



# WAINWRIGHT PRIMARY ACADEMY

## LONG TERM ENGLISH STRATEGY 2017 – 2018

### YEAR 3



Term	Text structure	Reading	Sentence construction	Alan Peat sentences	GPS
Autumn	<p><b>Fiction texts:</b> Fly, Eagle, Fly! (CLPE) African Tales (CLPE)</p> <p><b>Secure use of planning tools:</b> Story map /story mountain / story grids / 'Boxing-up' grid (Refer to Story-Type grids)</p> <p><b>Plan opening around character(s), setting, time of day and type of weather</b></p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what they read by:</li> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>using dictionaries to check the meaning of words that they have read</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books</li> <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> <p><b>understand what they read, in books they can read independently, by:</b></p> <ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<p><b>Compound sentences (Coordination)</b> using connectives: <i>and/ or / but / so / for /nor / yet</i> (coordinating conjunctions)</p> <p><b>Adverb starters to add detail</b> e.g. <i>Carefully, she crawled along the floor of the cave....</i></p>	<p><b>BOYS sentences</b> But, Or, Yet, So Two part sentence – first part ends with a <b>comma</b> and second part begins with a co-ordinating <b>conjunction</b> (BOYS)</p> <p><b>P.C. sentences (paired conjunctions)</b> Some words demand a second second word in order to make sense – this is the essence of the paired conjunction. (BA) – both/and (NA) – not so/as (NN) – neither/nor (AA) – as/as</p>	<p><b>CONSOLIDATE YEAR 2</b> <b>Coordinating conjunction</b> <b>Noun/adjective/verb/adverb</b> Use of commas after <b>fronted adverbials</b> (e.g. <i>Later that day, I heard the bad news.</i>)</p>



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		<ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> </ul>			
	<p><b>Non-fiction texts:</b> NFT4W: Being healthy persuasive leaflet</p> <p>NFT4W: Non-chronological report about an African animals – see Pie Corbett Shark text.</p> <p><b>Introduce:</b> <b>Secure use of planning tools:</b> e.g. Text map, washing line, 'Boxing –up' grid, story grids</p> <p><b>Middle Section(s)</b> Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs Topic sentences to introduce paragraphs</p>	<p><b>understand what they read, in books they can read independently, by:</b></p> <ul style="list-style-type: none"> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>identifying how language, structure, and presentation contribute to meaning</li> <li>retrieve and record information from non-fiction</li> <li>Participate 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> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> <li>asking questions to improve their understanding of a text</li> <li>using dictionaries to check the meaning of words that they have read</li> </ul>	<p><b>Drop in a relative clause using:</b> <b>who/whom/which/who se/ that</b> e.g. <i>The girl, <b>whom</b> I remember, had long black hair.</i> <i>The boy, <b>whose</b> name is George, thinks he is very brave.</i> <i>The Clifton Suspension bridge, <b>which</b> was finished in 1864, is a popular tourist attraction.</i></p> <p><b>Develop complex sentences (Subordination)</b> with range of subordinating conjunctions <b>(See Connectives and Sentence Signposts doc.)</b></p> <p><b>Repetition to persuade</b> e.g. <i>Find us to find the fun</i></p>	<p><b>De: De OR</b> <b>Description: Details sentences</b> A compound sentence in which two independent clauses are separated by a colon. First clause is descriptive and second adds further details. Colon's function is to signal that information in second clause will expand on information in the first part of the sentence Once children have grasped this, the first clause could be an implied question, then the second an answer (see second example)</p> <p><b>Many questions sentences</b> Initial question ending with a question mark, followed by a further phrase or single word which poses additional, related questions. Each additional word or phrase concludes with a <b>question mark</b> Beware of unnecessary capitalisation</p>	<p>Relative clause Relative pronoun <b>Subordinating conjunction</b> <b>Subordinate clause</b> <b>Clause</b> <b>Statement</b> <b>Question</b> <b>Exclamation</b> <b>Command</b> <b>!</b> <b>Capital letters</b> <b>?</b> <b>Full stop</b></p>



