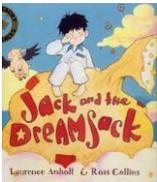
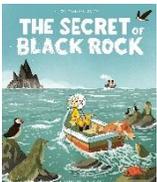
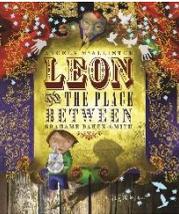
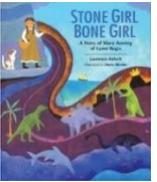
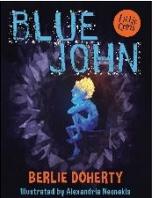
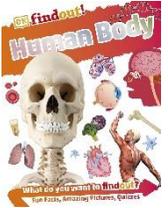
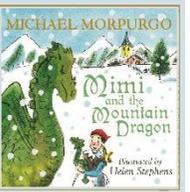
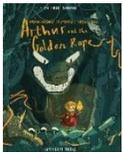
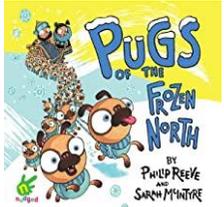
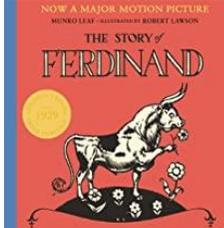
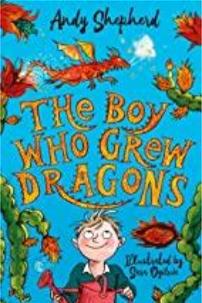
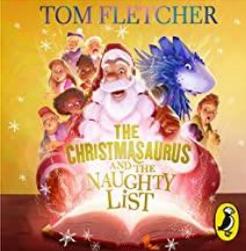
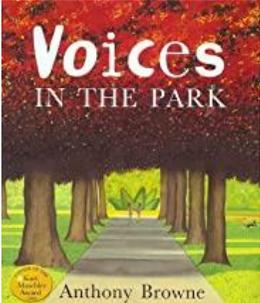
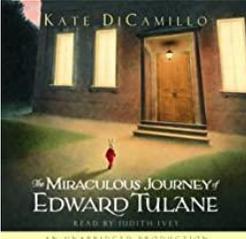
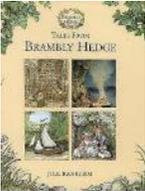
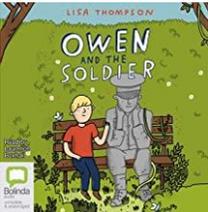
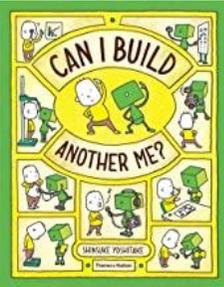


Year 3 Long term literacy plan 2025-26

	Autumn 1 (7.5 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
Curriculum focus	History: Anglo-Saxons settlement in Britain DT: Will my party hat be funny or fantastic? Science: Rocks and soils	Art: Anglo-Saxon What are the best marks to use for sketching? Music How can we read a written music score to play a song that we know? Science Forces and magnets	History: Viking settlement in Britain. DT: How cool is your drink? Science: Light	Geography: Earthquakes RE: Hinduism Science: Animals, including humans	Art: Which medium is best for still life? ICT – coding Science: Animals, including humans Plants	History: Comparison study of Anglo-Saxons and Vikings. Geography Could the Anglo-Saxons have settled in Bideford? Science: Plants
<p>Previous year group texts for review and progression of skills:</p> <p><u>Narrative</u></p> <ul style="list-style-type: none"> • Augustus and his Smile – Catherine Rayner • The boy who cried Ninja – Alex Latimer • The Disgusting Sandwich – Gareth Edwards • Wanted – The Perfect Pet – Fiona Robertson <p><u>Non-fiction</u></p> <ul style="list-style-type: none"> • Penguins • Great Fire of London • Slime 	<p>Jack and the Dreamsack – Laurence Anholt (2.5 weeks) Noun phrases - Picture Book</p>  <p>The Secret of Black Rock- Joe Todd Stanton – (5 weeks) Narrative/diary entry - Picture book</p>  <p>Outcome: Show in open classroom/read to parents.</p>	<p>I asked the little boy who couldn't see – Anon Emotions Poetry (2.5weeks) – similes</p>  <p>Outcome: Perform the poem to year 2.</p> <p>Leon and the Place Between (5 weeks) Angela McCallister Multiple – Picture Book</p>  <p>Outcome: Corridor display</p>	<p>Stone Girl, Bone Girl- Laurence Anholt (3 weeks) Chronological Report - historical significant figure</p>  <p>Outcome: Create own Little People Big Dreams book.</p> <p>Blue John – Berlie Doherty (3 weeks) Narrative</p>  <p>Outcome: Create a book for the book corner.</p>	<p>Flood – Alvaro F. Villa (4 weeks) Oracy text, tragedy Different perspective: news report</p>  <p>Outcome: Publish in school newspaper</p> <p>Dk find out about bones (2 weeks) Non-Chronological Report - Research</p>  <p>Outcome: Share with Year 4</p>	<p>DK find out about bones (cont. 1 week)</p> <p>Mimi and the mountain dragon – Michael Morpurgo (4 weeks) Narrative fantasy</p>  <p>Outcome: Read story to parent during open classroom</p>	<p>Arthur and the Golden Rope- Joe Todd-Stanton (6 weeks) Narrative/instructions - picture book Myth</p>  <p>Outcome: Film the instructions (possible open classroom)</p> <p>Viking and Anglo-Saxon comparison (1 week) Non-chronological report</p>  <p>Outcome: Create information posters for classrooms</p>

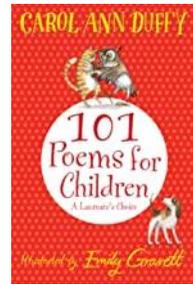
<p>Grammar content overview</p>	<p>Jack and the dreamsack –</p> <ul style="list-style-type: none"> Noun phrases Adjectives <p>The Secret of Black Rock</p> <ul style="list-style-type: none"> Conjunctions Noun phrases Adverbs Similes Plural nouns 	<p>I asked the little boy who couldn't see</p> <ul style="list-style-type: none"> Metaphors Similes <p>Leon and the place between</p> <ul style="list-style-type: none"> Sentence structure Subordinate clauses Expanded nouns Speech Noun phrases Setting description 	<p>Stone Girl Bone Girl</p> <ul style="list-style-type: none"> Noun phrases Paragraphs Formal voice Subordinate clauses Relative clauses Possessive apostrophes <p>Blue John</p> <ul style="list-style-type: none"> Adverbs Subordinate conjunctions Expanded Nouns 	<p>Flood:</p> <ul style="list-style-type: none"> Reported speech Formal language Paragraphs <p>Bones</p> <ul style="list-style-type: none"> Present tense Formal language Fronted adverbials Subheadings Bullet points 	<p>Mimi and the mountain dragon:</p> <ul style="list-style-type: none"> Conjunctions/ Sentence structure Adverbials Paragraphs 	<p>Arthur and the golden Rope:</p> <ul style="list-style-type: none"> Setting description Show not tell
<p>Core Story time Texts</p>	 <p>Pugs of the Frozen north Phillip Reeve And Sarah Mcintyre significant author, humour, adventure</p>  <p>The story of Ferdinand Munro Leaf Stereotypes, respect</p> 	 <p>The boy who grew dragons Andy Shepherd Reading for pleasure</p>  <p>Christmasaurus and the naughty list Tom Fletcher</p>	 <p>Voices In The Park Anthony Browne Alienation, friendship, picture book, social stereotypes</p>  <p>Ocean meets the sky The Fan Brothers respect, picture book</p>	 <p>The miraculous journey of Edward Tulane Kate DiCamillo Journeys and Love</p>  <p>Tales from Bramble Hedge Jill Barklem Archaic language, classic</p>	 <p>Me And Mister P Maria Farrer And Daniel Rieley Feelings and emotions</p>  <p>Owen And The Soldier - Lisa Thompson coping with bereavement</p>	 <p>Ariki And The Giant Shark Sophie Deen Assumptions, friendships, being different</p>  <p>Can I Build Another Me? Shinsuke Yoshitake Identity, Self-awareness, self-discovery</p>

Violet's Tempest
Ian Eagleton
Confidence, kindness

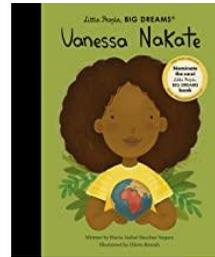


Three Little Vikings
Beth Woolvin
Stereotypes, historical

Festive adventure



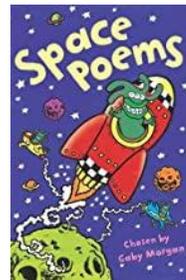
101 poems for children –
Carol Ann Duffy
Poetry



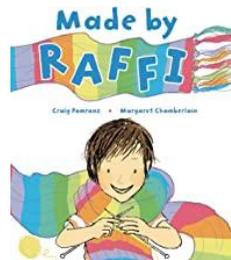
Vanessa Nakate
Little people big dreams
Activism, aspiration,
stereotypes



