

Richard Avenue Primary School
English Planning Year 3

Week One	Lesson	Week Two	Lesson
Monday	Daily Reading/ Sentence Starter Reading ~ question stems	Monday	Daily Reading/ Sentence Starter Reading ~ question stems
Tuesday	Daily Reading/ Sentence Starter Reading ~ reading response (novel)	Tuesday	Daily Reading/ Sentence Starter Reading ~ reading response (novel)
Wednesday	Daily Reading/ Sentence Starter Grammar	Wednesday	Daily Reading/ Sentence Starter Grammar
Thursday	Daily Reading/ Sentence Starter Writing ~ Features and Planning (marking ladder)	Thursday	Daily Reading/ Sentence Starter Writing ~ Evaluating /Editing and Improving
Friday	Daily Reading Writing ~ Writing and Evaluating	Friday	Daily Reading Writing ~ Final Published Piece

Daily reading

- Daily phonics activity
- Daily reading task to consist of either an image-based discussion using vocabulary, retrieval or inference questions, or a text to read in pairs with verbal retrieval questions.

Category	Archaic Language	Non-Linear Sequences	Narrative Complexity	Symbolic Texts	Resistant Texts	Our Picks
Explanation	<i>The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today.</i>	<i>Books where every aspect of the narration is nuanced to create an exact image, time moves in fits and start. It doubles back.</i>	<i>Unreliable narrators – multiple narrators, non-human narrators, etc., sometimes narrate books. Some books have multiple intertwined and apparently (for a time) unrelated plot lines.</i>	<i>Texts which happen on an allegorical or symbolic level. Not reflected in lexiles; critical forms of text complexity.</i>	<i>Texts written to deliberately resist easy meaning-making by readers. Perhaps half of the poems ever written fall into this category.</i>	<i>Selection of quality texts that fit well into the year group's topic or are recommended reads by the teacher or pupils.</i>
Year 3	The Magic Faraway Tree – Land of silly School	The Butterfly Lion	The Highway Rat	The Tunnel	The Mysteries of Harry Burdwick	<i>The Twits</i>
			<i>Diary of a Killer Cat</i>			Boudicca

Text Types Examples

- Non-Narrative: Non-Chronological Report, Explanation, Persuasion, Discussion, Instructional, Recount
- Narrative: Adventure, Mystery, Fairy Tale, Myths & Legends, Stories from Other Cultures, Non-linear stories Contemporary Fiction, Dilemma Stories, Dialogue/Plays, Science Fiction, Historical Fiction
- Poetry: Visual Poems, Free Verse, Poet Study, Narrative – poetic stories

Reading		Writing & Grammar		
Question Stems	Reading Response EXP	Reading Response GDS	Writing & Grammar EXP	Writing & Grammar GDS
<p>Give / explain the meaning of words in context.</p> <p>Retrieve and record information / identify key details from fiction and non-fiction.</p>	<ul style="list-style-type: none"> • Apply the knowledge of morphemes to read aloud and attempt to make sense of the new words. • Use dictionaries to check the meaning of words. • Identify key words to look for when scanning a text to find information. • Use scanning to identify the main purpose of text. • Identify causal language and discuss with an appropriate context. • Explain features of non-chronological reports in a specific form e.g. leaflets and consider their purpose. 	<ul style="list-style-type: none"> • Read aloud accurately and make sense of new words with confidence. • Identify main ideas from more than one paragraph • Explain and reason about how vocabulary and grammar choices change when the form of the writing is changed with reference to audience and levels of formality. • Identify wider features within a genre and explain their purpose. • Explain features of non-chronological reports in a specific form e.g. leaflets and consider their purpose. 	<ul style="list-style-type: none"> • Write a series of extended sentences to explain a process • Show some awareness of different sentence openers including adverbs. • With support begin to use paragraphs to organise ideas. • Demarcate sentences with capital letters and full stops, question marks, commas to separate items in a list and apostrophes for contraction and possession • Use diagonal and horizontal strokes needed to join letters in some of their writing • Express time, place and cause using conjunctions • Use the correct form of a and an. 	<ul style="list-style-type: none"> • Independently choose and know what to adapt and include when changing the form of writing • Include additional features for the form and audience of the writing. • Use the language of comparison and contrast in report writing
	<ul style="list-style-type: none"> • Ask questions to improve understanding of the text. • Read exception words. • Recognise and discuss key themes and conventions. • Discuss the purpose of dialogue in narratives. • Identify the narrators voice. • Identify different parts of a story structure. • Explain how dialogue is used to support characterisation. • Identify how writers express a dilemma within a story. 	<ul style="list-style-type: none"> • Begin to understand what the writer is implying in a text. • Discuss how the sequence of the story is expressed e.g. through conjunctions, adverbs and prepositional phrases. 	<ul style="list-style-type: none"> • Write a four-part story with strong ending. • Some use of inverted commas to mark direct speech • Maintain writing in the 1st person • Apply and spell correctly all Key Stage 1 spelling rules and those from Year 3 covered so far • Use diagonal and horizontal strokes needed to join letters in some of their writing 	<ul style="list-style-type: none"> • Maintain writing in the 1st and 3rd person. • Include additional features for the form and audience of the writing. • Independently and accurately use the full range of punctuation taught at Key Stage 1 and in year 3 and proof-read to make corrections.

