

CET Long Term English Plan

Year 3

<p>Fiction genres:</p> <ul style="list-style-type: none"> *Stories with familiar settings *Myths and legends *Adventure stories *Play-scripts *Letters *Biographies 	<p>Non-Fiction genres:</p> <ul style="list-style-type: none"> *Instructions *Recounts *Persuasive (biased) *Formal writing *Explanation *Non-chronological 	<p>Poetry:</p> <ul style="list-style-type: none"> *Learn by heart and perform a significant poem *Write a poem that conveys an image -Haiku -classic poems -themed free verse
<p>Speaking & Listening:</p> <p>To listen carefully and understand</p> <ul style="list-style-type: none"> • Engage in discussions, making relevant points. • Ask for specific additional information to clarify. • Understand the meaning of some phrases beyond the literal interpretation. <p>To develop a wide and interesting vocabulary</p> <ul style="list-style-type: none"> • Use time, size and other measurements to quantify. • Use interesting adjectives, adverbial phrases and extended noun phrases in discussion. • Use vocabulary that is appropriate to the topic being discussed or the audience that is listening. <p>To speak with clarity</p> <ul style="list-style-type: none"> • Use verbs with irregular endings. • Use a mixture of sentence lengths to add interest to discussions and explanations. • Use intonation to emphasise grammar and punctuation when reading aloud. <p>To tell stories with structure</p> <ul style="list-style-type: none"> • Bring stories to life with expression and intonation. • Read the audience to know when to add detail and when to leave it out. <p>To hold conversations and debates</p> <ul style="list-style-type: none"> • Make relevant comments or ask questions in a discussion or a debate. • Seek clarification by actively seeking to understand others' points of view. • Respectfully challenge opinions or points, offering an alternative. 	<p>Spelling:</p> <ul style="list-style-type: none"> *Teach homophones and near homophones *Teach words with / ʌ / sound spelt ou *Teach words with /k/ sound spelt ch *Teach the suffix – ly *Teach the sound/i/ spelt y elsewhere than at the end of words *Teach prefixes re- *Words with the //eɪ/ sound spelt ei, eigh, or, ey *Prefixes – revise un- Teach dis- mis- *Revise rules for adding suffixes from Year 2 – s, -es, -ed, -ing, -er 	<p>Vocabulary, Grammar, Punctuation:</p> <ul style="list-style-type: none"> *Inverted commas to punctuate direct speech *Use the correct form of 'a' or 'an' *Using the present perfect form of verbs in contrast to the past tense *Using conjunctions, adverbs and prepositions to express time and cause *Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although *Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
<p>Handwriting:</p> <ul style="list-style-type: none"> * Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. * Increase the legibility, consistency and quality of their handwriting. 		

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Reading Long Term Plan - Year 3

Word reading – decoding	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Range of reading	Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks Develop positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes
Familiarity with Texts	Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Develop positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in a wide range of writing
Poetry and performance	Develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Develop positive attitudes to reading and understanding of what they read by: recognising some different forms of poetry, (e.g. free verse, narrative poetry)
Word meanings	Develop positive attitudes to reading and understanding of what they read by: using dictionaries to check the meaning of words that they have read
Understanding	Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text Understand what they read, in books they can read independently, by: identifying main ideas drawn from more than one paragraph and summarising these
Inference	Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied
Authorial intent	Develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture the reader's interest and imagination Understand what they read, in books they can read independently, by: identifying how language, structure, and presentation contribute to meaning
Non-fiction	Retrieve and record information from non-fiction
Discussing	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

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Writing Long Term Plan - Year 3

Transcription	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
Contexts for Writing	Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar
Planning and Drafting Writing	Plan their writing by: discussing and recording ideas Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) Draft and write by: organising paragraphs around a theme Draft and write by: in narratives, creating settings, characters and plot Draft and write by: in non-narrative material, using simple organisational devices: e.g. <i>headings and sub-headings</i>
Editing Writing	Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors
Performing Writing	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear