

## ENGLISH Long Term Planning - Summary of YEAR 3 Units

AUTUMN 1	AUTUMN 2
<p><u>The Egg and Dragon Snatcher</u> Children will have used persuasive, formal language to write a letters to different characters, showing an awareness of the reader. They will develop their understanding of non-fiction writing by gathering information about dragon eggs and organising it into sub-headings to write their own character profile of the dragon. The children will also be writing for a range of purposes, as they use imperative verbs to write instructions to teach a dragon how to fly and write a fire-breathing code with a focus on using complex sentences. Children will also begin writing speech using inverted commas and will plan and write their own retell of the story in first person. There will also be a focus on editing and improving writing as well as discussing their work with their peers.</p>	<p><u>Meerkat Mail</u> Children will have used informal language in a letter from Sunny to his Mum with a focus on using conjunctions to explain his decisions. They will then retell the story in third person using time adverbials as well as editing and improving their work throughout. After developing their ideas through role-play, the children will be writing a diary entry from the point of view of Sunny and the Jackal, including sentences which express time, place and cause through use of conjunctions. They will also write a non-chronological report about meerkats. They will plan their writing by discussing good examples and then conduct research, which they will then organise into sub-headings. This will lead to children writing and publishing their own non-chronological reports.</p>
SPRING 1	SPRING 2
<p><u>Dragon Slayer</u> Children will have gathered vocabulary in order to describe the dragon slayer and the story setting, selecting adjectives with an awareness of the reader. They will then examine good examples in order to write their own instructions on how to be a good dragon slayer. There will also be a focus on inferring characters emotions throughout the story, which will lead to the children writing a diary entry from the Dragon Slayer's perspective using first person and appropriate paragraphing. The children will then retell the legend of the Dragon Slayer, but will change something about the story to make it their own. This will allow them to apply descriptive language and speech punctuation. Finally, the children will create and perform their own descriptive poems about dragons.</p>	<p><u>The Dark</u> Children will have used their inference skills as well as powerful, engaging descriptive language to describe the characters of the story. They will focus on characters thoughts and feelings and use role play in order to generate ideas for a persuasive letter using appropriate language and an awareness of the reader. By using first person tense, complex sentences, time adverbials and speech, children will plan and write a recount of Laszlo's encounter with the dark which will then be revised, evaluated and edited. The children will then be writing a letter from Laszlo's point of view to the dark, using the features of a letter.</p>
SUMMER 1	SUMMER 2
<p><u>Fantastic Mr Fox</u> Children will have selected, generated and used interesting adjectives to create character profiles and a description of the story setting. They will use this to write a wanted poster for Mr Fox. By planning and discussing similar writing, children will then write instructions on how to catch a fox, using imperative verbs and time adverbials. The children will then use formal, persuasive language and an awareness of the reader, to write a letter from Mrs Fox to the farmers and a response from the farmers to Mrs Fox. At the end of the half term, the children will retell the story in third person using inverted commas for speech, paragraphs, time adverbials and conjunctions.</p>	<p><u>Cinderboy</u> Children will have consolidated their knowledge of using inverted commas for speech by creating a short dialogue. They will write sentences using subordinating conjunctions to infer Cinderboy's feelings at different stages of the story and express this in a first person recount as Cinderboy. The children will then plan their own version of Cinderboy e.g. (Swimmerboy) which they will write in the form of a traditional tale. This will allow children to create a setting, mood and plot using appropriate language and tone as well as previous skills such as time adverbials, conjunctions, pronouns and speech. In addition, children will create their own commentary of a football goal using sport-specific language.</p>