Picklewitch and Jack
Clare Barker



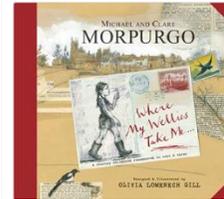
Space poems
Gaby Morgan
Poetry



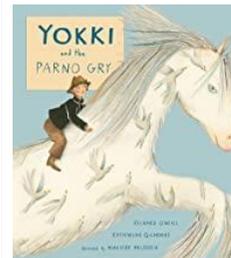
Made by Raffi
Craig Pomranz
Stereotypes, gender,
respect



How the Stars Came to Be
Poonam Mistry
Picture book, fantasy



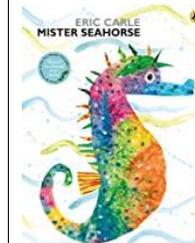
Where my Wellies Take Me
Michael Morpurgo
Poetry



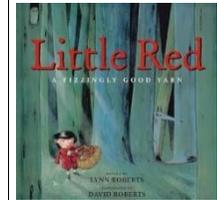
Yokki and the Parno Gry
Richard O'Neill
Traveller culture,
diversity, respect



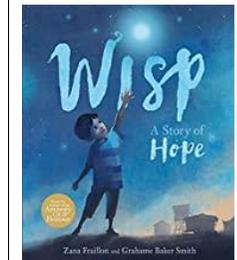
Heard it in the Playground
Allan Ahlberg
Poetry comparison



Mister Seahorse
Eric Carle
Living things,
stereotypes,
relationships, gender



Little Red
Lynn Roberts
Traditional tale



Wisp a story of hope
Zana Fraillon
Diversity, refugee,
respect



Mary Anning
 Little people big dreams
 Stereotypes, significant historical figure

Teaching Reading Core texts	<p>Mr. Skip Michael Morpurgo (Fiction/Adventure/ Fantasy Text)</p> <ul style="list-style-type: none"> ✓ Retrieval understand main points with direct reference to the text. ✓ Scanning the text – Using prompts within questions to identify the area of the text where the answer resides. <p>The Boy Who Grew Dragons Alan Shepard (Fiction/ Adventure/ Fantasy text)</p> <ul style="list-style-type: none"> ✓ Retrieval – understand main points with direct reference to the text. 	<p>Pebble in my pocket (Fictional Fact/ Information text with fictitious elements)</p> <ul style="list-style-type: none"> ✓ Retrieval – understand main points with direct reference to the text. ✓ Inference – Drawing conclusions such as inferring characters’ feelings, thoughts and motives from their actions and justifying inferences with evidence. ✓ Prediction – predicting details which might happen from details stated and implied. <p>Miracle on Ebenezer Street Catherine Doyle (Narrative)</p>	<p>Puffin Keeper Michael Morpurgo (Fiction: Fantasy)</p> <ul style="list-style-type: none"> ✓ Retrieval – understand main points with direct reference to the text. ✓ Inference – Drawing conclusions such as inferring characters’ feelings, thoughts and motives from their actions and justifying inferences with evidence. ✓ Summarising – Identifying main ideas drawn from more than one paragraph and summarising these. <p>How to Train your Dragon Cressida Cowell (Fiction. Link with Vikings)</p>	<p>Lob Linda Newberry & Pam Smy</p> <ul style="list-style-type: none"> ✓ Identifies new vocabulary and sentence structure, using this to develop textual understanding ✓ Identifies standard words and phrases used at various stages of a narrative, making links to beginning, middle and end ✓ Begins to make simple inferences about the meaning of unfamiliar words using prior knowledge and reference to obvious clues ✓ Inference – Drawing conclusions such as inferring characters’ feelings, thoughts 	<p>Playscripts – The Porridge Pincher covered in literacy</p> <ul style="list-style-type: none"> ✓ Prepare play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ✓ Predicting what might happen from details stated and implied <p>Stig of the Dump Clive King (Traditional Story)</p> <ul style="list-style-type: none"> ✓ Inference- Pupils make inferences to help them understand a sentence or paragraph within a text. Previous inference types should be used to help pupils make sense of information 	<p>Beyond the Stars: Snow Globe (mythological/traditional/ moral short stories)</p> <ul style="list-style-type: none"> ✓ Recognises common themes (e.g. good over evil, use of magical devices etc.) and can comment on these in reference to reading ✓ Begins to make simple inferences about the meaning of unfamiliar words using prior knowledge and reference to obvious clues ✓ Justifies inferences with specific evidence from the text

