

	<b>Y3 Long term English Planning</b>
Text Structure	<p><b>Fiction: To entertain</b></p> <p><b>Expected:</b></p> <ol style="list-style-type: none"> <li>1. <b>Secure use of planning tools:</b> Story map / story mountain / story grids/ 'Boxing-up' grid</li> <li>2. <b>Plan opening</b> around character(s), setting, time of day and type of weather</li> <li>3. <b>Paragraphs</b></li> </ol> <p><b>Introduce</b></p> <ol style="list-style-type: none"> <li>4. <b>Extended vocabulary and sentences within 5 part story:</b> <ul style="list-style-type: none"> <li>• <i>Opening including detailed description of setting or characters</i></li> <li>• <i>Build-up – build up suspense towards the dilemma</i></li> <li>• <i>Problem / Dilemma – include detail with actions and dialogue</i></li> <li>• <i>Resolution – should link with the problem</i></li> <li>• <i>Ending – clear ending links back with the start – show how the character feels now or has changed</i></li> </ul> </li> </ol> <p><b>Non-fiction: To inform, To persuade</b></p> <p><b>Expected:</b></p> <ol style="list-style-type: none"> <li>1. <b>Secure use of planning tools:</b> Text map / washing line / 'Boxing –up' grid</li> <li>2. <b>Paragraphs – organise ideas around a theme</b></li> <li>3. <b>Introduction:</b> <ul style="list-style-type: none"> <li>• Heading</li> </ul> </li> <li>4. <b>Middle section(s):</b> <ul style="list-style-type: none"> <li>• Group related ideas / facts into sections</li> <li>• Sub headings to introduce sentences /sections</li> <li>• Use of lists – what is needed / lists of steps to be taken - Bullet points for facts, diagrams</li> </ul> </li> <li>5. <b>Ending – develop further</b> <ul style="list-style-type: none"> <li>• Personal response</li> </ul> </li> </ol> <p><b>All text types:</b></p> <ol style="list-style-type: none"> <li>6. <b>The consistent use of present tense</b> versus past tense throughout all texts</li> <li>7. <b>Use of the perfect form of verbs</b> – present perfect instead of simple past: 'he has left his hat behind' instead of 'he left his hat behind'</li> </ol> <p><b>Introduce:</b></p> <ol style="list-style-type: none"> <li>8. <b>Opening:</b> Hook to engage reader Factual statement / definition – Who? What? Where? Why? When? How?</li> <li>9. <b>Ending:</b> Extra information – fact boxes, e.g. five further facts...</li> <li>10. <b>Ending:</b> Final wow comment</li> </ol>
Sentence Construction	<p><b>Expected:</b></p> <ol style="list-style-type: none"> <li>1. <b>Adverb starters to add detail:</b> Carefully, she crawled along the floor...</li> <li>2. <b>Adverbial starters to add 'where', 'when' or 'how' (fronted adverbials)</b> <ul style="list-style-type: none"> <li>• A few days ago, we discovered...</li> <li>• At the back of my eye, ....</li> <li>• In a strange way, he.....</li> </ul> </li> <li>3. <b>Compound sentences using connectives</b> (coordinating conjunctions) and/or/ but/so/nor/yet</li> <li>4. <b>Additional subordinating conjunctions:</b> while, when, that, if, until, although, meanwhile, therefore</li> <li>5. <b>Prepositions to express time or place:</b> before, after, during, in</li> </ol> <p><b>Introduce:</b></p> <ol style="list-style-type: none"> <li>6. <b>'ing' clauses as sentence starters:</b> <ul style="list-style-type: none"> <li>• Sighing, the boy finished his homework.</li> </ul> </li> <li>7. <b>Complex sentences:</b> Use a subordinate clause <ul style="list-style-type: none"> <li>• The girl, whose hair was jet black, raced through the street.</li> </ul> </li> <li>8. <b>Sentence of 3 for description: (extended from list of 3 for description)</b> <ul style="list-style-type: none"> <li>• Rainbow dragons are covered with multi-coloured scales, have enormous red eyes and swim on the surface of water.</li> </ul> </li> <li>9. <b>Topic sentences to introduce non-fiction paragraphs:</b> <ul style="list-style-type: none"> <li>• Dragons are found across the world</li> </ul> </li> <li>10. <b>Varied length of sentences:</b> Long to add description and information, short to make key points or for emphasis</li> </ol>

