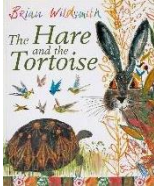
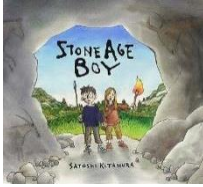












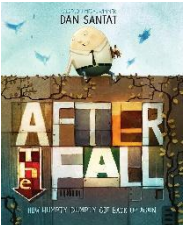
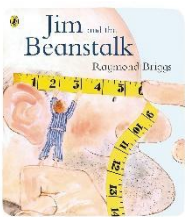
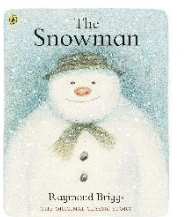
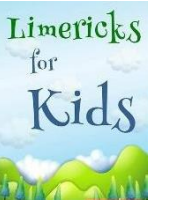





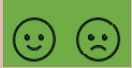


























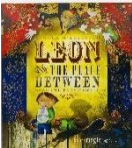































Manor Park First School - Long Term Planning English - Year 3

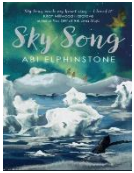
Autumn 1	Week 1 4 days	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 Author visit	Week 8 3 days
		<p>The Tortoise and the Hare Aesop</p>		<p>Stone Age Boy Satoshi Kitamura</p>				 <p>Adventuremice: Otter Chaos</p>
	<p>Writing outcome Fiction:</p> <p>A new fable to convey a moral.</p> <p>Consider what makes a Fable, who the characters are and what the associated morals are.</p>		<p>Writing outcome Fiction:</p> <p>A diary entry written in the role of a historical character.</p> <p>Include feelings and questions of the character to show insight into character. Show rather than tell!</p>		<p>Writing outcome Non-Fiction:</p> <p>A newspaper report based on the events of history (building of Stonehenge). Include an interview with a Neanderthal.</p>		<p>Oracy outcome Non-Fiction:</p> <p>Write and perform a spoken news report of unfolding events. Include detail expressed to engage the reader.</p>	<p>Writing outcome Fiction:</p> <p>Inspired by author visit from Sarah McIntyre and Philip Reeve.</p>
	<p>Oral retelling of the story and story mapping</p>							
Grammar Focus:	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions (when, if, although, however). </p> <p>SPAG starters (will help to achieve using conjunctions, adverbs, preposition for cause and time depending on genre) Use display in classroom to aid children. </p> <p>Use and punctuate direct speech </p> <p>Write in paragraphs. </p>		<p>Start to establish a viewpoint (start using feelings). </p> <p>Use lots of adverbials of time, place and cause. </p> <p>Link the sentences in my paragraph using cohesive devices </p> <p>Start to use commas for lists, subordinate clauses and fronted adverbials. </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>Stick to the style of the genre. </p>			<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions (when, if, although, however). </p>





















Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 4 days
		<p>After the Fall: How Humpty Dumpty Got Back Up Again Dan Santat</p>		<p>Jim and the Beanstalk Raymond Briggs</p>		<p>The Snowman Raymond Briggs</p>	 <p>Limericks</p>
	<p>Writing outcome Non-Fiction:</p> <p>A letter of advice to Humpty Dumpty about what he should do next (only read up to 'They always do').</p>	<p>Writing outcome Fiction:</p> <p>A diary from Humpty's perspective, including his feelings on what has happened.</p>	<p>Writing outcome Fiction:</p> <p>A sequel to another traditional tale, using ideas from the previous two texts.</p>	<p>Writing outcome Fiction:</p> <p>A setting description – using effective vocabulary</p>	<p>Writing outcome Fiction:</p> <p>Write part of the story incorporating vocabulary from the week before.</p>	<p>Writing outcome Poetry:</p> <p>A limerick in the correct style.</p>	
<p>Grammar Focus:</p>	<p>Start to establish a viewpoint. </p> <p>Ensure all sentences are written in the correct tense with no words missing (proofread). </p> <p>Use lots of 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 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
	 <p>The Boy Who Grew Dragons Andy Shepherd</p>					
	<p>Writing outcome Non-Fiction:</p> <p>A letter to Mrs Sterck persuading her to let us hatch the class dragon eggs.</p>	<p>Writing outcome Non-Fiction:</p> <p>An explanation text on how to tame a dragon.</p>	<p>Writing outcome Fiction:</p> <p>A description of a dragon using effective vocabulary. Create a Wanted Poster.</p>	<p>Writing outcome Fiction:</p> <p>A setting description based on the book, using the four senses and effective vocabulary.</p>	<p>Writing outcome Fiction:</p> <p>Own story opening for a sequel based on the book.</p>	
<p>Grammar Focus:</p>	<p>Stick to the style of the genre. </p> <p>I do not change my ideas or bunch different ideas within my paragraph. </p> <p>Link the sentences in a paragraph using cohesive devices </p> <p>Start to use commas for lists, subordinate clauses and fronted adverbials. </p>	<p>Stick to the style of the genre. </p> <p>I do not change my ideas or bunch different ideas within my paragraph. </p> <p>Link the sentences in a paragraph using cohesive devices </p> <p>Start to use commas for lists, subordinate clauses and fronted adverbials. </p> <p>Use lots of adverbials of time, place and cause. </p>		<p>Use lots of relevant and imaginative vocabulary and I 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 display in classroom to aid children. </p> <p>Stick to the style of the genre. </p>		

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

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

Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	<div data-bbox="311 165 443 338">  </div> <div data-bbox="461 169 633 220"> <p>Sky Song Abi Elphinstone</p> </div>						
	<p>Writing outcome Non-Fiction:</p> <p>Immersion in the text leading to deep understanding of characters and setting.</p> <p>Fact file about one of the tribes from Sky Song.</p>		<p>Writing outcome Fiction:</p> <p>A 'thank you' letter from Eska to Flint to thank him for setting her free from the Palace.</p>	<p>Writing outcome Fiction:</p> <p>Write part of the story including a dialogue between Tomkin, Flint and Eska.</p>	<p>Writing outcome Non-Fiction:</p> <p>An information leaflet about polar bears or another Arctic animal.</p>		

<p>Grammar Focus:</p>	<p>Stick to the style of the genre. </p> <p>Use lots of relevant and imaginative vocabulary and use expanded noun phrases. </p> <p>Link the sentences in a paragraph using cohesive devices. </p> <p>Use commas for lists, subordinate clauses and fronted adverbials. </p> <p>Use detail to clarify information. </p>	<p>Stick to the style of the genre. </p> <p>I do not change my ideas or bunch different ideas within my paragraph. </p> <p>Link the sentences in a paragraph using cohesive devices. </p> <p>Start to establish a viewpoint. </p> <p>Ensure all sentences are written in correct tense and words are not missed out. </p> <p>Use commas for lists, subordinate clauses and fronted adverbials. </p>	<p>Use and punctuate direct speech (embedding) (start varying speech sentences). </p> <p>Use lots of relevant and imaginative vocabulary and use expanded noun phrases. </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>Stick to the style of the genre. </p> <p>I do not change my ideas or bunch different ideas within my paragraph. </p> <p>Link the sentences in a paragraph using cohesive devices. </p> <p>Use commas for lists, subordinate clauses and fronted adverbials. </p> <p>Use detail to clarify information. </p>
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