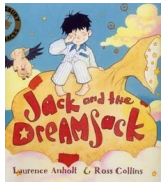
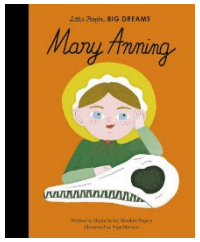
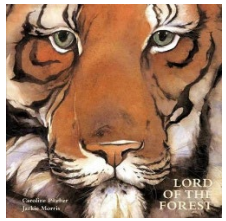
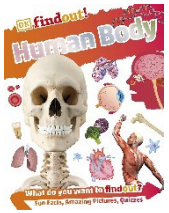
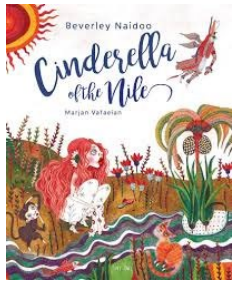
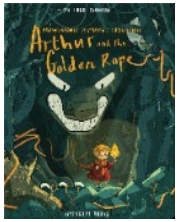
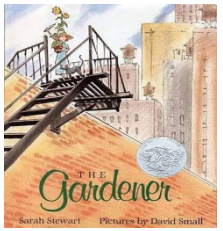
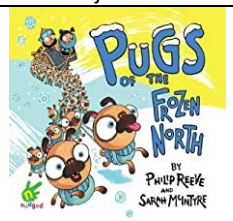
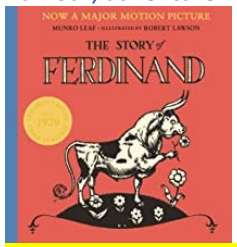
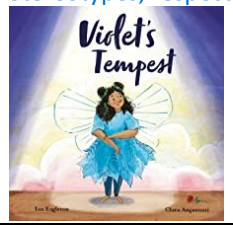
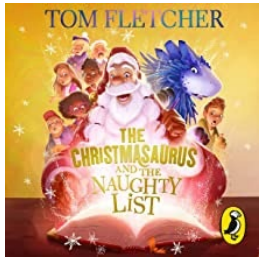
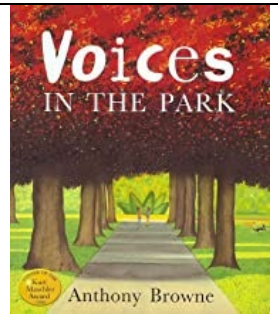
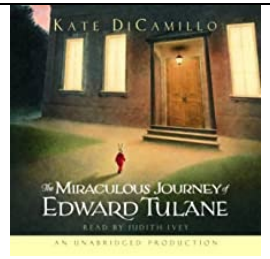
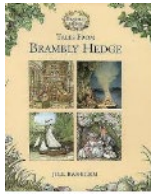
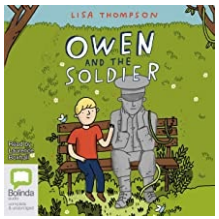
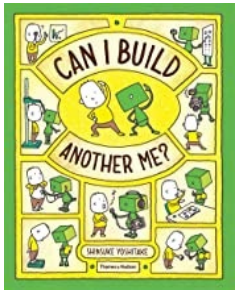
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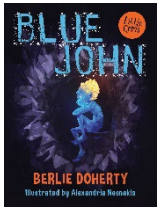
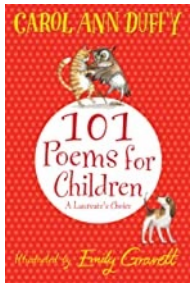
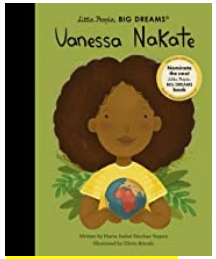
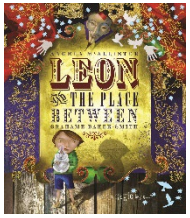
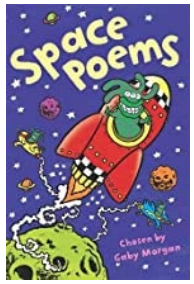
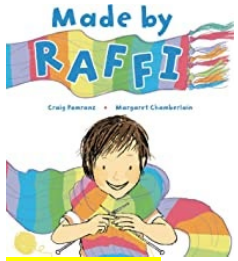
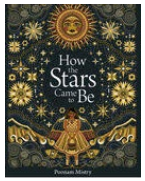
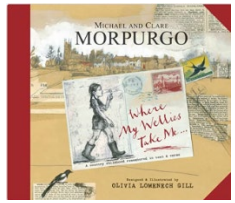
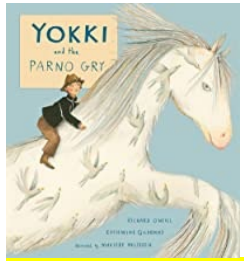
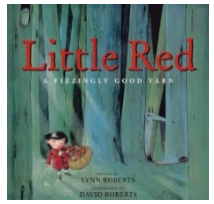
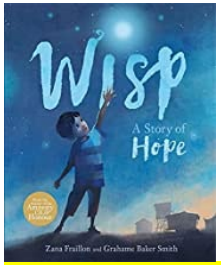
Year 3 Long term literacy plan 2026-27

