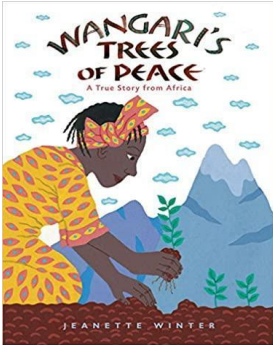
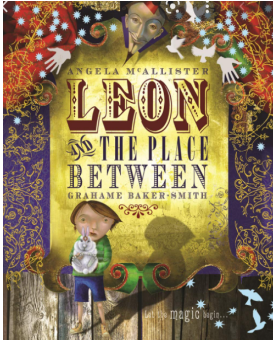
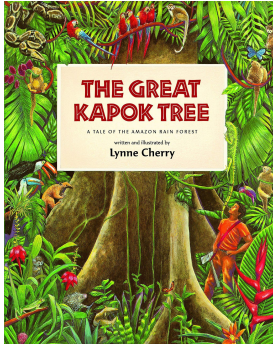
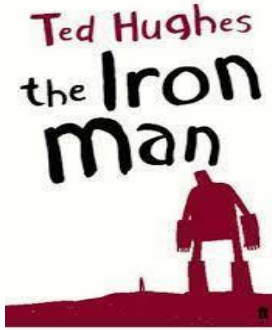
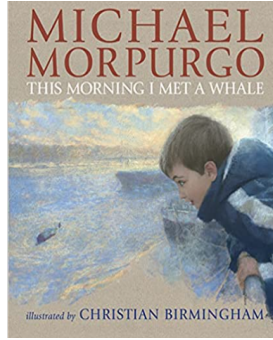
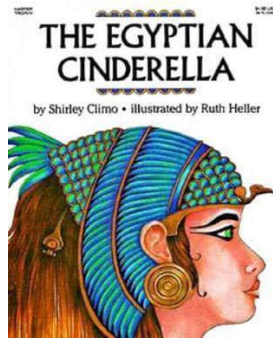


Co-op Academy Clarice Cliff - English Long Term Plan 2023-24 – Year 3

	Autumn 1 (8)	Autumn 2 (7)	Spring 1 (6)	Spring 2 (6)	Summer 1 (6)	Summer 2 (7)
Topic	The United Kingdom (Including the Peak District)	The Stone Age to the Bronze Age	The Rainforest	Bronze Age to the Iron Age	Where Does Our Food Come From?	Ancient Civilisations (Egypt)
Main text	<p>Wangari's Tree of Peace- Jeannette</p> 	<p>Leon and the Place Between- Angela McAllister</p> 	<p>The Great Kapok Tree- Lynne Cherry</p> 	<p>Iron Man- Ted Hughes</p> 	<p>This Morning I Met a Whale- Michael Morpurgo</p> 	<p>Egyptian Cinderella- Shirley Climo</p> 

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Medium term plans	English Autumn 1 MTP Year 3.docx	English Autumn 2 Year 3 .docx	English Spring 1 MTP Year 3.docx	English Spring 2 MTP Year 3.docx	English Summer 1 MTP Year 3.docx	English Summer 2MTP Year 3.docx
VIPERS		Leon and The Place Between - VIPERS Discussion Guide	The Great Kapok Tree by Lynne Cherry 5-7 - VIPERS Discussion Guide	The Iron Man by Ted Hughes 7-9 - VIPERS Discussion Guide (1)		
Supporting texts	Refer to Y3 Reading Spine Year 3 Reading Spine 2022-23	Refer to Y3 Reading Spine Year 3 Reading Spine 2022-23	Refer to Y3 Reading Spine Year 3 Reading Spine 2022-23	Refer to Y3 Reading Spine Year 3 Reading Spine 2022-23	Refer to Y3 Reading Spine Year 3 Reading Spine 2022-23	Refer to Y3 Reading Spine Year 3 Reading Spine 2022-23
Written outcomes	Non- narrative- A letter from Wangari to her family Narrative- Retell of Wangari's story from own perspective	Non- narrative- Instruction writing- how to make your own potions Narrative- Own version fantasy narrative	Non- narrative- Persuasive letter writing Narrative- descriptive piece of writing of animals talking to a person in order to teach them something	Narrative- Rewrite of the story in the first person Non narrative- Incident report about the missing property.	Narrative- retell from the perspective of the whale Non- narrative- Non chronological report on the overuse of plastic	Narrative- re-write of different traditional tale set in Ancient Egypt Non- narrative- explanation text- why was the River Nile so important?