	<ul style="list-style-type: none"> ✓ Inference – Drawing conclusions such as inferring characters’ feelings, thoughts and motives from their actions and justifying inferences with evidence. ✓ Prediction – predicting details which might happen from details stated and implied. 	<ul style="list-style-type: none"> ✓ Retrieval – understand main points with direct reference to the text. ✓ Prediction – predicting details which might happen from details stated and implied. 	<p>Retrieval – understand main points with direct reference to the text.</p> <ul style="list-style-type: none"> ✓ Prediction – predicting details which might happen from details stated and implied. 	<p>and motives from their actions and justifying inferences</p> <p>Hodgeheg –</p> <ul style="list-style-type: none"> ✓ Inference- Pupils make inferences to help them understand a sentence or paragraph within a text. Previous inference types should be used to help pupils make sense of information in short sections of text. ✓ Justifies inferences with specific evidence from the text ✓ Summarising - Provides a general overview of what has happened in selected paragraphs 	<p>in short sections of text.</p> <ul style="list-style-type: none"> ✓ Justifies inferences with specific evidence from the text ✓ Summarising - Provides a general overview of what has happened in selected paragraphs <p>The Everyday Journey of Ordinary Things (Non-fiction information/Broadening Understanding)</p> <ul style="list-style-type: none"> ✓ identifying how language, structure, and presentation contribute to meaning ✓ retrieve and record information from non-fiction ✓ Summarise - Begins to identify the ‘main idea’ of a paragraph 	<p>Poems to Perform Julia Donaldson (Performance poetry)</p> <ul style="list-style-type: none"> ✓ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ✓ discussing words and phrases that capture the reader’s interest and imagination ✓ recognising some different forms of poetry [for example, free verse, narrative poetry]
<ul style="list-style-type: none"> ✓ Identify themes and conventions in a wide variety of books and make comparisons between texts. ✓ Discuss words and phrases that capture the readers’ interest and imagination. ✓ Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. ✓ Asks questions to improve their understanding of a text. ✓ Participates in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 						

Additional recommended texts	<p>The 13 Storey Tree House Andy Griffiths And Terry Denton (Friendship, problem solving) The Dragon In The Library Louie Stowell (friendship, fantasy) Fortunately The Milk Neil Gaiman (out of linear storyline, humour) The Giving Tree Shel Silverstein (picture book, relationships) It's A No Money Day Kate Milner (picture book, empathy, poverty) Ottoline And The Yellow Cat Chris Riddell (mystery, friendship) A Day In The Life Of A Poo Gnu And You Mike Barfield And Jess Bradley (comic book, science links, facts and information) Harley Hitch And The Iron Forest Vashti Hardy (adventure, mystery, science fiction) Investi Gators John Patrick Green (contemporary author) King Coo Adam Stower (adventure story) Nims Island Wndy Orr (courage, adventure, relationships) Midnight Feasts A F Harold (poetry) Weird, Wild and Wonderful James Carter (poetry, significant author) Gorilla Ballerina Neal Zetter (poetry, quality images) Belonging Street Mandy Coe (poetry, magical) Letter To Pluto Lou Treleaven (science fiction, friendships) Dancing Bear Michael Morpurgo (emotional, families, caring, empathy) The Little Prince Antoine de Saint-Exupéry (classic tale, science fiction)</p>					
Subject specific texts	<p>Science: Rocks ad Soils Under your feet RHS The Pebble in my pocket Meredith Hooper The street beneath my feet Charlotte Guillain The ways of the wolf Smriti Prasadam Halls</p> <p>History: DK Find out about Anglo Saxons</p>	<p>Science Rocks and Soil Pebble in my Pocket</p>	<p>Science: Rocks and Soils Stone Girl, Bone Girl Laurence Anholt</p> <p>Science: Light My Shadow Robert Louis Stevenson Oscar and the moth Geoff Waring</p> <p>History: Vikings DK Find out about Vikings</p>	<p>Geography: Earthquakes – Robin Jacobs</p>	<p>Science: Dk find out about bones (website)</p>	<p>Science: plants A seed is sleepy Dianna Hutts Aston The magic and mystery of trees RHS</p>
Handwriting	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • 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; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 					

Spelling Overview: Read Write Inc Spelling

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	<ul style="list-style-type: none"> Prefixes un-, dis- and in- Prefix im- Suffix -ous Suffix -ly 	<ul style="list-style-type: none"> -ture endings Adding -ation to verbs to form nouns Words with a c sound spelt 'ch' 	<ul style="list-style-type: none"> Words with the sh sound spelt 'ch' Suffix -ion Suffix -ian Homophones 	<ul style="list-style-type: none"> Prefix re- Prefix anti- Prefix super- /Short 'l' sound spelt with a 'y' 	<ul style="list-style-type: none"> Prefix sub- Homophones 	<ul style="list-style-type: none"> Consolidation Year 3/4 spelling list