<p>Give / explain the meaning of words in context.</p> <p>Identify / explain how meaning is enhanced through choice of words and phrases.</p>	<ul style="list-style-type: none"> • Read further exception words with unusual correspondences between spelling and sound • Purposefully skim and scan a text to retrieve key information • Use dictionaries to check the meaning if words and explain the meaning of these words in context • Draw a straightforward inference from independent reading beginning to explain thinking and returning to the text to support opinion. • Identify language and structural features that create specific effects on the reader 	<ul style="list-style-type: none"> • Use dictionaries to check the meaning of words and explain the meaning of these words in multiple contexts. • Identify author viewpoint with reference to the text. • Begin to reason about how language and punctuation help to create specific effects on the reader. • Identify language of comparison and contrast. • Reason about the effectiveness of persuasive language and persuasive techniques. 	<ul style="list-style-type: none"> • Write a formal information piece with a specific audience and specific form • Organise paragraphs around a theme • Use heading and sub-headings to aid presentation • Use some words that capture the reader’s interest, imagination and create a specific effect on the reader • Spell many words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly • Present a persuasive point of view in the form of a letter 	<ul style="list-style-type: none"> • Apt use of vocabulary especially verbs • Independently choose and know what to adapt and include when changing the form of writing. • Inverted commas used mostly accurately • Evaluate own writing against the purpose, text structure, audience
	<ul style="list-style-type: none"> • Apply the knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words. • Infer a character’s thoughts and feelings and feeling and justify their views. • Understand how writers use figurative and expressive language to create images and atmosphere, describing the effect on the reader. • 	<ul style="list-style-type: none"> • Predict what might happen from details stated and attempt to predict from details implied. • Discuss and reason about how language is used to capture the reader’s interest and create emphasis, humour, atmosphere or suspense. • Explain how writers use different types of verbs to describe actions, thoughts and feelings. 	<ul style="list-style-type: none"> • Begin to experiment with figurative language • Use some words that capture the reader’s interest, imagination and create a specific effect on the reader • Use inverted commas to punctuate direct speech • Capital letters, full stops, question marks and exclamation marks used mostly correctly. • Begin to use joined writing throughout independent writing 	<ul style="list-style-type: none"> • Include additional features for the form and audience of the writing. • Independently and accurately use the full range of punctuation taught at Key Stage 1 and in year 3 and proof-read to make corrections. • Apt use of vocabulary especially verbs • Independently choose and know what to adapt and include when changing the form of writing. • Inverted commas used mostly accurately • Evaluate own writing against the purpose, text structure, audience