	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (7 weeks)
Previous year group texts for review and progression of skills: **Narrative** • Augustus and his Smile • The Disgusting Sandwich • George and the Dragon • Wanted the Perfect Pet **Non-fiction** • Penguins • Great Fire of London • Slime • Anthology of Intriguing Animals	**Jack and the Dreamsack** Narrative (3 weeks)  **Outcome: Write a narrative based in a new fantasy land to share with parents** **Mary Anning – Little People, Big Dreams** Biography (3 weeks)  **Outcome: Create own Little People Big Dreams book for a child in the partner oracy class to read**	**The Secret of Black Rock** Narrative (3 weeks)  **Outcome: Write a narrative from a different perspective to share with parents** **I asked the little boy who couldn't see** Poetry (3 weeks)  **Outcome: Perform their poem to partner oracy class.** **Geography based writing Poster about climate zones** (1 week)	**Lord of the Forest** Narrative (3 weeks)  **Outcome: Create an anthology of woodland tales to be shared with another class** **DK Find out about Human body** Non-chronological report (3 weeks)  **Outcome: Create own class fact file**	**Cinderella of the Nile** Narrative (3 weeks)  **Outcome: Write a narrative with an altered setting** **Can I be your dog?** Persuasive letter writing (3 weeks) **Outcome: Write a persuasive letter to Mr Buckeridge and Mrs Jackson**	**Mimi and the Mountain Dragon** Narrative (3 weeks)  **Outcome: Write a narrative to share with parents** **Polar Bear text** Non-chronological report (3 weeks)  **Outcome: Create own class fact file**	**Arthur and the Golden Rope** Narrative (3 weeks)  **Outcome: Create a new Viking adventure narrative for a class collection of Arthur's legendary quests which will be performed aloud to an audience** **The Gardener** Diaries (3 weeks)  **Outcome: Write a diary entry**

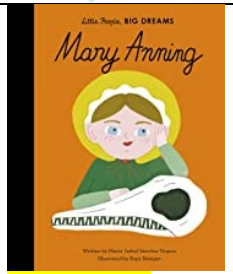
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Grammar content overview	<u>Jack and the Dream sack</u> • Noun phrases • Fronted adverbials • Speech <u>Mary Anning</u> • Noun phrases • Paragraphs • Formal voice • Subordinate clauses • Relative clauses • Possessive apostrophes • Conjunctions	<u>The Secret of Black Rock</u> • Noun phrases • Paragraphs • Formal voice • Subordinate clauses • Relative clauses • Possessive apostrophes <u>I asked the little boy who couldn't see</u> • Metaphors • Similes	<u>Lord of the Forest</u> • Noun phrases • Fronted adverbials • Speech <u>Find out about</u> • Present tense • Formal language • Fronted adverbials • Subheadings • Bullet points	<u>Cinderella of the Nile</u> • Noun phrases • Conjunctions • Adverbs • Speech <u>Can I be your dog?</u> • Conjunctions • Adverbs • First person • Expanded noun phrases	<u>Mimi and the Mountain Dragon</u> • Conjunctions/ Sentence structure • Adverbials • Paragraphs <u>Polar Bears</u> • Present tense • Formal language • Fronted adverbials • Subheadings • Bullet points	<u>Arthur and the golden Rope</u> • Noun phrases • Conjunctions • Fronted adverbials **<u>The Gardener</u>** • First person • Adverbs • Conjunctions
Core Story time Texts	 **Pugs of the Frozen north** *Phillip Reeve And Sarah Mcintyre* significant author, humour, adventure  **The story of Ferdinand** Munro Leaf Stereotypes, respect  	 **The boy who grew dragons** *Andy Shepherd* Reading for pleasure  **Christmasaurus and the naughty list** *Tom Fletcher*	 **Voices In The Park** *Anthony Browne* Alienation, friendship, picture book, social stereotypes  **Ocean meets the sky** *The Fan Brothers* respect, picture book	 **The miraculous journey of Edward Tulane** *Kate DiCamillo* Journeys and Love  **Tales from Brambly Hedge** Jill Barklem Archaic language, classic	 **Me And Mister P** *Maria Farrer And Daniel Rieley* Feelings and emotions  **Owen And The Soldier** - *Lisa Thompson* coping with bereavement	 **Ariki And The Giant Shark** *Sophie Deen* Assumptions, friendships, being different  **Can I Build Another Me?** *Shinsuke Yoshitake*

