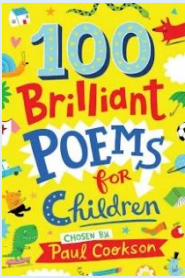
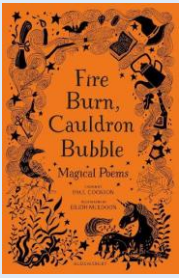
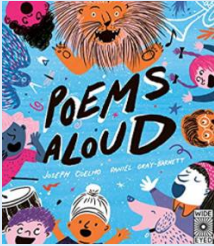
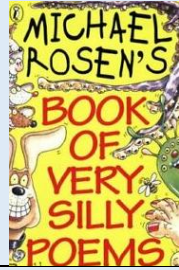
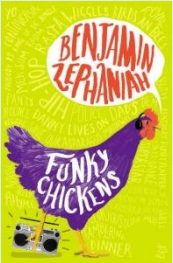
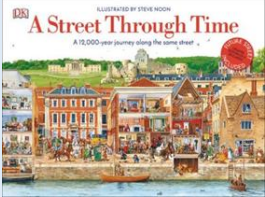
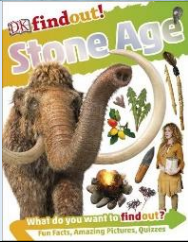
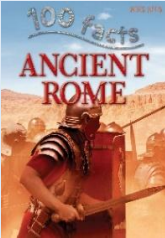
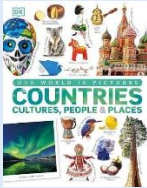
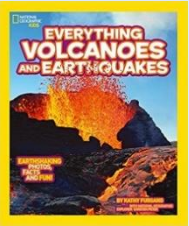


Hill View Academy English Curriculum Long Term Plan

Year 3



Rhymes and Poems						
Non-Fiction Text		 			Museum leaflets and guides	
Writing Text Type	Fiction: Narrative Non-Fiction – Information Text (biography) - Nina Hossain	Fiction: Character description Non-Fiction - Explanation	Fiction: Diary Entry Non-Fiction - Recount	Non Fiction- non-chronological report about a country Poetry- based on The Little Boy who Cannot See.	Fiction: Story from another country- The Magic Paintbrush Non-Fiction – Persuasive Letter to Tolson Museum	Fiction: Setting description - Flood (a storm) Book Making for Reception Non-Fiction – Information Text
RAFT	Fiction: Narrative R – to entertain A – Children F –paragraphs, T – informal Non-Fiction – Information Text (biography) - Nina Hossain R – to inform A – Children F –paragraphs, T – formal	Fiction: Character description R – to entertain A – Children F –paragraphs, adjectives, noun phrases, conjunctions, T – informal Non-Fiction - Explanation R – to inform A – Children F –paragraphs, T – formal	Fiction: Diary Entry R – to entertain A – Children F –paragraphs, T – informal Non-Fiction - Recount R – to inform A – Children F – paragraphs, T – formal	Non Fiction- Non-chronological report about a country R – to inform A – Children F –paragraphs, T – formal Poem: R- to entertain A - peers F- vivid imagery, rhyme, and repetition, use of senses T- informal.	Fiction - Story from another country: R- to entertain A - peers F- paragraphs, descriptive language, simple dialogue, complex sentences, adverbial openers, similes T- Informal Non-Fiction – Letter to Tolson Museum R- to show appreciation A- Tolson Museum staff F- paragraphs, adverbial openers, extended noun phrases, perfect present tense, specific verbs T- formal	Setting description R- to entertain A-Children F- paragraphs, Specific Verbs, conjunctions, extended noun phrases, similes, personification. T- informal Non-Fiction – Information Text R- to entertain A- Children F- paragraphs, specific Verbs, conjunctions, T- formal
Generating ideas Creating information	Narrative Tell stories based on own experience and oral versions of	Character Description Tell stories based on own experience and oral versions	Diary Entry Watch or listen to third person recounts such as	Non-Chronological report Write ideas, messages in shortened forms such as	Narrative Tell stories based on own experience and oral versions	Setting Description Tell stories based on own experience and oral versions