<p>Make inferences from the text / explain and justify inferences with evidence from the text.</p>	<ul style="list-style-type: none"> Infer character's thoughts and feelings. Read further exception words with unusual correspondences between spelling and sound Apply knowledge of root words, prefixes and suffixes to both read aloud and to understand the meaning of new words. Read a range of exception words with confidence, explaining the links between spelling and sounds where these occur in the word. Identify words and phrases that support additional detail for the reader or provide precise information; discuss the effect of these on the reader. 	<ul style="list-style-type: none"> Justify views about a text using reasoning and explanation skills. Identify and reason about distinctive language, structural and presentational features and demonstrate how these help the reader draw meaning from the text or help to structure the text. 	<ul style="list-style-type: none"> Write a recount of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions. Write increasingly complicated instructions with a clear audience ensuring they can be easily followed. Plan with a clear purpose, audience and form Independently organise paragraphs around a theme Capital letters, full stops, question marks, commas in a list and apostrophes for contraction are mostly correct, with very few errors. Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly Use joined writing throughout independent writing Proof-read for spelling and punctuation errors, making corrections and revisions to own writing. 	<ul style="list-style-type: none"> Explore a range of organisation devices depending on the form and purpose of the writing Select precise vocabulary based on the audience and style of writing Use a wide range of co-ordinating and subordinating conjunctions with and across sentences.
	<ul style="list-style-type: none"> With some independence can skim and scan to retrieve information from a text. With some independence can skim and scan to retrieve information from a text. Predict what might happen from details stated and attempt to predict from details implied. Identify the structure of a story noting how paragraphs are structured to support cohesion. <ul style="list-style-type: none"> Identify and explain how dialogue is used to create characterisation and move the story on 	<ul style="list-style-type: none"> Confidently draw inferences from independent reading and justify opinions with evidence from the text. Justify inferences made about character's thoughts and feelings by referring to and explaining both implicit and explicit information. Identify and explain the viewpoint of the narrator or writer 	<ul style="list-style-type: none"> Re-tell or write own story varying voice and intonation to create effects and sustain interest Write a five part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward. Write a story that has a problem and a resolution and where dialogue is beginning to move the story on. Use expanded noun phrases to add detail and precision to writing Use inverted commas to punctuate direct speech Use joined writing throughout independent writing 	<ul style="list-style-type: none"> Maintain writing in the 1st and 3rd person. Use dialogue to support characterisation and set the scene to a story. Explore a range of organisation devices depending on the form and purpose of the writing Select precise vocabulary based on the audience and style of writing Use dialogue to provide additional characterisation, using sparingly so it effectively adds detail to the writing

KS2 English – Weekly Spelling Lists (Black – example words – you can replace these with other examples to fit with your novel, topic or text type).

Y3/4 Spelling List Y5/6 Spelling List These words have to be taught.

Year 3

	A1 W1	W2	W3	W4	W5	W6
Rule	Topic Words x 10	Split diagraph – long vowel sound. (Review work from Y1)	‘s’ sound spelt as ‘c’ before ‘e’, ‘i’ and ‘y’. (Review work from Y2) <i>Do all 12 words.</i>	Commonly misspelt words.	Commonly misspelt words.	Words with endings sounding like /zə/ or /t ə/ ʃ <i>The ending sounding like /zə/ is always spelt –sure. The ending sounding like /tə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. teacher, catcher, richer, stretcher.</i>
Words		arrive decide describe extreme guide surprise shape froze shade flame	bicycle centre century certain circle consider exercise experience medicine notice recent	a lot, about, again, always, another, answer, any, beautiful, because, believe, cannot, close, clothes, different, every, excited, February, finally, forty, friend	knew, know, loose, lose, new, people, piece, probably, ready, really, receive, separate, something, sometimes, sure.	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure, puncture, juncture, fracture, moisture,

	A2 W1	W2	W3	W4	W5	W6
Rule	Topic Words x 10	Words with the /s/ sound spelt sc (Latin in origin) <i>In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.</i>	The /i/ sound spelt y elsewhere than at the end of words	The /ʌ/ sound spelt ou	Words with the /k/ sound spelt ch (Greek in origin)	Words with the /ʃ/ sound spelt ch (mostly French in origin)
Words		science, scene, discipline, fascinate, crescent, scenery, scissors, ascent, descent, scientist	myth, gym, Egypt, pyramid, mystery, dynasty, mystical, symbol, lyric, syrup, hymn, system, typical.	young, touch, double, trouble, country, rough, cousin, couple, enough, nourish, tough, encourage.	scheme, chorus, chemist, echo, character, anchor, stomach, technology, chord, chameleon, chemical	chef, chalet, machine, brochure, chute, parachute, chalet, chic, quiche, fuchsia, chiffon

	Sp1 W1	W2	W3	W4	W5	W6
Rule	Topic Words x 10	Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)	Prefixes - Most prefixes are added to the beginning of root words without any changes in spelling. Like un- , the prefixes dis- and mis- have negative meanings.	Like un- , the prefixes dis- and mis- have negative meanings.	Like un- , the prefixes dis- and mis- have negative meanings.	The prefix in- can mean both 'not' and 'in'/'into'.
Words		league, tongue, plague, vague, vogue, catalogue, antique, unique, opaque, plaque, cheque, masque, boutique, grotesque, picturesque	unable unwell unhappy untidy untrained unlucky unpopular unpick unseen unusual undo untie unzip unofficial	disappear disbelieve disappoint, disagree, disobey, dislike, dishonest, dislodge, disown, displease, disinfect, dishearten	misbehave, mislead, misspell (mis + spell) misguide, misfire, misjudge, mishear, mishap, misheard, miscalculate, misfortune, misinform	inactive, incorrect inability, incapable, incomplete, inaccurate, inaction, invisible, informal include

