
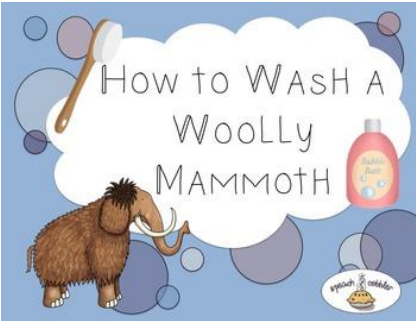
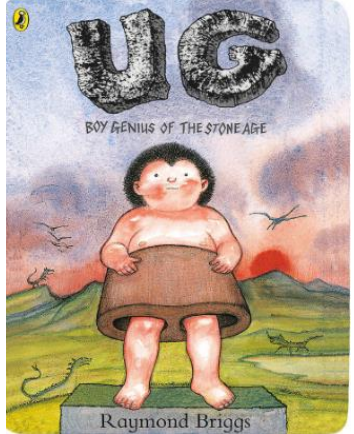





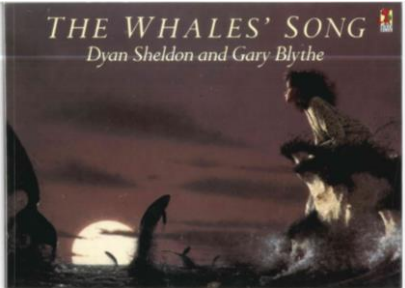
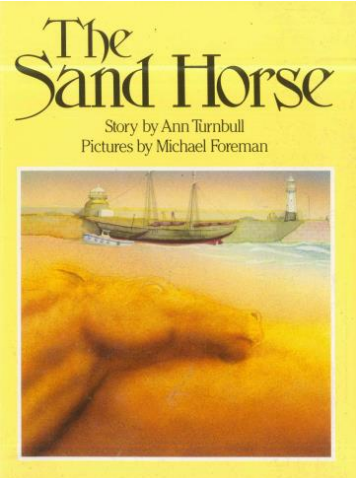

## Year 3 Literacy Plan 2023-2024


<p style="text-align: center;"><b>Term 1</b> Narrative</p>	<p><b>Text:</b> Stone Age Boy</p> 	<p><b>Composition Outcomes:</b> Recount Narrative</p>	<p><b>English Objectives:</b></p> <ul style="list-style-type: none"> <li>• To ask and answer questions about a text</li> <li>• To use a thesaurus to improve writing.</li> <li>• To use adverbials of time and place</li> <li>• To prepare a drama piece based on the text</li> <li>• To take part in a class debate</li> <li>• To make a story plan</li> <li>• To edit my writing</li> <li>• To make decisions about how to present my writing.</li> </ul>
<p style="text-align: center;"><b>Term 1</b> Instructions</p>	<p><b>Text:</b> How to Wash a Woolly Mammoth</p> 	<p><b>Composition Outcomes:</b> Instructions</p>	<p><b>English objectives:</b></p> <ul style="list-style-type: none"> <li>• To retrieve and record information from non-fiction.</li> <li>• To participate in discussion about text.</li> <li>• To use a range of imperative verbs.</li> <li>• To use prepositions.</li> <li>• To read and follow instructions.</li> <li>• To identify the features of instructions.</li> <li>• To identify how language, structure and presentation contribute to meaning.</li> <li>• To prepare a group performance.</li> <li>• To use a rich and varied vocabulary.</li> <li>• To make a plan for my writing.</li> <li>• To write my own set of instructions.</li> <li>• To edit and evaluate my writing.</li> <li>• To integrate visual devices.</li> </ul>


