English MTP Year 3

Year 3	Autumn 1 Topic: Digging Up the Past (Stone Age)	Autumn 2 Topic: Explorers and Explosions (Mountains)	Spring 1 Topic: Explorers and Explosions (Volcanoes)	Spring 2 Topic: World-Shaping Civilisations (Romans)	Summer 1 Topic: World-Shaping Civilisations (Egyptians)	Summer 2 Topic: Plants and Potions (Local study)
Reading Texts	The First Drawing (fiction) (2 weeks) Sir Scallywag and the Deadly Dragon Poo (2/3 weeks) (fiction) The Stone Age (non-fiction)	The Fantastic Flying Books of Mr Morris Lessmore (fiction) (Book and Film Animation – 1 week) Chocolate cake (poetry) (1 week) Joshua Seigal (poetry) (1 week) Bear Grylls: The Volcano Challenge (non-fiction) (3 weeks) **Class Reader:** The Pebble in My Pocket	Fortunately, the Milk	Non-fiction: Horrible Histories: Awful Egyptians King Coo: The Curse of the Mummy's Gold (fiction)	King Coo: The Curse of the Mummy's Gold (fiction) Ancient Egypt Sleepover (fiction)	The Secret Garden George's Marvellous Medicine
Writing Text Drivers	Where the Wild Things Are Stone Age Boy *The Dragon Machine*	Arthur and the Golden Rope Polar Express (2 weeks-linked to Christmas and Nativity)	Epos: The Flame Bird – Beast Quest Escape From Pompeii (picture book version- 3 weeks)	Cinderella of the Nile Whole School Text	The Scarab's Secret (picture book -fiction) Egyptian Myths: Meet the Gods, Goddesses, and Pharaohs of Ancient Egypt Weslandia	Flight of the Honeybee (3 weeks) George's Marvellous Medicine
Subtexts linked to text driver (extracts, poems, smaller texts, animations, film clips, song lyrics)	Non-fiction: Pet Dragon Where the Wild Things Are animation clip Zog animation clip Stone Age Workshop	Polar Express Film Poem: Jack Frost Nativity: I'm Gonna Shine!	Newsround Clip: Dolphin Rescue	Change.com- petitions Volcano eruption video clips Egyptian Workshops		Wisley Visit and Workshops David Attenborough Bee Programme & bee texts George's Marvellous Medicine BBC Teach video clip
Purpose-Audience-Form	**Where The Wild Things Are:** *To express feelings- Max (character)- diary *To describe- Year 3- setting (monster's home) *To persuade – Max – come to live in monster's home	**Arthur and the Golden Rope:** *To describe- young readers- plot focus *To entertain- young readers- Mini stories	**Whole School Text:** *To express emotions and recall events- Recount *To entertain – Young Readers – Dialogue *To entertain- Young Readers- Story extract	**Cinderella of the Nile:** *To entertain- young readers- short story extract, including dialogue *To describe- young readers- Unique perspective character description *To persuade- Town Mayor or local residents- Online petition	**The Lost Civilizations of Latin America:** *To build tension – Year 6 children – Setting description from the perspective of an explorer *To persuade – The public – Trip Advisor	**Flight of the Honey Bee** *To recount- young readers- Recount from a unique perspective *To inform- KS2 children- Blue Peter script (GDS use two voices)

	Stone Age Boy:	The Polar Express	Beast Quest		Weslandia	George's Marvellous Medicine
	*To instruct- hunter gatherers- instructions of woolly mammoth *To entertain- young readers- Unique character description	*To describe and inform- young readers- review of train *To inform – year 4 – non-chronological report on elves? *To entertain- young readers- monologue of trapped children	*To entertain- emotive diary *To inform- Young/adolescent readers- David Attenborough-style report of Epos *To inspire – speech – how to get people to help **Escape From Pompeii** *To describe- young readers- Setting description *To argue- The Senator- Factual/ opinionated report *To describe/ entertain- Young Readers- tension extract including dialogue		*To entertain-young readers- Short story and a dialogue *To apologise- Wesley- Informal letter * To inform- young readers- Leaflet for our civilisation	*To describe- Young Readers- Character Description – grandma *To entertain- Year 2 children – dialogue between two chickens (GDS?) *To instruct/ inform- Children-Instructions for potions
Grammar opportunities	Simple and compound sentences Noun phrases Questions Past, present and future tense Articles Rule of 3 Prepositional phrases Verbs and adverbs Paragraphing Adverbial phrases Modal verbs Abstract nouns Repetition Synonyms	Simple, compound and some complex sentences Questions Determiners Paragraphing Noun and adverbial phrases Prepositions and prepositional phrases Modal verbs Imperative verbs Speech punctuation Non-fiction features: headings, colons to open a list, bullet points, numbering Homophones: it's and its Similes (challenge group) Colons (challenge group) Brackets (challenge group)	Paragraphing Simple, compound and complex sentences Contrasting conjunctions and connectives Synonyms Noun phrases Fronted adverbials Prepositional phrases Speech punctuation Rule of 3 Informal tone Modal verbs Imperative verbs Non-fiction features: headings, colons to open a list, bullet points, numbering Switching between past, present and future tense Dashes and brackets Semi-colon when using 'however' (challenge group)	Simple, compound and complex sentences Contrasting conjunctions and connectives Adverbial phrases Prepositional phrases Different noun types Noun phrases Direct speech Paragraphing Synonyms 1st, 2nd and 3rd person voices Repetition Figurative language Past, present and future tense Developing a range of cohesive devices Tag questions (including dashes) Perfect present tense (I have been…) Speech punctuation	Paragraphing Prepositions Prepositional phrases Noun phrases Synonyms Action verbs Adverbial phrases Figurative language Comparative adjectives and adverbs 1st and 3rd person voice Complex sentences and comma punctuation Present perfect tense Brackets Italics Dash (challenge group) Formal tone Changing between past, present and future tense Speech punctuation Reported clauses	Paragraphing Varying sentence types Cohesion Present Perfect Tense Brackets Dashes Exclamations Non-fiction features Formal/ informal Personification Speech **Revision of all other year 3 grammar aspects as identified from assessments**

	KPIs covered
Phase 1	- Discusses and records ideas which support writing - Orally rehearses sentences and is beginning to use an increasing range of sentence structures and varied vocabulary - Organises paragraphs around a theme - In narratives, creates settings, characters and plots - Extends sentences with more than one clause using conjunctions because , so, but , and , while - Uses the form a or an according to whether the next word begins with a consonant or a vowel - Chooses nouns or pronouns to avoid repetition
Phase 2	- Expresses time, place and cause using conjunctions, adverbs and prepositions - In non-narratives uses simple organisational devices - Proof-reads for spelling and punctuation and makes suggestions for the effectiveness of their own and other's writing - Uses diagonal and horizontal strokes that are needed to join letters and understands which letters , when adjacent to one another, are best left unjoined
Phase 3	- Uses the present perfect form of verbs instead of the simple past - Introduces inverted commas to punctuate direct speech and uses a range of punctuation, mostly correctly - Use further prefixes and suffixes and understands how to add them - Spells correctly further homophones and words that are often misspelt