friendship</p> <p>Instructions How to grow a strong mind</p>	<p>Newspaper report A newspaper report of the invasion of Britain from the view of a Roman. (History)</p> <p>Balanced argument A balanced argument linked to Geography learning about contrasting locations.</p> <p>Fantasy story An introduction to a fantasy story set in an imagined world.</p>	<p>Biography A biography detailing the life of Mary Anning (Science)</p> <p>Mystery/Adventure story Adventure story inspired by 'The Secret of Black Rock'</p> <p>Explanation Explanation text about going underground through layers of rock. (Science)</p>	<p>Fantasy story An introduction to a fantasy story set in an imagined world.</p> <p>Historical fiction A narrative about an escape from a natural disaster, based on the events at Pompeii (History)</p> <p>Newspaper report A newspaper report of the invasion of Britain from the view of a Roman. (History)</p>	<p>Advert script An advert script to persuade Stone Age residents to buy a new house on Skara Brae (History)</p> <p>Poetry A narrative poem</p> <p>Narrative A narrative based on a child finding themselves in the Neolithic Stone Age. (History)</p>	<p>Non-chron. report A non-chronological report explaining seed dispersal (Science)</p> <p>Recount A recount based on a significant current global event (Global Neighbours)</p> <p>Email An email to their new teacher telling them about themselves (Computing)</p>

<p>Focus Poems and focus poetry books</p>	<p>On the Ning Nang Nong by Spike Milligan</p>	<p>Little Red Riding Hood by Roald Dahl</p> 	<p>The Sound Collector by Roger McGough</p>	<p>I Opened a Book by Julia Donaldson</p> 	<p>Hurt No Living Thing by Christina Rossetti</p>	<p>Du Iz Tak? by Carson Ellis</p> 
<p>Spelling Focus</p>	<ol style="list-style-type: none"> 1. Words where 'ou' makes an /ow/ sound 2. Words where 'ou' makes a /u/ sound 3. Words where 'y' makes an /i/ sound 4. Words ending in '-sure' 5. Words ending in '-ture' 6. Challenge words 	<ol style="list-style-type: none"> 7. Words with the prefix 're-' 8. Words with the prefix 'dis-' 9. Words with the prefix 'mis-' 10. Words where '-ing' and '-ed' are added to multisyllabic words 11. Words where '-ing', '-en' and '-ed' are added to multisyllabic words 12. Challenge words 	<ol style="list-style-type: none"> 13. Words with the 'ai' digraph 14. Words with the 'ei' digraph 15. Words where 'ey' makes an /ai/ sound 16. Adding the suffix '-ly' 17. Words that are homophones 18. Challenge Words 	<ol style="list-style-type: none"> 19. Words ending in 'al' 20. Words ending in 'le' 21. Adding '-ly' when the root word ends in '-le' 22. Adding '-ally' when the root word ends in '-ic' 23. Adding '-ly' when the words do not follow the spelling patterns 24. Challenge Words 	<ol style="list-style-type: none"> 25. Words ending in '-er' when the root word ends in 'ch' 26. Words where 'ch' makes a /k/ sound 27. Words where 'que' makes a /k/ sound 28. Words where 'sc' makes a /s/ sound 29. Words that are homophone 30. Challenge Words 	<ol style="list-style-type: none"> 31. Words that end in 'sion' 32. Revision of spelling patterns learned in Stage 3 33. Revision of spelling patterns learned in Stage 3 34. Revision of spelling patterns learned in Stage 3 35. Revision of spelling patterns learned in Stage 3 36. Revision of spelling patterns learned in Stage 3
<p>Boomtastics (Poetic Devices)</p>	<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 style="text-align: center;"> Onomatopoeia Rhyme Repetition </p>					

	<p style="text-align: center;"> Alliteration Simile Metaphor Personification Pathetic Fallacy Pun Symbolism </p>
<p>Punctuation (Prior learning to consolidate in black: new learning in red.)</p>	<p style="text-align: center;"> (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 style="text-align: center; color: red;"> (Y3 New learning) Begin to use inverted commas to punctuate direct speech. Begin to use other punctuation inside inverted commas e.g.?! </p>
<p>Grammar (Prior learning to consolidate in black: new learning in red.)</p>	<p style="text-align: center;"> (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 style="text-align: center; color: red;"> (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>
<p>KS2 Statutory Writing Assessment Objectives</p>	<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.