<p><b>Term 1</b> Explanation/ Report</p>	<p><b>Text:</b> Ug</p> 	<p><b>Composition</b> <b>Outcomes:</b> Letter to Explain a modern inventions Explanation how Fossils are formed Report about Skara Brae</p>	<p><b>English objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.</li> <li>• To write a character profile.</li> <li>• Deduce, infer or interpret information, events or ideas from texts.</li> <li>• Identify how structure and presentation contribute to meaning.</li> <li>• Identify and comment on the structure and organisation of texts, including grammatical and presentational features of text level</li> <li>• Explain and comment on writers' use of language including grammatical and literary features at word and sentence level</li> <li>• Identify and comment on writers' purpose and viewpoints, and the overall effect of the text on the reader.</li> <li>• Relate texts to their social, cultural and historical contexts and literary traditions.</li> <li>• Use of adjectives and their impact on writing.</li> <li>• Explanation texts. Explain the meaning of words in context.</li> <li>• Predict what might happen in a text.</li> <li>• Organising paragraphs around a text.</li> </ul>
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**Spelling:**  
Strategies for learning words: Words from statutory & personal spelling lists. Have a go. Rarer GPC's words with ei spelt ei (vein), eigh – eight aigh – straight or ey they. Practise and Assess Homophones (brake/break, grate/great, eight/ate weight/wait Son/sun... Prefixes Matching the prefix to the root word Un, miss, ir, im, dis, il, in re. Strategies for learning words: Words from statutory & personal spelling lists. Words with ch Practise prefix dis Apply prefix un Apostrophes an or a rule

<p><b>Term 2</b> Traditional Story</p>	<p><b>Text:</b> Egyptian Cinderella</p> <p><b>The Egyptian Cinderella</b></p> 	<p><b>Composition</b> <b>Outcomes:</b> Traditional Story</p>	<p><b>English objectives:</b></p> <ul style="list-style-type: none"> <li>• To compare different versions of a traditional story</li> <li>• To predict what might happen in a story</li> <li>• To use comparative conjunctions</li> <li>• To use a thesauri to improve writing</li> <li>• To infer how a character feels</li> <li>• To use feelings words</li> <li>• To identify how verbs can create an action section</li> <li>• To take part in a class debate</li> <li>• To make a story plan</li> <li>• To write my own narrative</li> <li>• To edit my writing</li> </ul>
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			<ul style="list-style-type: none"> <li>To make decisions about how to present my writing.</li> </ul>
<b>Term 2</b> Narrative with Dialogue	Text: Whales Song 	<b>Composition Outcomes:</b> Narrative with Dialogue	<b>English Objectives:</b> <ul style="list-style-type: none"> <li>I can identify and spell words that are contractions</li> <li>I can describe differences between characters in stories</li> <li>I can punctuate dialogue using speech marks correctly</li> <li>I can write a poem about a whale using descriptive vocabulary</li> </ul>
<b>Term 2</b> Narrative Story with Dialogue	Text: Sand Horse 	<b>Composition Outcomes:</b> Narrative with Dialogue	<b>English objectives:</b> <ul style="list-style-type: none"> <li><b>S&amp;L:</b> Sustain conversation, explain or give reasons for their views or choices</li> <li>Use the language of possibility to investigate and reflect on feeling, behaviour or relationships</li> <li><b>Reading:</b> infer characters' feelings in fiction and consequences in logical explanations</li> <li>Empathise with characters and debate moral dilemmas portrayed in texts</li> <li>Identify features that writers use to provoke readers reactions</li> <li><b>Writing:</b> Spell unfamiliar words using known conventions including phoneme/grapheme and morphological rules</li> <li>Select and use a range of technical and descriptive vocabulary</li> <li>Clarify meaning through the use of exclamations marks and speech marks.</li> </ul>
<b>Spelling:</b> Prefixes dis/mis Conjunctions, determining common noun in sentences Prefixes In/im Nouns with a/an Conjunctions – because and when Prefixes Ir/il Nouns with a/an Conjunctions Because and when Prefixes un, dis, mis, in, um, re Past tense Prefixes Mis and re Strategies for learning words; words from statutory personal spelling lists Plurals – words ending with <i>ch,sh,x,ss</i>			
<b>Term 3</b> Adventure & Mystery	<b>Film Text: Rio</b> 	<b>Composition Outcomes:</b> Diary (1 <sup>st</sup> person) Recount	<b>English Objectives:</b> <p><b>6. Word structure and spelling - Year 3</b></p> <ul style="list-style-type: none"> <li>Recognise a range of prefixes and suffixes,</li> </ul> <p><b>11. Sentence structure and punctuation - Year 3</b></p> <ul style="list-style-type: none"> <li>Show relationships of time, reason and cause through subordination and connectives</li> <li>Compose sentences using adjectives, verbs and nouns for precision, clarity and impact</li> <li>Clarify meaning through the use of exclamation marks and speech marks</li> </ul> <p><b>3. Group discussion and interaction</b></p>

