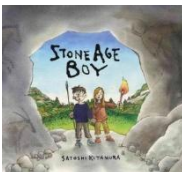
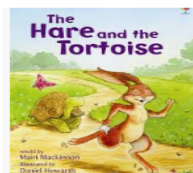

























































































Manor Park First School - Long Term Planning English - Year 3







	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1  	<u>Fiction:</u> The Hare and the Tortoise What makes a Fable, who the characters are and what the associated morals are. <u>Writing Outcome:</u> Write a new fable to convey a moral.		<u>Fiction:</u> Stone Age Boy Read the story and create our own dramatic interpretations of what happened. <u>Writing Outcome:</u> Diary: Write in the role of historical character. Include feelings and questions of the character to show insight into character. Show rather than tell!		<u>Non-Fiction: Recount:</u> Stone Age Boy What makes an effective newspaper report? Based on events during the Stone Age (building of Stonehenge). <u>Writing Outcome:</u> Write a news report of unfolding events. Include detail expressed to engage the viewer/reader (start establishing a viewpoint).	<u>Non-Fiction: Recount:</u> Create a newspaper report based on the events of History (building of Stonehenge) – interview with a Neanderthal.
Grammar Focus <div>Class reader: The Nothing to See Here Hotel (Steven Butler)</div>	Extending 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 aid children.  Use and punctuate direct speech  Write in paragraphs. 		I am starting to establish a viewpoint. (start using feelings)  Use lots of adverbials of time, place and cause.  Linkthe sentences in my paragraph using cohesive devices  I am starting using 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)  I stick to the style of the genre. 	












	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 2  	<u>Non-Fiction:</u> The Other Side of the Story: Little Red Riding Hood <u>Writing Outcome:</u> Children write a letter from the perspective of the wolf and what really happened. (Traditional stories with a twist: follow on from KS1)		<u>Fiction:</u> The Other Side of the Story: Cinderella <u>Writing Outcome:</u> Write a diary as Cinderella - what really happened..	<u>Fiction:</u> The Snowman <u>Writing Outcome:</u> Write a setting description – using effective vocabulary	<u>Fiction:</u> The Snowman <u>Writing Outcome:</u> Write part of the story incorporating the vocabulary looked at the week before.	CHRISTMAS / Carol Service
Grammar Focus <div>Class reader: The Christmas Pig (J.K. Rowling)</div>	<p>I am starting to establish a viewpoint.</p>  <p>I make sure that all my sentences are written in the correct tense and I do not miss words.(proof read)</p>  <p>I use lots of adverbials of time, place and cause.</p>  <p>I am starting using commas for lists, subordinate clauses and fronted adverbials.</p> 		<p>I am starting to establish a viewpoint.</p>  <p>Embed the use of feelings – show rather than tell.....</p>	<p>Use lots of relevant and imaginative vocabulary and I use noun phrases, e.g. a loud wailing sound</p>  <p>I can use detail to clarify information.</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 and I use noun phrases, e.g. a loud wailing sound</p>  <p>I can use detail to clarify information.</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> 	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<div>Spring 1</div> <div></div>	<div><u>Non-Fiction:</u> The Boy who Grew Dragons</div> <div><u>Writing Outcome:</u> Write a letter to Mrs Sterck persuading her to let us hatch the class dragon eggs. (Teacher to make these)</div>	<div><u>Non-Fiction:</u> The Boy who Grew Dragons</div> <div><u>Writing Outcome:</u> Write an explanation text on how to tame a dragon.</div>		<div><u>Fiction:</u> The Boy who Grew Dragons</div> <div><u>Writing Outcome:</u> Write a description of a dragon using effective vocabulary. Create a Wanted Poster.</div>	<div><u>Fiction:</u> The Boy who Grew Dragons –and mountains</div> <div><u>Writing Outcome:</u> Write a setting description based on the book, using the four senses and effective vocabulary.</div>	<div><u>Fiction:</u> The Boy who Grew Dragons</div> <div><u>Writing Outcome:</u> Write own story opening based on the book.</div>
<div>Grammar Focus</div> <div><div>Class reader:</div><div>The Boy Who Grew Dragons (Andy Shepherd)</div></div>	<div>I stick to the style of the genre.</div> <div></div> <div>I do not change my ideas or bunch different ideas within my paragraph.</div> <div></div> <div>Link the sentences in a paragraph using cohesive devices</div> <div></div> <div>Start to use commas for lists, subordinate</div>	<div>I stick to the style of the genre.</div> <div></div> <div>I do not change my ideas or bunch different ideas within my paragraph. (non-fiction and in narrative for a new location in story)</div> <div></div> <div>Link the sentences in a paragraph using cohesive devices</div> <div></div> <div> Start to use commas for lists, subordinate clauses and fronted adverbials.</div> <div>I use lots of adverbials of time, place and cause.</div>		<div>I use lots of relevant and imaginative vocabulary and I use noun phrases, e.g. a loud wailing sound</div> <div></div> <div>I can use detail to clarify information.</div> <div></div> <div>SPAG starters (will help to achieve using conjunctions, adverbs, preposition for cause and time depending on genre) Use display in classroom to aid children.</div>	<div>I use lots of relevant and imaginative vocabulary and I use noun phrases, e.g. a loud wailing sound</div> <div></div> <div>I can use detail to clarify information.</div> <div></div> <div>SPAG starters (will help to achieve using conjunctions, adverbs, preposition for cause and time depending on genre) Use display in classroom to aid children.</div>	<div>I use lots of relevant and imaginative vocabulary and I use noun phrases, e.g. a loud wailing sound</div> <div></div> <div>I can use detail to clarify information.</div> <div></div> <div>SPAG starters (will help to achieve using conjunctions, adverbs, preposition for cause and time depending on genre) Use display in classroom to aid children.</div>

