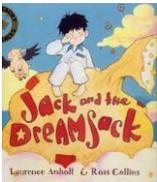
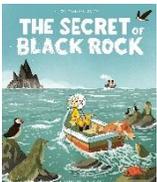
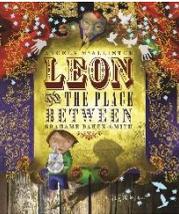
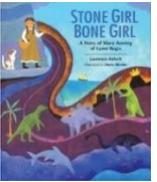
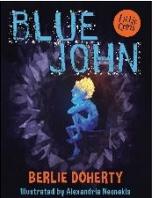
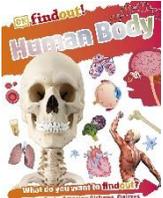
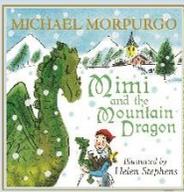
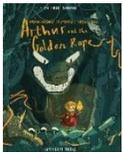
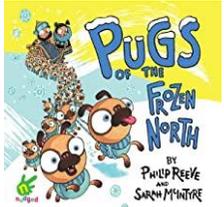
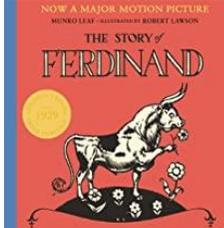
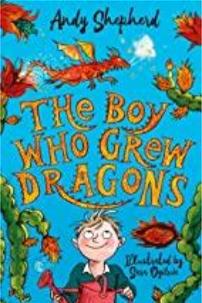
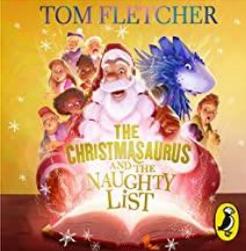
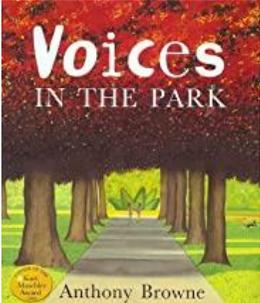
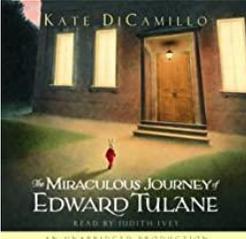
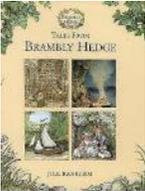
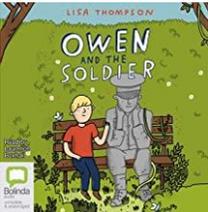
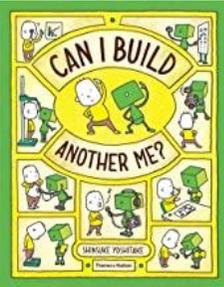


## Year 3 Long term literacy plan 2025-26

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

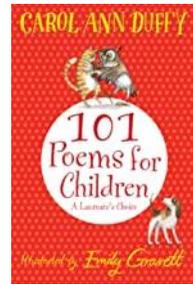
<p><b>Grammar content overview</b></p>	<p>Jack and the dreamsack –</p> <ul style="list-style-type: none"> <li>Noun phrases</li> <li>Adjectives</li> </ul> <p>The Secret of Black Rock</p> <ul style="list-style-type: none"> <li>Conjunctions</li> <li>Noun phrases</li> <li>Adverbs</li> <li>Similes</li> <li>Plural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

**Violet's Tempest**  
Ian Eagleton  
Confidence, kindness

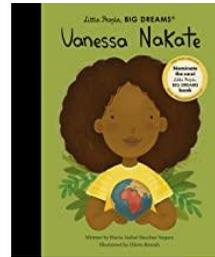


**Three Little Vikings**  
Beth Woolvin  
Stereotypes, historical

Festive adventure



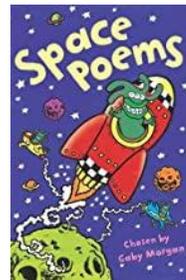
101 poems for children –  
Carol Ann Duffy  
Poetry



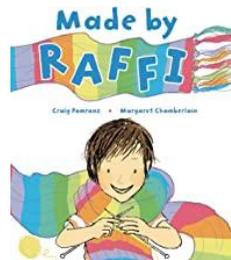
**Vanessa Nakate**  
Little people big dreams  
Activism, aspiration,  
stereotypes



