

ENGLISH LONG TERM PLAN ELSTON HALL LEARNING TRUST

SCHOOL: ELSTON HALL

YEAR: 3



| DIMENSIONS UNITS FOR THIS TERM | CORE UNIT                               | COMPETENCY UNIT                  | NC ESSENTIALS UNIT                         | WHOLE SCHOOL THEME                    |
|--------------------------------|---|----------------------------------|--|---------------------------------------|
|                                | That's All, Folks!<br>5.9.22 – 21.10.22 | Lindow Man<br>21.11.22 – 9.12.22 | Rocky the Findosaur<br>31.10.22 - 18.11.22 | CHRISTMAS WEEK<br>12.12.22 – 16.12.22 |

| UNIT                        | GENRE              | GOLDEN WRITING OUTCOME             | FICTION OR NON-FICTION | TEXT | STIMULUS        | READING SKILLS                                 | WRITING SKILLS  | WRITING OUTCOMES IN ENGLISH BOOKS  |
|-----------------------------|--------------------|------------------------------------|------------------------|------|-----------------|--|---|------------------------------------|
| ONE<br>5.9.22<br><br>3 days | FICTION<br>RECOUNT | Write a recount of summer holidays | FICTION                |      | Teacher recount | Reading:<br>empathy/inference<br>of characters | *Description of events, places, changes.<br>* setting descriptions<br>*organise writing around a theme into a paragraph<br>* use a wide range of conjunctions<br>* Expanded noun phrases,<br>* paragraphing around a theme (time)<br>* adverbs including fronted adverbials, and to show time, manner and place | Write a recount of summer holidays |

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|---|---|--|-----------------------|--|--|---|--|---|
| <p><b>TWO</b><br/><b>12.9.22</b></p> <p><b>one</b><br/><b>WEEK</b></p>  | <p><b>FICTION</b><br/><b>DESCRIPTIVE</b><br/><b>WRITING</b></p> | <p><b>Write a</b><br/><b>setting</b><br/><b>description</b></p>        | <p><b>FICTION</b></p> |  | <p>Ice Age - Cosmic Scrat-tastrophe<br/><a href="#">Ice Age: Collision Course   "Cosmic Scrat-tastrophe" Animated Short [HD]   Fox Family Entertainment - YouTube</a></p> <p>mon – generate adjectives<br/>tues – shared write<br/>wed – have a go by self on same setting<br/>thurs – plan new one (new setting)<br/>fri – golden setting description</p> | <p>Reading:<br/>*inferencing<br/>*reading and understanding unfamiliar words</p>  | <p>Writing:<br/>* Adjectives<br/>* conjunctions<br/>* adverbials<br/>* range of sentences<br/>* prepositions</p>   | <p>Write a setting description in English books</p> |
| <p><b>THREE</b><br/><b>19.9.22</b><br/><b>26.9.22</b><br/><b>3.10.22</b></p> <p><b>THREE</b><br/><b>WEEKS</b></p> | <p><b>FICTION</b><br/><b>NARRATIVE</b></p>                      | <p><b>Re-write</b><br/><b>story of</b><br/><b>Ruckus</b></p>           | <p><b>FICTION</b></p> | <p>Start reading 'Ottoline and the Yellow Cat' in Week 3 –<br/>Class story —<br/>WCR links</p> | <p>Disney clip - <a href="#">Coin Operated - Animated Short Film - YouTube</a></p> <p>Ruckus – literacy shed or use link:<br/><a href="#">Ruckus 2013 - YouTube</a></p>  | <p>Reading:<br/>*sequencing events<br/>*inferencing<br/>*vocabulary</p>   | <p>* Expanded noun phrases,<br/>* paragraphing around a theme (time)<br/>* conjunctions, adverbs and to show time, manner and place<br/>*Punctuation - ! ? . and commas</p>  | <p>Re-write Disney story</p>                        |
| <p><b>FOUR</b><br/><b>10.10.22</b><br/><b>17.10.22</b></p> <p><b>TWO</b><br/><b>WEEKS</b></p>                     | <p><b>FICTION</b><br/><b>PLAYSCRIPT</b></p>                     | <p><b>Make play</b><br/><b>script for</b><br/><b>part of story</b></p> | <p><b>FICTION</b></p> | <p>Ottoline and the Yellow Cat</p>   | <p>Ottoline and the Yellow Cat</p>   | <p>*Preparing poems/play scripts to read aloud, showing understanding through intonation, tone, volume and action.<br/>*Recognising some different forms of poetry e.g. <i>narrative, free verse</i>.</p> | <p>* Plan their writing.<br/>* Identifying and discussing the purpose, audience, language and structure<br/>* Generating and selecting from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type.<br/>* Paragraphs<br/>* Perform by using appropriate intonation, tone and volume</p> | <p>Write playscript on part of story</p>            |