	familiar stories; include dialogue to set the scene and present characters; vary voice and intonation to create effects and sustain interest; sequence events clearly and have a definite ending; explore relationships and situations through drama. Write complete stories with a full sequence of events in narrative order; include a dilemma or conflict and resolution; write an opening paragraph and further paragraphs for each stage of the story; use either 1st or 3rd person consistently; use conventions for written dialogue and include some dialogue that shows the relationship between two characters <u>Biography</u> Write ideas, messages in shortened forms such as notes, lists, headlines, telegrams and text messages understanding that some words are more essential to meaning than others. Summarise orally in one sentence the content of a passage or text, and the main point it is making. Through reading explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people writing to a newspaper.) Through role play and drama explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book,	of familiar stories; include dialogue to set the scene and present characters; vary voice and intonation to create effects and sustain interest; sequence events clearly and have a definite ending; explore relationships and situations through drama. Write complete stories with a full sequence of events in narrative order; include a dilemma or conflict and resolution; write an opening paragraph and further paragraphs for each stage of the story; use either 1st or 3rd person consistently; use conventions for written dialogue and include some dialogue that shows the relationship between two characters <u>Explanation</u> Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography), ensuring items are clearly sequenced. Read and compare examples of instructional text, evaluating their effectiveness. Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys. Explain processes orally, using these notes, ensuring relevant details are included and accounts ended effectively. Write clear written instructions using correct register and devices to aid the reader.	news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns. Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader. Include recounts when creating paper or screen-based information texts. <u>Recount</u> Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring	notes, lists, headlines, telegrams and text messages understanding that some words are more essential to meaning than others. Summarise orally in one sentence the content of a passage or text, and the main point it is making. Through reading explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people writing to a newspaper.) Through role play and drama explore how different views might be expressed/explained/justified (e.g. the different view of people in a simulated 'real life' scenario.) Recount the same event in a variety of ways, e.g. in the form of a story, a letter, a news report. Decide how to present information and make informed choices by using structures from different text types. Create alphabetically ordered texts incorporating information from other subjects, own experience or derived from other information books. Distinguish between generalisations and specific information and between recounts and reports, using content taken from another area of the curriculum. <u>Poetry</u>	of familiar stories; include dialogue to set the scene and present characters; vary voice and intonation to create effects and sustain interest; sequence events clearly and have a definite ending; explore relationships and situations through drama. Write complete stories with a full sequence of events in narrative order; include a dilemma or conflict and resolution; write an opening paragraph and further paragraphs for each stage of the story; use either 1st or 3rd person consistently; use conventions for written dialogue and include some dialogue that shows the relationship between two characters <u>Letter to Tolson Museum</u> Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns. Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader.	of familiar stories; include dialogue to set the scene and present characters; vary voice and intonation to create effects and sustain interest; sequence events clearly and have a definite ending; explore relationships and situations through drama. Write complete stories with a full sequence of events in narrative order; include a dilemma or conflict and resolution; write an opening paragraph and further paragraphs for each stage of the story; use either 1st or 3rd person consistently; use conventions for written dialogue and include some dialogue that shows the relationship between two characters <u>Information Text</u> Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography), ensuring items are clearly sequenced. Read and compare examples of instructional text, evaluating their effectiveness. Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys. Explain processes orally, using these notes, ensuring relevant details are included and accounts ended effectively. Write clear written instructions using correct register and devices to aid the reader.
--	--	---	--	--	---	--