**Picklewitch and Jack**  
Clare Barker



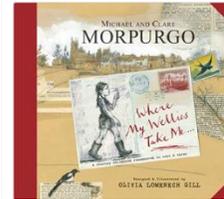
**Space poems**  
Gaby Morgan  
Poetry



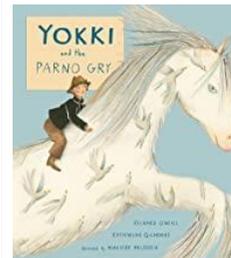
**Made by Raffi**  
Craig Pomranz  
Stereotypes, gender,  
respect



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



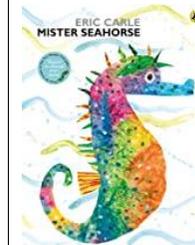
**Where my Wellies Take Me**  
Michael Morpurgo  
Poetry



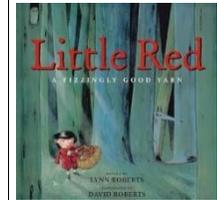
**Yokki and the Parno Gry**  
Richard O'Neill  
Traveller culture,  
diversity, respect



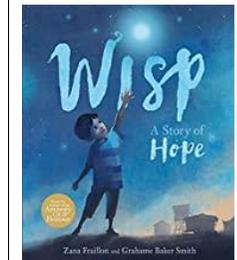
**Heard it in the Playground**  
Allan Ahlberg  
Poetry comparison



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

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

<b>Additional recommended texts</b>	<p><b>The 13 Storey Tree House</b> Andy Griffiths And Terry Denton (<a href="#">Friendship, problem solving</a>)  <b>The Dragon In The Library</b> Louie Stowell (<a href="#">friendship, fantasy</a>)  <b>Fortunately The Milk</b> Neil Gaiman (<a href="#">out of linear storyline, humour</a>)  <b>The Giving Tree</b> Shel Silverstein (<a href="#">picture book, relationships</a>)  <b>It's A No Money Day</b> Kate Milner (<a href="#">picture book, empathy, poverty</a>)  <b>Ottoline And The Yellow Cat</b> Chris Riddell (<a href="#">mystery, friendship</a>)  <b>A Day In The Life Of A Poo Gnu And You</b> Mike Barfield And Jess Bradley (<a href="#">comic book, science links, facts and information</a>)  <b>Harley Hitch And The Iron Forest</b> Vashti Hardy (<a href="#">adventure, mystery, science fiction</a>)  <b>Investi Gators</b> John Patrick Green (<a href="#">contemporary author</a>)  <b>King Coo</b> Adam Stower (<a href="#">adventure story</a>)  <b>Nims Island</b> Wndy Orr (<a href="#">courage, adventure, relationships</a>)  <b>Midnight Feasts</b> A F Harold (<a href="#">poetry</a>)  <b>Weird, Wild and Wonderful</b> James Carter (<a href="#">poetry, significant author</a>)  <b>Gorilla Ballerina</b> Neal Zetter (<a href="#">poetry, quality images</a>)  <b>Belonging Street</b> Mandy Coe (<a href="#">poetry, magical</a>)  <b>Letter To Pluto</b> Lou Treleaven (<a href="#">science fiction, friendships</a>)  <b>Dancing Bear</b> Michael Morpurgo (<a href="#">emotional, families, caring, empathy</a>)  <b>The Little Prince</b> Antoine de Saint-Exupéry (<a href="#">classic tale, science fiction</a>)</p>					
<b>Subject specific texts</b>	<p><b>Science: Rocks ad Soils</b>  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><b>History:</b> DK Find out about Anglo Saxons</p>	<p><b>Science Rocks and Soil</b>  Pebble in my Pocket</p>	<p><b>Science: Rocks and Soils</b>  Stone Girl, Bone Girl  Laurence Anholt</p> <p><b>Science: Light</b>  My Shadow  Robert Louis Stevenson  Oscar and the moth  Geoff Waring</p> <p><b>History: Vikings</b>  DK Find out about Vikings</p>	<p><b>Geography:</b>  Earthquakes – Robin Jacobs</p>	<p><b>Science:</b> Dk find out about bones (website)</p>	<p><b>Science: plants</b>  A seed is sleepy  Dianna Hutts Aston  The magic and mystery of trees RHS</p>
<b>Handwriting</b>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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].</li> </ul>					

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