
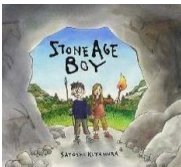












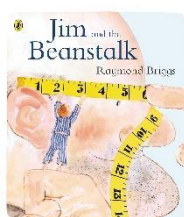
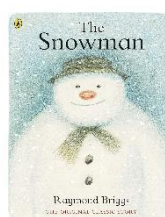






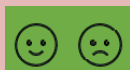
























































Manor Park First School - Long Term Planning English - Year 3

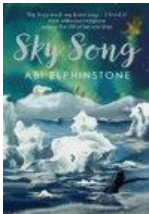


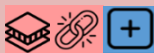















Autumn 1	Week 1 4 days	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8 2 days
	 The Tortoise and the Hare Aesop		 Stone Age Boy Satoshi Kitamura					
	Writing outcome Fiction: A new fable to convey a moral. Consider what makes a Fable, who the characters are and what the associated morals are.		Writing outcome Fiction: A diary entry written in the role of a historical character. Include feelings and questions of the character to show insight into character. Show rather than tell!		Writing outcome Non-Fiction: A newspaper report based on a Stone Age creature (woolly mammoth) appearing in school. Include an interview with staff about sightings.		Writing outcome Non-Fiction: Explanation text on how to carry out Stone Age skills.	
	Oral retelling of the story and story mapping							
Grammar Focus:	Extend the range of sentences with more than one clause by using a wider range of conjunctions (when, if, although, however). SPAG starters (will help to achieve using conjunctions, adverbs, preposition for cause and time depending on genre) Use display in classroom to support. Use and punctuate direct speech Write in paragraphs.	   	Start to establish a viewpoint (start using feelings). Use lots of adverbials of time, place and cause. Link the sentences in my paragraph using cohesive devices Start to use commas for lists, subordinate clauses and fronted adverbials.	   	I do not change my ideas or bunch different ideas within my paragraph. (non-fiction and in narrative for a new location in story) Stick to the style of the genre.	 	Extend the range of sentences with more than one clause by using a wider range of conjunctions (when, if, although, however).	

Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 4 days
	 After the Fall: How Humpty Dumpty Got Back Up Again Dan Santat		 Jim and the Beanstalk Raymond Briggs		 The Snowman Raymond Briggs	 Limericks	
	Writing outcome Non-Fiction: A letter of advice to Humpty Dumpty about what he should do next (only read up to 'They always do').	Writing outcome Fiction: A diary from Humpty's perspective, including his feelings on what has happened.	Writing outcome Fiction: A sequel to a traditional tale, using the sequence of Jim and the Beanstalk but changing certain elements to make it their own.		Writing outcome Fiction: A setting description – using effective vocabulary	Writing outcome Fiction: Write part of the story incorporating vocabulary from the week before.	Writing outcome Poetry: A limerick in the correct style.
Grammar Focus:	<p>Start to establish viewpoint. </p> <p>Ensure all sentences are written in the correct tense with no words missing (proofread). </p> <p>Use adverbials of time, place and cause. </p> <p>Start to use commas for lists, subordinate clauses and fronted adverbials. </p>	<p>Start to establish a viewpoint. </p> <p>Embed the use of feelings – show rather than tell..... </p> <p>Ensure all sentences are written in the correct tense with no words missing (proofread). </p>	<p>Ensure all sentences are written in the correct tense with no words missing (proofread). </p> <p>Use adverbials of time, place and cause. </p> <p>Use lots of relevant and imaginative vocabulary and use noun phrases, e.g., a loud wailing sound. </p> <p>Include details to add an element of humour, surprise or suspense. </p>		<p>Use lots of relevant and imaginative vocabulary and use noun phrases, e.g., a loud wailing sound. </p> <p>Include details to add an element of humour, surprise or suspense. </p> <p>SPAG starters (will help to achieve using conjunctions, adverbs, preposition for cause and time depending on genre) Use I-space display in classroom to aid children. </p>	<p>Use lots of relevant and imaginative vocabulary. </p> <p>Include details to add an element of humour, surprise or suspense. </p> <p>Stick to the style of the genre. </p>	

Spring 1	Week 1 4 days	Week 2	Week 3	Week 4	Week 5	Week 6
	 The Boy Who Grew Dragons Andy Shepherd					
	Writing outcome Non-Fiction: A letter to Mrs Sterck persuading her to let us hatch the class dragon eggs.	Writing outcome Non-Fiction: A non-chronological report about dragons.		Writing outcome Fiction: A description of a dragon using effective vocabulary. Create a Wanted Poster.	Writing outcome Fiction: A setting description based on the book, using the four senses and effective vocabulary.	Writing outcome Fiction: Own story opening for a sequel based on the book.
Grammar Focus:	Stick to the style of the genre. 	Stick to the style of the genre. 		Use lots of relevant and imaginative vocabulary and I use noun phrases, e.g., a loud wailing sound 		
	I do not change my ideas or bunch different ideas within my paragraph. 	I do not change my ideas or bunch different ideas within my paragraph. 		Include details to add an element of humour, surprise or suspense. 		
	Link the sentences in a paragraph using cohesive devices 	Link the sentences in a paragraph using cohesive devices 		SPAG starters (will help to achieve using conjunctions, adverbs, preposition for cause and time depending on genre) Use display in classroom to aid children. 		
	Start to use commas for lists, subordinate clauses and fronted adverbials. 	Start to use commas for lists, subordinate clauses and fronted adverbials. 		Stick to the style of the genre. 		
		Use lots of adverbials of time, place and cause. 				

Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5
	<div>  Guess Who's Coming For Dinner? John Kelly and Cathy Tincknell </div>				
	Writing outcome Non-Fiction: A letter to the victims persuading them to come to Eatem Hall.		Writing outcome Non-Fiction: A newspaper report about the events that occurred at Eatem Hall.		Writing outcome Fiction: Character description and create an effective wanted poster for the owner of Eatem Hall.
Grammar Focus:	Stick to the style of the genre.  I do not change my ideas or bunch different ideas within my paragraph.  Link the sentences in a paragraph using cohesive devices   Use commas for lists, subordinate clauses and fronted adverbials.  Start to manipulate my writing to create an impact on the reader. E.g., unconscious choice of formal and informal language.		Stick to the style of the genre.  I do not change my ideas or bunch different ideas within my paragraph.  Link the sentences in a paragraph using cohesive devices   Use commas for lists, subordinate clauses and fronted adverbials. 		Develop my ideas with some imaginative detail.  Expanded noun phrases with prepositional phrases. Ensure that all sentences are written in the correct tense and words are not missed out (proofread). 

Summer 1	Week 1 4 days	Week 2	Week 3 4 days	Week 4 4 days	Week 5	Week 6
	<div></div> <div>The Barnabus Project The Fan Brothers</div>					
	<div>Writing outcome Fiction:</div> <div>A diary entry from the perspective of Barnabus, using the present perfect tense.</div>	<div>Writing outcome Non-Fiction:</div> <div>A brochure advertising a new shop to help the characters find new homes. Include a description of the pets and quotes from other customers.</div>		<div>Writing outcome Fiction:</div> <div>Own version of the story where their character escapes from the pet shop. Use the story structure of The Barnabus Project, substituting the main character and events that lead to their escape. Include dialogue.</div>		
Grammar Focus:	<div>Stick to the style of the genre.</div> <div>Start to establish a viewpoint.</div> <div>All sentences are written in the correct tense with no words missing (proofread).</div> <div>Link the sentences in a paragraph using cohesive devices.</div>	<div>I do not change my ideas or bunch different ideas within my paragraph.</div> <div>All sentences are written in the correct tense with no words missing (proofread).</div> <div>Link the sentences in a paragraph using cohesive devices.</div> <div>Use and punctuate direct speech</div> <div>Stick to the style of the genre.</div>		<div>My writing suggests insight into character development through describing how characters look, react, talk or behave.</div> <div>Develop ideas with some imaginative detail. Expanded noun phrases with prepositional phrases.</div> <div>Use lots of adverbials of time, place and cause.</div> <div>I do not change my ideas or bunch different ideas within my paragraph.</div> <div>Link the sentences in my paragraph using cohesive devices.</div> <div>Use commas for lists, subordinate clauses and fronted adverbials.</div>		

Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	<div><div>Sky Song Abi Elphinstone</div></div>						
	<div>Writing outcome Non-Fiction:</div> <div>Immersion in the text leading to deep understanding of characters and setting.</div> <div>Fact file about one of the tribes from Sky Song.</div>	<div>Writing outcome Fiction:</div> <div>A 'thank you' letter from Eska to Flint to thank him for setting her free from the Palace.</div>	<div>Writing outcome Fiction:</div> <div>Write part of the story including a dialogue between Tomkin, Flint and Eska.</div>	<div>Writing outcome Non-Fiction:</div> <div>An information leaflet about polar bears or another Arctic animal.</div>			
Grammar Focus:	<div>Stick to the style of the genre.</div> <div>Use lots of relevant and imaginative vocabulary and use expanded noun phrases.</div> <div>Link the sentences in a paragraph using cohesive devices.</div> <div>Use commas for lists, subordinate clauses and fronted adverbials.</div> <div>Use detail to clarify information.</div>	<div>Stick to the style of the genre.</div> <div>I do not change my ideas or bunch different ideas within a paragraph.</div> <div>Link the sentences in a paragraph using cohesive devices.</div> <div>Start to establish a viewpoint.</div>	<div>Use and punctuate direct speech (embedding) (start varying speech sentences).</div> <div>Use lots of relevant and imaginative vocabulary and use expanded noun phrases.</div> <div>Include details to add an element of humour, surprise or suspense.</div> <div>SPAG starters (will help to achieve using conjunctions, adverbs, preposition for cause and time depending on genre) Use I-space display in classroom to aid children.</div>	<div>Stick to the style of the genre.</div> <div>I do not change my ideas or bunch different ideas within my paragraph.</div> <div>Link the sentences in a paragraph using cohesive devices.</div> <div>Use commas for lists, subordinate clauses and fronted adverbials.</div> <div>Use detail to clarify information.</div>			