Word – language	<p><b>Expected:</b></p> <ol style="list-style-type: none"> <li><b>Prepositions:</b> inside, outside, towards, across, under, through, by the side of</li> <li><b>Alliteration:</b> dangerous dragon, slimy snake</li> <li><b>Similes using as....:</b>as tall as a house, as red as a radish</li> <li><b>Two adjectives to describe a noun:</b> The scary, old woman</li> <li><b>Adverbs for description:</b> The snow fell gently</li> <li><b>Adverbs for information:</b> Lift the pot carefully</li> <li><b>Powerful verbs:</b> stare, tremble, slither</li> <li><b>Suffixes:</b> -ness, -er, -ful, -less</li> <li><b>Prefixes – extend understanding:</b> e.g super-, anti-, auto-</li> </ol> <p><b>Introduce / consolidate from Year 2:</b></p> <ol style="list-style-type: none"> <li><b>More specific technical or deliberately chosen vocabulary to describe</b></li> <li><b>Word families around common words: teach / teacher / teaching</b></li> <li><b>Use of determiners to be grammatically correct: a/an. Use of determiners to make choices:</b> the cat / a cat / one cat / many cats</li> </ol>	
Handwriting	<p><b>Expected:</b></p> <ol style="list-style-type: none"> <li>Ensure all cursive joins are secure.</li> <li>Practise writing in the cursive style with pen.</li> <li>Begin to sustain cursive style in longer pieces of writing.</li> </ol>	
Spelling	<p><b>Expected:</b></p> <ol style="list-style-type: none"> <li>Application of taught spelling rules from Spelling Appendix 1.</li> <li>Use of a range of techniques to proof read and check spellings</li> <li>Spell correctly some words from the Year 3 / 4 spelling list – show evidence in writing and in spelling checks</li> </ol>	
Punctuation	<p><b>Expected:</b></p> <ol style="list-style-type: none"> <li>Capital Letters: <i>all uses</i></li> <li>Full stops</li> <li>Question marks</li> <li>Exclamation marks</li> <li>Speech bubble</li> <li>Bullet points</li> <li>Commas in a list</li> <li>Commas after an –ly opener or a fronted adverbial</li> <li>Inverted commas</li> <li>Apostrophes for contraction</li> <li>Apostrophes for possession</li> </ol> <p><b>Introduce:</b></p> <ol style="list-style-type: none"> <li>Colon to introduce a list</li> <li>Ellipses</li> </ol>	
terminology	<p><b>Expected:</b></p> <p><b>YR:</b></p> <ol style="list-style-type: none"> <li>Letter</li> <li>Word</li> <li>Finger spaces</li> <li>sentence</li> <li>Full stops</li> <li>Capital letter</li> </ol> <p><b>Y1</b></p> <ol style="list-style-type: none"> <li>Punctuation</li> <li>Question mark</li> <li>Exclamation mark</li> <li>Speech bubble</li> <li>Bullet points</li> <li>Singular/ plural</li> </ol> <p><b>Y2</b></p> <ol style="list-style-type: none"> <li>Noun / noun phrase</li> </ol>	<ol style="list-style-type: none"> <li>Exclamation</li> <li>Command</li> <li>Suffix</li> <li>Compound</li> <li>tense</li> <li>homophone</li> <li>alliteration</li> <li>simile</li> <li>inverted commas</li> <li>proof read</li> <li>edit</li> </ol> <p><b>Y3</b></p> <ol style="list-style-type: none"> <li>Prefix</li> <li>Imperative verbs</li> <li>Conjunction – coordinating / subordinating</li> <li>Preposition</li> <li>Direct speech</li> </ol>

	<ul style="list-style-type: none"><li>14. Adjective</li><li>15. Verb</li><li>16. Adverb</li><li>17. Conjunction</li><li>18. Comma</li><li>19. Inverted commas</li><li>20. Apostrophe – contraction / possession</li><li>21. Statement</li><li>22. Question</li></ul>	<ul style="list-style-type: none"><li>39. Determiner</li><li>40. Consonant</li><li>41. vowel</li><li><b>Introduce:</b></li><li>42. Clause</li><li>43. Subordinate clause</li><li>44. Relative clause</li><li>45. Colon (before a list)</li></ul>
--	--	--