	Sp2 W1	W2	W3	W4	W5	W6
Rule	Topic Words x 10	<p>Before a root word starting with l, in- becomes il.</p> <p>Before a root word starting with m or p, in- becomes im-.</p> <p>Before a root word starting with r, in- becomes ir-.</p>	<p>re- means ‘again’ or ‘back’.</p> <p>sub- means ‘under’.</p>	inter- means ‘between’ or ‘among’.	super- means ‘above’.	Use the words from the Tier Two List that have been used in writing.
Words		illegal, illegible, illogical, illuminate immature, immortal, impossible, impatient, imperfect, immoveable, immense, impolite irregular, irrelevant, irresponsible, irritate, irrational, irritable,	redo, refresh, return, reappear, redecorate, recall, recycle, reduce, recount, recover, rebuild, react, reaction subdivide, subheading, submarine, submerge	interact, intercity, international, interrelated (inter + related) intercom, interrupt, interject, interface, interfere, interval, intercity, interview.	supermarket, superman, superstar, supercar, supersede, superglue, superhero, supersonic, superpower, superstore superior, supervise.	Generate a list of spellings that have been used and/or have been misspelt.

	Su1 W1	W2	W3	W4	W5	W6
Rule	Topic Words x 10	anti- means ‘against’.	auto- means ‘self’ or ‘own’	Homophones and near homophones	Homophones and near homophones	Use the words from the Tier Two List that have been used in writing.
Words		antiseptic, anti-clockwise, antisocial, antidote, antibiotic, anticipate, antifreeze, antibody, antihero, antifraud, antigravity	autobiography, autograph, automotive, automobile, automatic, autopilot, autofocus, automated, automaton, autonomous, autocracy	ball, bawl, berry, bury, brake, break, fair, fare, great, grate, ate, eight, hour, our, heard, herd, groan, grown, here, hear, knot, not, mail, male	, heel, he’ll, heal, knew, new, knight, night main, mane, meet, meat, peace, piece, plain, plane, scene, seen, one, won, right, write	Generate a list of spellings that have been used and/or have been misspelt.

	Su2 W1	W2	W3	W4	W5	W6
Rule	Topic Words x 10	Words with the /ei/ sound spelt ei, eigh, or ey	Cross-curricular words.	Cross-curricular words	Use the words from the Tier Two List that have been used in writing.	Use the words from the Tier Two List that have been used in writing.
Words		vein, weigh, eight, eighth, neighbour, they, obey, reign, height	eight, eighth, increase, minute, opposite, position, quarter, regular, weight, length	earth, fruit, heart, natural, material, experiment, breath, breathe, heard, potatoes	Generate a list of spellings that have been used and/or have been misspelt.	Generate a list of spellings that have been used and/or have been misspelt.

Handwriting ~ PenPals

Term 1

- 1 Practising joining through a word in stages: no ascenders or descenders
- 2 Practising joining through a word in stages: parallel ascenders
- 3 Introducing joining from s to ascender: *sh, sl, st, sk*
- 4 Introducing joining from s, no ascender: *sw, si, se, sm, sn, sp, su*
- 5 Introducing joining from s to an anticlockwise letter: *sa, sc, sd, sg, so, sq*
- 6 Introducing joining from r to an ascender: *rb, rh, rk, rl, rt*
- 7 Introducing joining from r, no ascender: *ri, ru, m, rp*
- 8 Introducing joining from r to an anticlockwise letter: *ra, rd, rg, ro*
- 9 Introducing joining from r to e: *are, ere, ure, ore, ire*
- 10 Introducing break letters: *g, j, y, f, b, p, x, z*

Term 2

- 11 Introducing joining to f: *if, of, af, of*
- 12 Introducing joining from f to an ascender: *fl, ft*
- 13 Introducing joining from f, no ascender: *fe, fi, fu, fr, fy*
- 14 Introducing joining from f to an anticlockwise letter: *fo, fu*
- 15 Introducing *ff*
- 16 Introducing *rr*
- 17 Introducing *ss*
- 18 Introducing *qu*
- 19 Revising parallel ascenders and descenders
- 20 End-of-term check

Term 3

- 21 Revising joins: letter spacing
- 22 Revising joins: spacing between words
- 23 Revising joins: consistency of size
- 24 Revising joins: fluency
- 25 Revising joins: parallel ascenders
- 26 Revising joins: parallel ascenders and descenders
- 27 Revising horizontal join from r to an anticlockwise letter: *rs*
- 28 Revising break letters
- 29 Assessment
- 30 Revising capital letters