



St Joseph's Catholic Primary – English Long Term Plan -Year 3 2021 – 2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key texts for reading and writing	Return Aaron Becker	Seen and Not Heard Katie May Green	Jemmy Button Jennifer Uman	Into the Forest by Anthony Browne	Fox Margaret Wild	The Iron Man Ted Hughes & Laura Carlin
Writing Outcomes (fiction and non-fiction)	Setting Narrative Travel	Character Narrative Instructions (How to be mischievous child)	Return Narrative Letter	Lost Narrative Diary	Fable Narrative Non-chronological report	Narrative Persuasion
Vocabulary, punctuation and grammar	ready to write unit (recap of KS1) noun phrases, sentence types, coordinating and subordinating conjunctions and commas <ul style="list-style-type: none">determiners	<ul style="list-style-type: none"> conjunctions assessment 	<ul style="list-style-type: none"> adverbs prepositions 	<ul style="list-style-type: none"> speech tenses assessment 	<ul style="list-style-type: none"> nouns paragraphs 	<ul style="list-style-type: none"> verbs speech tenses assessment
Spelling	<ol style="list-style-type: none"> Spelling Rules: The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words. Spelling Rules: The /u/ sound spelled 'ou.' This digraph is only found in the middle of words. Spelling Rule: The /i/ sound spelled with a 'y.' Spelling Rules: Words with endings that sound like /ze/ as in measure are always spelled with '-sure.' Spelling Rules: Words with endings that sound like /ch/ is often spelled '-ture' unless the root word ends in (t)ch. Challenge words Spelling Rules: Words with the prefix 're-' 're-' means 'again' or 'back.' Spelling Rules: The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree. 	<ol style="list-style-type: none"> Spelling Rules: The prefix 'mis-' this is another prefix with negative meanings. Spelling Rules: Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed. Spelling Rules: Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled. Challenge words Spelling Rules: The long vowel /a/ sound spelled 'ai' Spelling Rule: The long /a/ vowel sound spelled 'ei.' Spelling Rules: The long /a/ vowel sound spelled 'ey.' Spelling Rules: Adding the suffix -ly. Adding the -ly suffix 	<ol style="list-style-type: none"> Spelling Rules: Homophones – words which have the same pronunciation but different meanings and/or spellings. Challenge Words Spelling Rules: The /l/ sound spelled '-al' at the end of words. Spelling Rules: The /l/ sound spelled '-le' at the end of words. Spelling Rules: Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.' Spelling Rules: Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.' 	<ol style="list-style-type: none"> Spelling Rules: Adding the suffix -ly. Words which do not follow the rules. Challenge Words Spelling Rules: Words ending in '-er' when the root word ends in (t)ch. Spelling Rules: Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language. Spelling Rules: Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' These words are French in origin. 	<ol style="list-style-type: none"> Spelling Rules: Words with the /s/ sound spelled 'sc' which is Latin in its origin. Homophones: Words which have the same pronunciation but different meanings and/or spellings. Challenge Words 	<ol style="list-style-type: none"> Revision – spelling rules we have learned in Stage 3

		to an adjective turns it into an adverb.				
Statutory spelling list	various famous group though although eight eighth caught height straight strength thought through therefore enough breath breathe reign recent	accident accidentally actual actually occasion occasionally possess possession possible busy business build increase promise purpose often sentence separate surprise	mention question position appear heard heart learn library disappear early earth February forward forwards fruit knowledge weight woman women	address arrive opposite suppose pressure different difficult imagine important interest island guard guide natural naughty notice strange special	grammar calendar regular particular peculiar popular answer consider quarter remember history ordinary therefore length minute material medicine	favourite exercise experience experiment extreme believe bicycle continue describe decide centre century certain circle complete perhaps potatoes probably
Handwriting	Pupils should be taught to: 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 [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. Intervention by class teacher who anyone who needs it					
Spoken Language opportunities	Poetry performance	Discussion	Role Play	Debate Persuasive speech	Presentation	Poetry Performance
Spoken language	<p>use relevant strategies to build their vocabulary .</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments .</p> <p>speak audibly and fluently with an increasing command of Standard English.</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>gain, maintain and monitor the interest of the listener(s).</p> <p>select and use appropriate registers for effective communication.</p>					