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	Violet's Tempest Ian Eagleton Confidence, kindness  **Three Little Vikings** Beth Woolvin Stereotypes, historical **Blue John** **Berlie Doherty** Narrative  	Festive adventure  101 poems for children – Carol Ann Duffy Poetry  Vanessa Nakate Little people big dreams Activism, aspiration, stereotypes **Leon and the Place Between** Angela McCallister Multiple – Picture Book Cultural capital  	 **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 Popoetry  **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	Identity, Self-awareness, self-discovery  **Little Red** *Lynn Roberts* Traditional tale  **Wisp a story of hope** Zana Fraillon Diversity, refugee, respect

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			 **Mary Anning** Little people big dreams Stereotypes, significant historical figure			
Teaching Reading Core texts **Yellow = Fiction** **Blue = Non-fiction** **Red = Poetry** **Pink = Playscripts**	**The Sheep Pig** 3 weeks ✓ 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 **Become a Genius in a Year** 3 weeks	**The Pebble in my Pocket** 3 weeks (Fictional Fact/ Information text with fictitious elements) ✓ 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. **Beyond the Stars: Snow Globe** 3 weeks (mythological/traditional/ moral short stories)	**Mr Skip** 3 weeks (Fiction/Adventure/ Fantasy Text) ✓ **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. **Funny bums, Freaky beaks** 3weeks ✓ identifying how language, structure, and presentation contribute to meaning	**The Boy Who Grew Dragons** 3 weeks ✓ 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. **The Porridge Pincher** 2 weeks ✓ Prepare play scripts to read aloud and to perform, showing understanding through	**Puffin Keeper** 3 weeks (Fiction: Fantasy) ✓ 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. **The Everyday Journey of Ordinary Things** 3 weeks	**How to Train your Dragon** 3 weeks (Fiction. Link with Vikings) Retrieval – understand main points with direct reference to the text. ✓ Prediction – predicting details which might happen from details stated and implied. **Lob** 3 weeks ✓ Identifies new vocabulary and sentence structure, using this to develop textual understanding ✓ Identifies standard words and phrases used an various stages of a narrative, making

	✓ 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 **Poems to Perform** 1 week (Performance poetry) nderstanding through er's interest and mple, free verse, narrative	✓ 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 **Winter Poem** 1 week (Performance poetry) nderstanding through er's interest and mple, free verse, narrative	✓ retrieve and record information from non-fiction ✓ Summarise - Begins to identify the 'main idea' of a paragraph	intonation, tone, volume and action ✓ Predicting what might happen from details stated and implied	(Non-fiction information/Broadening Understanding) ✓ 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 **Poems to Perform – The Sound Collector** 1 week (Performance poetry) nderstanding through er's interest and recognising some different forms of poetry [for example, free verse, narrative poetry]	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
	✓ 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.					

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Additional recommended texts	**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)					
Subject specific texts	**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 **History:** DK Find out about Anglo Saxons	**Science Rocks and Soil** Pebble in my Pocket	**Science: Rocks and Soils** Stone Girl, Bone Girl Laurence Anholt **Science: Light** My Shadow Robert Louis Stevenson Oscar and the moth Geoff Waring **History: Vikings** DK Find out about Vikings	**Geography:** Earthquakes – Robin Jacobs	**Science:** Dk find out about bones (website)	**Science: plants** A seed is sleepy Dianna Hutts Aston The magic and mystery of trees RHS
Handwriting	Pupils will be taught to: • 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].					