	Autumn 1 (8)	Autumn 2 (7)	Spring 1 (6)	Spring 2 (6)	Summer 1 (6)	Summer 2 (7)
Торіс	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	Wangari's Tree of Peace- Jeannette	Leon and the Place Between- Angela McAllister	The Great Kapok Tree- Lynne Cherry	Iron Man- Ted Hughes	This Morning I Met a Whale- Michael Morpurgo	Egyptian Cinderella- Shirley Climo
	TEARTTE WINTER	THE REAL PARTY OF THE PARTY OF		Ted Hughes the Iron Man	MICHAELO THIS MORNING I MET A WHALE INSTALL OF THE MORNING I MET A WHALE INSTALL OF THE MORNING I MET A WHALE	<image/> <section-header><text><text></text></text></section-header>

Medium term plans	<u>English Autumn 1</u> <u>MTP Year 3.docx</u>	English Autumn 2 Year <u>3 .docx</u>	English Spring 1 MTP Year 3.docx	English Spring 2 MTP Year 3.docx	English Summer 1 MTP Year 3.docx	<u>English Summer</u> 2MTP Year 3.docx
VIPERS		<u>Leon and The Place</u> <u>Between - VIPERS</u> <u>Discussion Guide</u>	<u>The Great Kapok Tree</u> <u>by Lynne Cherry 5-7 -</u> <u>VIPERS Discussion</u> <u>Guide</u>	<u>The Iron Man by Ted</u> <u>Hughes 7-9 - VIPERS</u> <u>Discussion Guide (1)</u>		
Supporting texts	Refer to Y3 Reading Spine <u>Year 3 Reading Spine</u> <u>2022-23</u>	Refer to Y3 Reading Spine <u>Year 3 Reading Spine</u> <u>2022-23</u>	Refer to Y3 Reading Spine <u>Year 3 Reading Spine</u> <u>2022-23</u>	Refer to Y3 Reading Spine <u>Year 3 Reading Spine</u> <u>2022-23</u>	Refer to Y3 Reading Spine <u>Year 3 Reading Spine</u> 2022-23	Refer to Y3 Reading Spine <u>Year 3 Reading Spine</u> <u>2022-23</u>
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?

Reading outcomes	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.
	read further					
	exception	exception	exception	exception	exception	exception
	words, noting					
	the unusual					
	corresponden	corresponden	corresponden	corresponden	corresponden	corresponden
	ces between					
	spelling and					
	sound, and					
	where these					
	occur in the					
	word.	word.	word.	word.	word.	word.
	listening to					
	and discussing					
	a wide range					

| of fiction, |
|------------------|------------------|------------------|------------------|------------------|------------------|
| poetry, plays, |
| non-fiction | non-fiction | non-fiction | non-fiction | non-fiction | non-fiction |
| and reference |
| books or |
| textbooks | textbooks | textbooks | textbooks | textbooks | textbooks |
| reading books |
| that are |
| structured in |
| different ways |
| and reading |
| for a range of |
Ŭ	Ũ	Ũ	Ũ	Ŭ	-
purposes	purposes	purposes	purposes	purposes	purposes
using	using	using	using	using	using
dictionaries to					
check the					
meaning of					
words that					
they have					
read	read	read	read	read	read
increasing	increasing	increasing	increasing	increasing	increasing
their	their	their	their	their	their
familiarity with					
a wide range					
of books,					
including fairy					
stories, myths					
and legends,					
and retelling	and retelling	<u> </u>	<u> </u>	and retelling	and retelling
and reteiling	and receiling	and retelling	and retelling		and reteiling

some of these orally	some of these orally	some of these orally	some of these orally	some of these orally	some of these orally
identifying	identifying	identifying	identifying	identifying	identifying
themes and	themes and	themes and	themes and	themes and	themes and
conventions in	conventions in	conventions in	conventions in	conventions in	conventions in
a wide range	a wide range	a wide range	a wide range	a wide range	a wide range
of books	of books	of books	of books	of books	of books
preparing	preparing	preparing	preparing	preparing	preparing
poems and	poems and	poems and	poems and	poems and	poems and
play scripts to	play scripts to	play scripts to	play scripts to	play scripts to	play scripts to
read aloud	read aloud	read aloud	read aloud	read aloud	read aloud
and to	and to	and to	and to	and to	and to
perform,	perform,	perform,	perform,	perform,	perform,
showing	showing	showing	showing	showing	showing
understanding	understanding	understanding	understanding	understanding	understanding
through	through	through	through	through	through
intonation,	intonation,	intonation,	intonation,	intonation,	intonation,
tone, volume	tone, volume	tone, volume	tone, volume	tone, volume	tone, volume
and action	and action	and action	and action	and action	and action
discussing	discussing	discussing	discussing	discussing	discussing
words and	words and	words and	words and	words and	words and
phrases that	phrases that	phrases that	phrases that	phrases that	phrases that
capture the	capture the	capture the	capture the	capture the	capture the
reader's	reader's	reader's	reader's	reader's	reader's
interest and	interest and	interest and	interest and	interest and	interest and
imagination	imagination	imagination	imagination	imagination	imagination
recognising	recognising	recognising	recognising	recognising	recognising
some different	some different	some different	some different	some different	some different
forms of	forms of	forms of	forms of	forms of	forms of

	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	Week one: To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh,	Week one: To create adverbs using the suffix -ly (no change in to the root word)	Week one: To spell words with the short /i/ sound spelt with a 'y	Week one: To be able to spell homophones and near homophones	Week one: To be able to spell words that end with -ary	Week one: To spell words ending in the suffix -al
	eight, neighbour, they, obey) Week two: To spell words with the long /ei/sound spelt with ey	Week two: To create adverbs by using the suffix -ly (root word ends in 'y' with more than one syllable)	Week two: To add suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable- DO	Week two: To be able to spell homophones and near homophones Week three: To add the prefix bi- (meaning 'two'	Week two: To be able to spell words with a short /u/ sound spelt with 'o' Week three: To spell words with a short /u/	Week two: To spell words ending with an/ zhuh sound spelt with 'sure' Week three:

Week three:To spell wordswith the long ei/sound spelt withaiWeek four:To spell words with/e:/ sound speltwith earWeek five:To spellhomophones andnear homophonesWeek six:To spellhomophones andnear homophonesai	To create adverbs using the suffix -ly (root word ends in 'ic' or 'al) Week five: To create adverbs using the suffix -ly (exceptions to the rules)	NOT count the double final consonant) Week three: 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) Week four: To create negative meanings using the prefix mis- Week five: To create negative meanings using the prefix dis- Week six: To spell words with a /k/ sound spelt 'ch'	or 'twice') and adding the prefix re- (meaning 'again' or back) Week four: To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' Week five: To spell words with a /sh/ sound spelt 'ch' Week six: Statutory spellings challenge words	sound spelt with 'ou' Week four: Word families based on common words, showing how words are related in form and meaning Week five: Word families based on common words, showing how words are related in form and meaning Week six: Word families based on common words, showing how words are related in form and meaning	To spell words with a /chuh/ sound spelt with 'ture' Week four: To spell words ending with a chuh/ sound spelt as 'ture' Week five: Silent letters revision
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