			<ul style="list-style-type: none"> <li>▪ Use the language of possibility to investigate and reflect on feelings, behaviour or relationships</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>▪ Infer characters' feelings in fiction and consequences in logical explanations</li> </ul> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>▪ Empathise with characters and debate moral dilemmas portrayed in texts</li> </ul> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>▪ Use beginning, middle and end to write narratives in which events are sequenced logically and conflicts resolved</li> <li>▪ Select and use a range of technical and descriptive vocabulary</li> </ul> <p><b>11. Sentence structure and punctuation</b></p> <ul style="list-style-type: none"> <li>▪ Show relationships of time, reason and cause, through subordination and connectives</li> <li>▪ Compose sentences using adjectives, verbs and nouns for precision, clarity and impact</li> <li>▪ Clarify meaning through the use of exclamation marks and speech marks</li> </ul> <p><b>12. Presentation</b></p> <p>Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins'</p>
<p><b>Term 3</b> Letter Writing Persuasive Writing</p>	<p><b>Text:</b> Flat Stanley</p> 	<p><b>Composition Outcomes:</b> Letter to a celebrity and persuade them to write back.</p>	<p><b>English Objectives:</b></p> <ul style="list-style-type: none"> <li>• Letter Writing, purpose &amp; features</li> <li>• Writing in 1<sup>st</sup> person and 3<sup>rd</sup> person</li> <li>• Understanding the credibility and believability of events in a story</li> <li>• Synonyms for 'said'</li> <li>• The correct punctuation for dialogue and speech marks</li> <li>• Exploring drama and role play</li> <li>• Discussing characters behaviour and inferring feelings from the text</li> <li>• Writing a persuasive Letter.</li> </ul>
<p><b>Spelling:</b> Homophones Eg heel/heal Plain/plane Groan/grown Synonyms For 'said' Strategies at the point of writing – have a go, spellings from List The/^/sound spelt 'ou' Words from statutory spelling list Rare GPC's (/l/sound) Suffix 'ly' with root words ending in 'le' and 'ic' From Year 2 Apostrophes and contractions Strategies for learning words; words from statutory lists, spelling lists Words with the /j/sound spelt 'ch' (mostly French origin as well as 's' 'ss' 'ion' 'ure' Proofreading Apostrophe and contraction eg you've, they're, you'll, we'd etc</p>			

<p><b>Term 3</b> Poetry Unit</p>	<p><b>Poetry</b></p> 	<p><b>Composition Outcomes:</b> Performance Poem Acrostic Poem Riddles Tongue Twisters Poems about School</p>	<p><b>English Objectives:</b></p> <ul style="list-style-type: none"> <li>• <b>Spoken Language</b> – Participate in performances, Select and use appropriate registers for effective communication</li> <li>• <b>Reading and Writing Composition</b> – Read and write tongue twisters, humorous poems, and word play poetry about school. Read and perform poems and expanded noun phrases to describe mystery locations. Read and write poems about imagined locations using figurative language.</li> <li>• <b>Writing Transcription</b> – Use further prefixes / suffixes and understand how to add them</li> <li>• <b>Vocabulary, Grammar &amp; Punctuation</b> – Use of the forms a or an according to whether the next word begins with a consonant or a vowel. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>• <b>Spelling</b> – Practise adding prefixes to different word roots. Adding suffixes beginning with vowel letters to words of more than one syllable.</li> </ul>
<p><b>Throughout the Year</b></p>	<p><b>Other Writing Opportunities :- Extra Non-Fiction Writing</b> <u>Recount</u> Visitor to School eg <i>Special CW All Saints Day Apple Lady Visit Trips Out Canoeing All Saints' Day Theatre Trip Special Days Spirituality Day New Years Resolutions, Letter to Santa, Science Reports – Fossils, Eco Day, Topic Reports – Climate Change Experience Christmas Recounts. Visit to Planetarium, Residential Diary, Healthy Living Posters, Fair Trade – Report.</i></p>		