
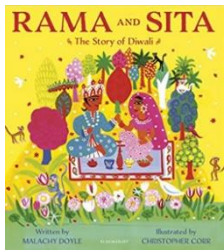

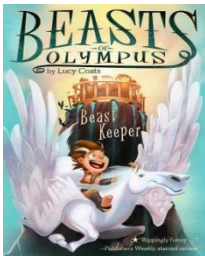
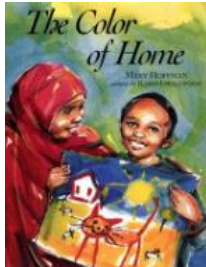
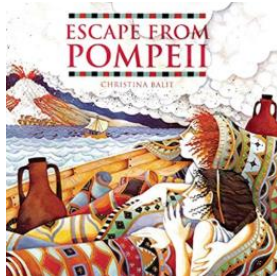


KILLISICK JUNIOR SCHOOL

English Long Term Plan

YEAR 3



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept:	Identity	Community	Sustainability	Fairness & Equality	Freedom	Change
Value:	Pride Confidence Enjoyment	Responsibility Respect Creativity	Responsibility Confidence	Aspiration Confidence	Perseverance	Pride Confidence Enjoyment Respect
Key texts:						
Big Question:	Who do you think you are?	How are we the same as others?	Should we leave a mark on the Earth?	Can we have a say who's in charge?	Why do people move to other places?	How do we cope when faced with change?
Writing Genres:	Character Description Narrative	Recount Instructions	Recount Letter Writing to persuade	Diary Setting description	Poetry Instructions	Explanation News report
Writing outcome or public speaking:	Video each other selling aspects of the cave	Rama and Sita play	iMovie of children explaining about sustainability Letter to Asda	Debate (Youth Voice in Action)	Book Creator	Earthquake newspaper report
Reading Objectives focus area:	<ul style="list-style-type: none"> Link events or topic from a text to their own experience or information they have gathered. Begin to link similar books they have read. 	<ul style="list-style-type: none"> Vocabulary Identify where an author uses alternatives and synonyms for common or over used words and speculate about 	<ul style="list-style-type: none"> SKIM – get an overview of text by reading key signposts – title, subheadings, captions, labels, pictures in non-fiction. 1st sentence of each 	<ul style="list-style-type: none"> Retrieve/collect/find information from texts about characters events or topics. Retrieve/collect/find information from diagrams and flow charts. 	<ul style="list-style-type: none"> Understand what characters say or do and how impacts on other characters or events. Infer character's feelings 	<ul style="list-style-type: none"> Identify typical story themes. Discuss how characters' feelings change over a text. Identify features of traditional stories .

	<ul style="list-style-type: none"> • Ask questions to clarify events or ideas that they don't understand. • Update and modify predictions throughout their reading. • Re-present information gathered from a text as a picture or graphic, labelling it with material from the text. 	<p>the shades of meaning implied.</p> <ul style="list-style-type: none"> • Locate words in a dictionary by the first 2 letters. • Know the quartiles in a dictionary. • Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words. • Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage. 	<p>paragraph in fiction.</p> <ul style="list-style-type: none"> • Yr3 – skim opening sentences to each paragraph to get an overview • SCAN – Locating specific words or phrases • Yr 3 – scan contents, indexes and pages to locate specific information • READ CLOSELY – reading slowly and carefully to find specific information or collect evidence. 	<ul style="list-style-type: none"> • Identify how non-fiction texts are organised. • Use organisational features to find information • Clarify understanding of events, characters and topics but asking questions about them. • Ask questions for an enquiry and decide which are the most important to follow up 	<ul style="list-style-type: none"> • Predict how events will conclude. • Discuss the language used to create significant aspects of the text (opening, character description, time shifts, magical events) • Ask inferential questions • Adapt reading strategies in order to make inferences 	<ul style="list-style-type: none"> • Explain how the organisational features of non-fiction texts support the reader in finding out information or researching • Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem's layout. • Make comparisons between events in narrative and information texts on the same subject. • Compare and contrast on same author. • Discuss author's choice of words that describe and create impact • Say why the prefer one text to another • Explain why one non-fiction book is more useful than another, according to purpose.
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