



Year 3 Autumn 1 – English Plan



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Phonics	<p>Words with the /ai/sound spelt with ei.</p> <p>Eighty Neighbour Vein Veil Beige Sleigh Freight weight</p> <p>Common exception words</p> <p>Eight, eighth</p>	<p>Words with the /ai//sound spelt with ey</p> <p>they obey grey prey whey survey convey disobey</p> <p>Common exception words</p> <p>believe</p>	<p>Words with the long/ay/sound spelt with ai</p> <p>campaign contain brain faint waist claim praise complaint afraid</p> <p>Common exception words</p> <p>straight</p>	<p>Words with/ur/sound spelt with ear</p> <p>earth heard earn pearl search unearth Earl rehearse</p> <p>Common exception words</p> <p>early, learn,</p>	<p>Homophones and near homophones.</p> <p>here hear heel heal main mane mail male knot not</p> <p>Common exception words</p> <p>appear</p>	<p>Homophones and near homophones.</p> <p>berry bury brake break meet meat ball bawl</p> <p>Common exception words</p> <p>often</p>	<p>Creating adverbs using the suffix ly (no change to root word)</p> <p>quickly safely rudely strongly bravely secretly finally usefully</p> <p>Common exception words</p> <p>group</p>
Dictation	<p>My neighbour was eighty eight today. He wore a beige, veil as he is very vein. His sleigh is loaded with presents like a freight train. I am eight years old.</p>	<p>The children took a survey. The best bird of prey was the grey Eagle. The cat was keen to disobey and the boy had to convey his sadness.</p>	<p>I will start a campaign to contain praise for the brain.. She had such a slim waist I'm afraid the skirt didn't fit and she put in a complaint.</p>	<p>The Earl had to search for the pearl. He heard the earth wanted him to earn it, so he had to rehearse his plan to unearth it.</p>	<p>The male ran for the mail. He could hear the postman and was hot on his heal. He could not undo the knot on the parcel.</p>	<p>As I drove to meet my mum I had to brake sharply as a ball ran out in front of my car. The child began to bawl. Shall we have meat and a berry tart for tea?</p>	<p>Quickly he ran safely to finally get to the castle. He bravely and strongly fought the dragon.</p>
VGP	<p>Ready to write – Noun phrases</p> <p>To build on skills learnt in year 2, Focused Questions What is a noun? What is a noun phrase? Can you identify the noun phrase in this sentence?</p>	<p>Ready to write – What is a sentence?, Different types of sentence. Expanding sentences 1, Expanding sentences 2.</p> <p>Children should know that a sentence is made up of words and must include a noun and a verb and that other types of words can be included to add more information, such as adjectives and adverbs. This step focuses on all four types of sentences (statements, questions, exclamations and</p>	<p>Ready to write Apostrophes</p> <p>What does this apostrophe symbol mean in this word? What two words have been combined to make this contraction? What letters are missing from these words? Who belongs to who in this sentence? Which word needs an apostrophe to show it owns an item?</p>	<p>Ready to write Past and Present</p> <p>Children need to understand that the verbs in a sentence tell us whether the tense is past or present. Which word is the verb in this sentence? Is the verb in the present or past tense? How do you know? What is the past form of these regular verbs? What is the past form of these irregular verbs What is the present form</p>	<p>Determiners Vowel or consonant</p> <p>Which letters are vowels? What is the vowel sound in this word? Is the letter y a vowel letter? What words are spelt without a vowel letter? Which letters are consonants? • What are the consonant sounds in these words? Are they spelt the same way.</p>	<p>Determiners 'The' 'a' or 'an'</p> <p>What word is used for a definite article? What word is used for an indefinite article? Would you use a or an in front of this word? Should you use the or a/an for this word? Grammar 3.3.b.2 Develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one</p>	<p>Determiners Recognising and applying determiners.</p> <p>Which word is the determiner in this noun phrase/sentence? What types of determiners are there? What type of determiner is the word his? What determiner could you use to modify this noun? Discuss the differences between determiners and how the modify nouns differently.</p>

		commands) and how the grammatical patterns are used to create sentences. • Introduce coordinating conjunctions, Children should know that a comma is required in a list of words and that the co-ordinating conjunction and is used between the last two words.		of 'to be'? What is the past form of 'to be'? What is the present participle of this verb? Is this sentence written in the past progressive or present progressive tense? How do you know?		clause by using a wider range of conjunctions, including when, if, because, although	What article/possessive/demonstrative/quantifying determiner could you add to this noun phrase?
Handwriting	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting. For example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.						
Key texts	How to Wash a Woolly Mammoth			Skara Brae by Dawn Finch		Stone Age Boy	
Reading	Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks					Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks: Familiarity with texts NAHT KPI 3.2.b.2 Develop positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in a wide range of writing	

VIPERS Comprehension	How to Wash a Woolly Mammoth Prediction	How to Wash a Woolly Mammoth Inference and explain	How to Wash a Woolly Mammoth Summarise	Skara Brae Retrieve	Skara Brae Explain	Stone Age Boy Prediction and inference	Stone Age Boy Vocabulary
Composition (genre/style)	Reading focus week Planning and Drafting Writing 3.2.b.1 Plan their writing by: discussing and recording ideas	Instructions Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar NAHT KPI 3.2.b.3 Draft and write by: organising paragraphs around a theme		Non-chronological report Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar NAHT KPI 3.2.b.3 Draft and write by: organising paragraphs around a theme		Reading and grammar focus week	Character profile Planning and Drafting writing Draft and write by: in narratives, creating settings, characters and plot
Familiar Texts	<ul style="list-style-type: none"> • Wonder by Rj Palacio • The Pebble in my Pocket: A History of Our Earth by Meredith Hooper. • Stig of the Dump Clive King • Tyrannosaurus Drip by Julia Donaldson • Oh The Places We will Go by Dr Seauss • The Street Beneath My Feet Charlotte Guillian • The Lion, the Witch and the Wardrobe by C.S Lewis 						
Speaking and listening.	Retell stories and describe incidents from their own experience in an audible voice.	Discussion and drama. Retell stories. Listen with sustained concentration. Group discussion and interaction. Take turns to speak, listen to other suggestions and take turns.	Explain their views to others. Retell stories. Group discussion and interaction.	Take turns to speak, listen to others and take turns.	Interpret a text by reading aloud with some variety in pace and emphasis.	Interpret a text by reading aloud with some variety in pace and emphasis.	
Key Vocabulary	Fiction Mammoth Predict/prediction Justify/justification	Gargantuan Instructions/instructional Imperative verbs Features Time conjunctions Diagrams	Ancient Notoriously Instructions/instructional Imperative verbs Features Time conjunctions Diagrams	Magnificent Non fiction Chronological/non-chronological Paragraphs Sub heading	Bygone Skara Brae Historians Prehistoric Archaeologists Neolithic Artefacts	Livid Fiction Predict/prediction Inference/infering	Absurd Adventurous Wandering