\* Range of sentences  
\* range of conjunctions

## Half Term

| UNIT   | GENRE  | GOLDEN WRITING OUTCOME   | FICTION OR NON-FICTION    | TEXT                              | STIMULUS                          | READING SKILLS  | WRITING SKILLS  | WRITING OUTCOMES IN ENGLISH BOOKS |
|--|--|--|---------------------------|-----------------------------------|-----------------------------------|---|---|-----------------------------------|
| <p><b>FIVE</b><br/>31.10.22<br/>7.11.22<br/>14.11.22</p> <p><b>THREE WEEKS</b></p> | <p><b>NON-FICTION</b><br/><b>NON-CHRONOLOGICAL REPORTS</b></p> | <p>Create a non-chronological dragon report, showing use of grouped facts, technical words such as prey, and 3<sup>rd</sup> person voice for audience.</p> | <p><b>NON-FICTION</b></p> | <p>Twinkl E book – Dinosaurs!</p> | <p>Twinkl E book – Dinosaurs!</p> | <p>* Evaluating how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary diagrams.</i><br/>* Analysing and evaluate texts looking at language, structure and presentation<br/>* Explain how non-fiction books are structured in different ways and can use them effectively.</p> | <p>* Plan their writing<br/>* Identifying and discussing the purpose, audience, language and structure.<br/>* Paragraphs.<br/>* Using headings and sub headings to organise information.<br/>* Conjunctions</p> | <p>Plan reports on dinosaurs</p>  |
| <p>21.11.22</p> <p><b>WRITING ASSESSMENT WEEK PRIOR TO TEACHER ASSESSMENT</b></p>  | <p><b>FICTION</b><br/><b>NARRATIVE</b></p>                     | <p>Re-tell the story of Cave Baby, changing one aspect of it</p>   | <p><b>FICTION</b></p>     | <p>Cave Baby</p>                  | <p>Photos of Stone Age caves</p>  | <p>Reading:<br/>* sequencing events<br/>* inferencing<br/>* vocabulary</p>  | <p>* Expanded noun phrases,<br/>* paragraphing around a theme (time)<br/>* conjunctions, adverbs and to show time, manner and place</p>   | <p>Plan story</p>                 |

|   |   |   |                    |                              |  |   |   |  |
|---|---|---|--------------------|------------------------------|--|---|---|--|
|   |   |   |                    |                              |  |   | *Punctuation - ! ? . and commas   |  |
| <b>SEVEN</b><br><b>28.11.22</b><br><b>5.12.22</b><br><br><b>TWO</b><br><b>WEEKS</b> | <b>NON-FICTION</b><br><b>INSTRUCTIONS</b> | Write a set of instructions on how to wash a woolly mammoth | <b>NON-FICTION</b> | How to Wash a Woolly Mammoth | Range of instruction books – recipes, craft, cars etc. | * Explain how non-fiction books are structured in different ways and can use them effectively.<br>*. Reading a range of non-fiction texts | * look at layout of instructional writing<br>* using conjunctions and adverbs in a sentence<br>* spell suffix ly correctly<br>* imperative verbs for more effect<br>* prepositional language<br>* write instructions together for bathing a dog using features above<br>* word choices for detail<br>* Punctuation - brackets, colons | Write a set of instructions on how to wash a dog |
| <b>EIGHT</b><br><b>12.12.22</b>   | <b>CHRISTMAS WEEK</b>                     |   |                    |                              |  |   |   |  |