	the different view of people in a simulated 'real life' scenario.) Recount the same event in a variety of ways, e.g. in the form of a story, a letter, a news report. Decide how to present information and make informed choices by using structures from different text types. Create alphabetically ordered texts incorporating information from other subjects, own experience or derived from other information books. Distinguish between generalisations and specific information and between recounts and reports, using content taken from another area of the curriculum.		agreement in the use of pronouns. Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader. Include recounts when creating paper or screen-based information texts.	Develop positive attitudes to reading, and an understanding of what they read, by listening to and discussing a wide range of poetry. Recognise some different forms of poetry [for example, free verse, narrative poetry. By the beginning of year 5, pupils should be able to read aloud a wider range of poetry written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. Learn a wider range of poetry by heart.	Include recounts when creating paper or screen-based information texts.	
Grammar and Punctuation	Grammar: Use the correct form of 'a' or 'an'. Choose nouns or pronouns appropriately with some independence to avoid repetition, Paragraphs organised around a theme. Punctuation: recap from Y2: question marks, commas for lists, exclamation marks.	Grammar: Use conjunctions, adverbs and prepositions to express time and cause. Select the appropriate tense for task. Choose nouns or pronouns appropriately with some independence to avoid repetition, create cohesion and achieve clarity. Paragraphs organised around a theme. Punctuation: recap from Y2: question marks, commas for lists, exclamation marks. Use inverted commas to punctuate direct speech. Consolidate Y2 use of punctuation (full stops, capital letters, exclamation marks, question marks, commas for lists and	Grammar: Consolidate Y2 conjunctions and introduce 'although' and 'however'. Use the correct form of 'a' or 'an'. Begin to use the present perfect form of verbs (I am hoping... He is playing...) Paragraphs organised around a theme. Punctuation: Use the possessive apostrophe- regular plurals.	Grammar: Use conjunctions, adverbs and prepositions to express time and cause (including fronted adverbials). Understand and use grammatical terminology (English Appendix 2) accurately and appropriately. Punctuation: recap from Y2: question marks, commas for lists, exclamation marks. Consolidate Y2 use of punctuation (full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and possessive - singular).	Planning and Drafting Writing: Grammar: Consolidate Y2 conjunctions and introduce 'although' and 'however'. Use the correct form of 'a' or 'an'. Begin to use the present perfect form of verbs (I am hoping... He is playing...) Paragraphs organised around a theme. Punctuation: recap from Y2: question marks, commas for lists, exclamation marks.	Grammar: Use the correct form of 'a' or 'an'. Select the appropriate tense for task. Begin to use the present perfect form of verbs (I am hoping... He is playing...) Choose nouns or pronouns appropriately with some independence to avoid repetition, create cohesion and achieve clarity. Punctuation: Consolidate Y2 use of punctuation (full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and possessive - singular). Paragraphs organised around a theme.

		apostrophes for contracted forms and possessive - singular).				
Spelling Spelling Shed Scheme	Vocabulary: Use knowledge of related words and word families to deuce meaning. Spell words that are often misspelt from the Y3/4 spelling list and homophones and near homophones, Pair/pear/pare Losse/lose Wait/weight Rain/reign, are/our, brake/ break, threw/through Check spelling in a dictionary- using first 2/3 letters. Earth, natural, circle, describe, eight, experiment, famous, island	Use the prefix anti- inter- in their spellings. Consolidate use of suffixes from Y2. Check spelling in a dictionary- using first 2/3 letters History, important, build, guard	Using prefix mis- in- in their spellings. Check spelling in a dictionary- using first 2/3 letters February, heart, breath, breathe, fraction, quarter, reign,	Vocabulary: Use prefixes of super- and anti- to form nouns. Children are able to identify their most common spelling errors. Children can use No-Nonsense strategies to reduce misspellings. Spell words that are often misspelt from the Y3/4 spelling list and homophones and near homophones, Pair/pear/pare Losse/lose Wait/weight Rain/reign, are/our, brake/ break, threw/through Check spelling in a dictionary- using first 2/3 letters. Material, experiment	Using prefix mis- in- in their spellings. Check spelling in a dictionary- using first 2/3 letters Century, length, minute, regular, weight	Use further prefixes without any change to spellings of in-, re-, sub- Check spelling in a dictionary- using first 2/3 letters. Perhaps, position, therefore