



# English Curriculum

## Long Term Plan - 2025 - 2026 - Year 3

Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Text/Book/Poem</b>	Traction Man	Iron Man (picture book)	Escape from Pompeii	An incredible journey from source to sea	Arthur and the Golden Rope	The Snorgh and the Sailor
<b>Genres/ Writing Outcomes</b>	Narratives character & setting description Poetry - Short unit	Narrative (Dialogue)	Diary Instructions	Non-chronological report	Narrative	Letter Poetry
<b>Class Read</b>	The Twits	Iron Man (Read more of the second part)	The Diary of a Killer Cat	Hansel and Gretel	There's a Viking in My Bed and Other Stories	Tin forest
<b>Reading Skills</b>	<p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</p> <p>I can discuss books and poems that are read aloud/independently, taking turns and listening to others' opinions.</p> <p>I can explain and discuss understanding of books/poems.</p> <p>I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>	<p>I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>I can use dictionaries to check the meaning of unfamiliar words.</p> <p>I can identify the main idea of a text.</p>	<p>I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> <p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</p> <p>I can use dictionaries to check the meaning of unfamiliar words.</p> <p>I can identify how structure, and presentation contribute to the meaning of texts.</p>	<p>I can experience and discuss a range of fiction, non-fiction and reference books or textbooks.</p> <p>I know that non-fiction books are structured in different ways and can use them effectively.</p> <p>I can identify the main idea of a text.</p> <p>I can identify how structure, and presentation contribute to the meaning of texts.</p>	<p>I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>I can begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas</p> <p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p>	<p>I can experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>I can explain and discuss understanding of books, poems and other material, both those read aloud and those read independently</p> <p>I can prepare poems to perform, showing understanding through intonation, tone, volume and action</p> <p>I can identify the main idea of a text.</p>



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<b>Writing Composition</b>	<p><u>Planning writing</u> I can discuss models of writing, noting its structure, grammatical features and use of vocabulary. (Introduce paragraphs)</p> <p>I can compose sentences orally using rich vocabulary and a wider range of sentence structures.</p> <p><u>Draft &amp; Write</u> I can write a narrative with clear characters, settings and plot.</p> <p>I can write poetry</p> <p><u>Evaluate &amp; Edit</u> I can proof-read to check for errors in spelling and punctuation.</p> <p>I can read my writing aloud to a group or whole class, using appropriate intonation and controlling tone and volume so that meaning is clear.</p>	<p><u>Planning writing</u> I can compose sentences orally (including dialogue) using rich vocabulary and a wider range of sentence structures.</p> <p><u>Draft &amp; Write</u> I can write a narrative with a clear structure, setting, characters and plot.</p> <p>I can write a clear opening paragraph to my story.</p> <p><u>Evaluate &amp; Edit</u> I can proof-read to check for errors in spelling and punctuation.</p>	<p><u>Planning writing</u> I can discuss models for writing, noting the structure, grammatical features and use of vocabulary.</p> <p><u>Draft &amp; Write</u> I can write non-narrative using simple organisational devices such as headings and sub-headings.</p> <p>I am beginning to group related ideas into paragraphs</p> <p><u>Evaluate &amp; Edit</u> I can make improvements to grammar, vocabulary and punctuation.</p>	<p><u>Planning writing</u> I can discuss models for writing, noting the structure, grammatical features and use of vocabulary.</p> <p><u>Draft &amp; Write</u> I can write non-narrative using simple organisational devices such as headings and sub-headings.</p> <p><u>In non-fiction</u> I can group related ideas in paragraphs</p> <p><u>Evaluate &amp; Edit</u> I can make improvements to grammar, vocabulary and punctuation.</p>	<p><u>Planning writing</u> I can discuss and record ideas.</p> <p><u>Draft &amp; Write</u> I can write a narrative with a clear structure, setting, characters and plot.</p> <p>I can write an opening paragraph and further paragraphs for each event.</p> <p><u>Evaluate &amp; Edit</u> I can suggest improvements to my own writing and that of others.</p>	<p><u>Planning writing</u> I can discuss models for letters and poetry, noting the structure, grammatical features and use of vocabulary.</p> <p>I can discuss and record ideas</p> <p><u>Draft &amp; Write</u> I can write a narrative</p> <p>I can write poetry</p> <p><u>Evaluate &amp; Edit</u> I can read my writing aloud to a group or whole class, using appropriate intonation and controlling tone and volume so that meaning is clear.</p> <p>I can suggest improvements to my own writing and that of others.</p>
<b>Grammar &amp; punctuation</b>	I can use expanded noun phrases for detail	I can express time, by using conjunctions (e.g. then, next, soon) and	I can use a range of sentence in my writing -statement, question,	I can express cause by using conjunctions (e.g. so, that, because, if, when)	I can express time, place and cause by using conjunctions.	I use a range of conjunctions to join clauses .



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	I can use the present perfect form of verbs instead of the simple past.	prepositions (e.g. before, after)  I can use inverted commas to punctuate direct speech.	exclamation and command.  I can express time, place and cause by using conjunctions (e.g. so, before, that, while, because, if, when)	I can use headings and subheadings.	I can use a simple sentence for effect.  I can use inverted commas to punctuate direct speech.	I can use a simple sentence for effect.  I can use the present perfect form of verbs instead of the simple past.
<u>Transcription</u>	I can use the forms a or an according to whether the next word starts with a consonant or a vowel.	Use further prefixes and understand how to add them for example in-correct, re-place	Use further suffixes and understand how to add them for example -able -ion	Spell further homophones	- Spell words that are often misspelt (Year 3 word list)	Identify the root in longer words
<b>Ongoing Spelling</b>	Pupils should be taught to: - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.					