	clauses and fronted adverbials. 					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Spring 2  	<u>Fiction:</u> The Barnabus Project <u>Writing Outcome:</u> Write a diary entry from the perspective of Barnabus, using the present perfect tense.	<u>Non-Fiction:</u> The Barnabus Project <u>Writing Outcome:</u> Write a brochure advertising a new shop to help the characters find new homes. Include a description of the pets and quotes from other customers.		<u>Fiction:</u> Leon and the Place Between <u>Writing Outcome:</u> Write a letter to Leon to persuade him to enter the box - or not.	<u>Fiction:</u> Leon and the Place Between <u>Writing Outcome:</u> Write our own version of the story where a main character enters a magical world. Use the structure of Leon and the Place Between, substituting the main character, magical place and events that happen inside. Include dialogue	
Grammar Focus <div>Class reader: The Abominables (Eva Ibbotson)</div>	I stick to the style of the genre.  I am starting to establish a viewpoint.  All sentences are written in the correct tense and I do not miss words (proofread) 	I do not change my ideas or bunch different ideas within my paragraph.  All sentences are written in the correct tense and I do not miss words (proofread)  Link the sentences in a paragraph using cohesive devices    I use lots of adverbials of time, place and cause. 		I stick to the style of the genre.  All sentences are written in the correct tense and I do not miss words (proofread)  Link the sentences in a paragraph using cohesive devices   	My writing suggests insight into character development through describing how characters look, react, talk or behave.  I develop my ideas with some imaginative detail. Expanded noun phrases with prepositional phrases.  I do not change my ideas or bunch different ideas within my paragraph.  I can link the sentences in my paragraph using cohesive devices	

	<p>Link the sentences in a paragraph using cohesive devices</p> <div></div>	<div></div> <p>Use and punctuate direct speech</p> <p>I stick to the style of the genre.</p> <div></div>		<div></div> <p>I am using commas for lists, subordinate clauses and fronted adverbials.</p> <div></div>		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Summer 1</p> 	<p><u>Non-Fiction:</u> Guess Who's Coming for Dinner?</p> <p><u>Writing outcome:</u> Write a persuasive letter to the victims to come to Eatem Hall.</p>		<p><u>Non-Fiction:</u> Guess Who's Coming for Dinner?</p> <p><u>Writing outcome:</u> Write about the events that occurred at Eatem Hall. Police Report?</p>		<p><u>Fiction:</u> Guess Who's Coming for Dinner?</p> <p><u>Writing outcome:</u> Character description and create an effective wanted poster for the owner of Eatem Hall.</p>	
<p>Grammar Focus</p> <div><p>Class reader:</p><p>The Land of Roar (Jenny McLachlan)</p></div>	<p>I stick to the style of the genre.</p> <div></div> <p>I do not change my ideas or bunch different ideas within my paragraph. (non-fiction and in narrative for a new location in story)</p> <div></div> <p>I can link the sentences in my paragraph using cohesive devices</p> <div></div>		<p>I stick to the style of the genre.</p> <div></div> <p>I do not change my ideas or bunch different ideas within my paragraph. (non-fiction and in narrative for a new location in story)</p> <div></div> <p>I can link the sentences in my paragraph using cohesive devices</p> <div></div>		<p>I develop my ideas with some imaginative detail. expanded noun phrases with prepositional phrases.</p> <div></div> <p>I make sure that all my sentences are written in the correct tense and I do not miss words (proofread).</p> <div></div>	

	<p>I am using commas for lists, subordinate clauses and fronted adverbials.</p> <p>,</p> <p>I am starting to manipulate my writing to create an impact on the reader. E.g. unconscious choice of formal and informal language.</p>		<p>I am using commas for lists, subordinate clauses and fronted adverbials.</p> <p>,</p>			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Summer 2 	<p><u>Non-Fiction:</u> Sky Song Read up to chapter 5</p> <p><u>Writing Outcome:</u> Write a formal letter to the Prime Minister telling them how to improve lives for refugees in this country.</p>	<p><u>Fiction:</u> Sky Song Read up to chapter 8</p> <p><u>Writing Outcome:</u> Write part of the story including a dialogue between Tomkin, Flint and Eska</p>		<p><u>Non-Fiction:</u> Sky Song Read up to chapter 17</p> <p><u>Writing Outcome:</u> Write an information leaflet about Polar bears.</p>		
Grammar Focus <div> Class reader: Sky Song (Abi Elphinstone) </div>	<p> I stick to the style of the genre.</p> <p> I do not change my ideas or bunch different ideas within my paragraph.</p>	<p>Using and punctuating direct speech (embedding) (start varying speech sentences)</p> <p>””</p> <p>I use lots of relevant and imaginative vocabulary and I use noun phrases, e.g. a loud wailing sound</p> 		<p>I stick to the style of the genre.</p> <p></p> <p>I do not change my ideas or bunch different ideas within my paragraph. (non-fiction and in narrative for a new location in story)</p> 		

	<p>Link the sentences in a paragraph using cohesive devices</p> <p>  </p> <p> Use commas for lists, subordinate clauses and fronted adverbials.</p> <p>Start to manipulate writing to create an impact on the reader. E.g. unconscious choice of formal and informal language</p>	<p>I can use detail to clarify information.</p> <p></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></p>	<p>I can link the sentences in my paragraph using cohesive devices</p> <p>  </p> <p>Use commas for lists, subordinate clauses and fronted adverbials.</p> <p></p> <p>I can use detail to clarify information. </p>	
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