

Year 3 Medium Term Plan English

Composition, Handwriting, SPAG, Spelling

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<p>Term 1 Invaders and settlers Set text: Where the wild things are</p> <p>Terminology: preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>	<p>Writing sentences</p> <p>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p><i>The /N/ sound spelt ou e.g. young</i></p>	<p>Developing characters writing speech: directed and understanding reported speech</p> <p>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Introduction to inverted commas to punctuate direct speech</p> <p><i>The /N/ sound spelt ou e.g. young</i></p>	<p>Developing plot: composing and rehearsing orally and in draft</p> <p>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because),</p> <p>Words with the sound spelt ch (mostly French in origin) /ʃ/ e.g. chef</p>	<p>Developing plot: writing</p> <p>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>adverbs (e.g. then, next, soon, therefore), or</p> <p><i>The /x/ sound spelt y elsewhere than at the end of words e.g. myth</i></p>	<p>Comparing text genres</p> <p>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Formation of nouns using a range of prefixes, such as super-, anti-, auto-</p> <p>Words with endings sounding like or /ʒə/ -sure -ture</p>	<p>ASSESSMENT WEEK</p>	<p>Leaflet – descriptive writing (setting)</p> <p>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>prepositions (e.g. before, after, during, in, because of)</p> <p>Words ending with the /g/ sound spelt – gue and the /k/ sound spelt – que (French in origin) e.g. league, unique</p>	<p>Leaflet – headings and sub headings, paragraphs</p> <p>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Headings and sub-headings to aid presentation</p> <p>Words with the /k/ sound spelt ch (Greek in origin) e.g. scheme, chorus</p>
<p>Term 2 Invaders and</p>	Sequence and write	Report/persuasive	ASSESSMENT WEEK	Sequencing and retelling	Discussing point of	Character profile-	Character profile-	

<p>settlers Set text: The 3 Little Pigs The true story of the three little pigs</p> <p>Terminology: preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>	<p>story</p> <p>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Use of the present perfect form of verbs instead of the simple past (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>)</p> <p>Words with the /k/ sound spelt ch (Greek in origin) e.g. scheme, chorus</p>	<p>writing- estate agent</p> <p>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Words with the /s/ sound spelt sc (Latin in origin) e.g. science</p>		<p>the story- (Alternative version)</p> <p>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock, an open box</i>)</p> <p>Words with the /ei/ sound spelt ei, eigh, or ey e.g. vein, eight, they</p>	<p>view: drama, hot seating</p> <p>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock, an open box</i>)</p> <p>Endings which sound like ʒ/ / ən -sion</p>	<p>Persuasive argument (court room)</p> <p>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Word families based on common words, showing how words are related in form and meaning (e.g. <i>solve, solution, solver, dissolve, insoluble</i>)</p> <p>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league, unique</p>	<p>newspaper report</p> <p>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Word families based on common words, showing how words are related in form and meaning (e.g. <i>solve, solution, solver, dissolve, insoluble</i>)</p> <p>Words with the sound spelt ch (mostly French in origin) /ʃ/ e.g. chef</p>	
<p>Term 3 Heroes and Villains Set text: Charlie and the Chocolate</p>	<p>Reports in non-narrative material, using simple organisational</p>	<p>Instructions proof-read for spelling and punctuation errors</p> <p>adverbs (e.g. <i>then</i>,</p>	<p>Poetry discussing writing similar to that which they are planning to</p>	<p>ASSESSMENT WEEK</p>	<p>Letters discussing writing similar to that which they are planning to</p>	<p>Diary discussing writing similar to that which they are planning to</p>		

<p>Factory</p> <p>preposition conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>	<p>devices [for example, headings and sub-headings]</p> <p>Headings and sub-headings to aid presentation</p> <p>Endings which sound like ʒ/ / əŋ -sion</p>	<p><i>next, soon, therefore),</i></p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable incl. -ing, -en, er, ed,</p>	<p>write in order to understand and learn from its structure, vocabulary and grammar</p> <p>prepositions (e.g. <i>before, after, during, in, because of</i>)</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable incl. -ing, -en, er, ed,</p>		<p>write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Expressing time, place and cause using conjunctions (e.g. <i>when, before, after, while, so, because</i>),</p> <p>The suffixes -ation -ly (incl exceptions) -ous</p>	<p>write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Word families based on common words, showing how words are related in form and meaning (e.g. <i>solve, solution, solver, dissolve, insoluble</i>)</p> <p>Endings which sound like spelt -tion, -sion, -ssion, -cian /ʃən/,</p>		
<p>Term 4 Heroes and Villains</p> <p>preposition conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p>	<p>Character</p> <p>in narratives, creating settings, characters and plot</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock, an open</i>)</p>	<p>ASSESSMENT WEEK</p>	<p>Settings</p> <p>in narratives, creating settings, characters and plot</p> <p>Use of the present perfect form of verbs instead of the simple past (e.g. <i>He has gone out to play</i> contrasted with</p>	<p>Instructions</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Formation of nouns using a range of prefixes, such as <i>super-, anti-, auto-</i></p>	<p>Poetry</p> <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is</p>	<p>Report</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>Introduction to paragraphs as a way to group</p>		