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[illegible]

Co-op Academy Clarice Cliff - English Long Term Plan 2023-24 – Year 3

[illegible]

Co-op Academy Clarice Cliff - English Long Term Plan 2023-24 – Year 3

[illegible]

Co-op Academy Clarice Cliff - English Long Term Plan 2023-24 – Year 3

	poetry [for example, free verse, narrative poetry]	poetry [for example, free verse, narrative poetry]	poetry [for example, free verse, narrative poetry]	poetry [for example, free verse, narrative poetry]	poetry [for example, free verse, narrative poetry]	poetry [for example, free verse, narrative poetry]
Grammar	nouns and pronouns for clarity vowels and consonants suffixes '-ly' past tense subordinate clauses	Adjectives 'a' or 'an' prefixes- 'super-' 'anti-' and 'auto-' present tense apostrophes	Verbs compound nouns prefixes, 'dis-' 'mis-' and 'un-' subordinating conjunctions and inverted commas	Adverbs of time, place and cause prefixes 'in-' suffixes '-ation' coordinating conjunctions organisational devices	Prepositions Prefixes: re-, sub-, inter- Suffixes beginning with Vowels Time Conjunctions Paragraphs	Homophones Suffixes: -ous word families Place and Cause Conjunctions
Spelling	<p>Week one: To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey)</p> <p>Week two: To spell words with the long /ei/sound spelt with ey</p>	<p>Week one: To create adverbs using the suffix -ly (no change in to the root word)</p> <p>Week two: To create adverbs by using the suffix -ly (root word ends in 'y' with more than one syllable)</p>	<p>Week one: To spell words with the short /i/ sound spelt with a 'y'</p> <p>Week two: To add suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable- DO</p>	<p>Week one: To be able to spell homophones and near homophones</p> <p>Week two: To be able to spell homophones and near homophones</p> <p>Week three: To add the prefix bi- (meaning 'two'</p>	<p>Week one: To be able to spell words that end with -ary</p> <p>Week two: To be able to spell words with a short /u/ sound spelt with 'o'</p> <p>Week three: To spell words with a short /u/</p>	<p>Week one: To spell words ending in the suffix -al</p> <p>Week two: To spell words ending with an/ zhu/ sound spelt with 'sure'</p> <p>Week three:</p>

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	<p>Week three:</p> <p>To spell words with the long ei/ sound spelt with ai</p> <p>Week four:</p> <p>To spell words with /e:/ sound spelt with ear</p> <p>Week five:</p> <p>To spell homophones and near homophones</p> <p>Week six:</p> <p>To spell homophones and near homophones</p>	<p>Week three:</p> <p>To create adverbs using the suffix -ly (root words ends in le)</p> <p>Week four:</p> <p>To create adverbs using the suffix -ly (root word ends in 'ic' or 'al)</p> <p>Week five:</p> <p>To create adverbs using the suffix -ly (exceptions to the rules)</p>	<p>NOT count the double final consonant)</p> <p>Week three:</p> <p>To add suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable- double the final consonant)</p> <p>Week four:</p> <p>To create negative meanings using the prefix mis-</p> <p>Week five:</p> <p>To create negative meanings using the prefix dis-</p> <p>Week six:</p> <p>To spell words with a /k/ sound spelt 'ch'</p>	<p>or 'twice') and adding the prefix re- (meaning 'again' or back)</p> <p>Week four:</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'</p> <p>Week five:</p> <p>To spell words with a /sh/ sound spelt 'ch'</p> <p>Week six:</p> <p>Statutory spellings challenge words</p>	<p>sound spelt with 'ou'</p> <p>Week four:</p> <p>Word families based on common words, showing how words are related in form and meaning</p> <p>Week five:</p> <p>Word families based on common words, showing how words are related in form and meaning</p> <p>Week six:</p> <p>Word families based on common words, showing how words are related in form and meaning</p>	<p>To spell words with a /chuh/ sound spelt with 'ture'</p> <p>Week four:</p> <p>To spell words ending with a chuh/ sound spelt as 'ture'</p> <p>Week five:</p> <p>Silent letters revision</p>
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