<p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>	<p><i>box</i>)</p> <p>Possessive apostrophe with plural words e.g. boys', children's</p>		<p><i>He went out to play</i>)</p> <p>un-, dis-, mis-, in- (il-, im-, ir-), re-, sub-, inter-, super-, anti-, auto-</p>	<p>Homophones accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll,</p>	<p>clear</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock, an open box</i>)</p> <p>Homophones knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's</p>	<p>related material</p> <p>un-, dis-, mis-, in- (il-, im-, ir-), re-, sub-, inter-, super-, anti-, auto-</p>		
<p>Term 5 UK Location</p> <p>preposition conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant,</p>	<p>Narrative</p> <p>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Introduction to inverted commas to punctuate direct speech</p>	<p>Narrative</p> <p>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Introduction to inverted commas to punctuate direct speech</p>	<p>Narrative</p> <p>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Use of the present perfect form of verbs instead of the simple past (e.g. <i>He has gone</i>)</p>	<p>Recount</p> <p>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Introduction to paragraphs as a way to group related material</p>	<p>Recount</p> <p>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Headings and sub-headings to aid presentation</p> <p>Prefixes: un-,</p>			

consonant letter vowel, vowel letter inverted commas (or 'speech marks')	Homophones: accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown,	Homophones: here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist,	<i>out to play</i> contrasted with <i>He</i> <i>went out to play</i> Homophones: peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's	Possessive apostrophe with plural words e.g. boys', children's	dis-, mis-, in- (il-, im-, ir-), re-, sub- , inter-, super-, anti-, auto-			
Term 6 UK Location preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	Non- chronological report - increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. Expressing time, place and cause using conjunctions (e.g. <i>when, before, after,</i> <i>while, so, because</i>), adverbs (e.g. <i>then,</i> <i>next, soon,</i> <i>therefore</i>), or prepositions (e.g. <i>before, after,</i>	Non- chronological report - increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. Expressing time, place and cause using conjunctions (e.g. <i>when, before,</i> <i>after, while, so,</i> <i>because</i>), adverbs (e.g. <i>then, next, soon,</i> <i>therefore</i>), or prepositions (e.g. <i>before, after, during,</i> <i>in, because of</i>)	Persuasion - increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. Use of the forms a or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock,</i> <i>an open box</i>) Adding suffixes beginning with vowel letters to	Persuasion - increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. Use of the forms a or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock,</i> <i>an open box</i>) Endings which sound like 3/ / ən	Poetry - increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. Formation of nouns using a range of prefixes , such as <i>super-</i> , <i>anti-</i> , <i>auto-</i> Words with the /ei/ sound spelt ei, eigh, or ey e.g. vein, eight, they	Poetry - increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. Word families based on common words , showing how words are related in form and meaning (e.g. <i>solve, solution,</i> <i>solver, dissolve,</i> <i>insoluble</i>) Words with the /s/ sound spelt	Narrative - increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. Use of the present perfect form of verbs instead of the simple past (e.g. <i>He has gone</i> <i>out to play</i> contrasted with <i>He</i> <i>went out to play</i>) Words with the /k/ sound spelt ch (Greek in	Narrative - increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. Expressing time, place and cause using conjunctions (e.g. <i>when, before,</i> <i>after, while, so,</i> <i>because</i>), adverbs (e.g. <i>then, next, soon,</i> <i>therefore</i>), or prepositions (e.g. <i>before, after,</i>

	<i>during, in, because of)</i> Endings which sound like spelt -tion, -sion, -ssion, -cian /ʃən/,	The suffixes -ation -ly (incl exceptions) -ous	words of more than one syllable incl. -ing, -en, er, ed,	-sion		sc (Latin in origin) e.g science	origin) e.g. scheme, chorus	<i>during, in, because of)</i> Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league, unique
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