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Spring	<p><b>Fiction texts</b> PoR: Wolves PoR: The Tinderbox</p> <p>Poetry unit(CLPE)</p> <p><b>Plan opening around</b> character(s), setting, time of day and type of weather</p> <p><b>Paragraphs</b> to organise ideas into each story part</p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what they read by:</li> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>using dictionaries to check the meaning of words that they have read</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books</li> <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> <p><b>understand what they read, in books they can read independently, by:</b></p> <ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> <li>drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<p><b>Vary long and short sentences:</b></p> <p><b>Long sentences</b> to add description or information.</p> <p><b>Sentence of 3 for description</b> e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i></p> <p><b>Short sentences</b> for emphasis and making key points e.g. <i>Sam was really unhappy. Visit the farm now.</i></p> <p><b>Adverbial phrases</b> used as a ‘where’, ‘when’ or ‘how’ starter (<b>fronted adverbials</b>) <i>A few days ago, we discovered a hidden box. At the back of the eye, is the retina.</i></p>	<p><b>Short sentences</b> Formed with one, two or three words. May be interjections requiring an exclamation mark. Model this sentence type in context. Elipsis marks may be used also to indicate a stutter</p> <p><b>Double ly ending sentences</b> Ends with two <b>adverbs</b> of manner. First part of this sentence type ends in a verb. Two <b>adverbs</b> of manner are then added to add precision to the sentence</p>	<p>Adverbs Use of commas after <b>fronted adverbials</b> (e.g. <i>Later that day, I heard the bad news.</i>) Alliteration Simile – ‘as’/ ‘like’ Speech bubble Direct speech Speech marks Inverted commas <b>Powerful verbs</b> e.g. <i>stare, tremble, slither</i></p>
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		<ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> </ul>	<i>In a strange way, he looked at me.</i>		
	<p><b>Non-fiction texts:</b> NFT4W: Instructions – How to make a mosaic</p> <p><b>Paragraphs</b> to organise ideas around a theme Lists of steps to be taken Bullet points for facts Flow diagram</p>	<p><b>understand what they read, in books they can read independently, by:</b></p> <ul style="list-style-type: none"> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>identifying how language, structure, and presentation contribute to meaning</li> <li>retrieve and record information from non-fiction</li> <li>Participate 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> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> <li>asking questions to improve their understanding of a text</li> <li>using dictionaries to check the meaning of words that they have read</li> </ul>	<p><b>Topic sentences to introduce non-fiction paragraphs</b> e.g. <i>Dragons are found across the world.</i></p> <p><b>Develop complex sentences (Subordination)</b> with range of subordinating conjunctions <b>(See Connectives and Sentence Signposts doc.)</b></p>	<p><b>P.C. sentences (paired conjunctions)</b> Some words demand a second second word in order to make sense – this is the essence of the paired conjunction. (BA) – both/and (NA) – not so/as (NN) – neither/nor (AA) – as/as <b>Noun, which/who/where sentences</b> Has an <b>embedded/subordinate clause</b>. Always begins with a noun which is followed by a comma then the embedded clause (the part of the sentence that can be omitted and the sentence would still make sense). The embedded clause ends, as it started, with a comma then the final part of the sentence adds some detail to the opening noun. A subordinate clause does not have to begin with <i>which</i>.</p>	<p>Determiners Imperatives verbs Colons Bullet points <b>Subordinating conjunction</b> <b>Subordinate clause</b> <b>Clause</b> <b>Prepositions</b> <i>Next to by the side of In front of during through throughout because of</i></p>
Summer	<p><b>Fiction texts</b> PoR: Into the Forest and Gorilla (Anthony Brown) PoR: Leon and the Place Between</p> <p><b>Extended vocabulary</b> to introduce 5 story parts: <b>Introduction</b> –should include detailed</p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what they read by:</li> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>using dictionaries to check the meaning of words that they have read</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul>	<p><b>Dialogue –powerful speech verb</b> e.g. <i>“Hello,” she whispered.</i></p> <p><b>-‘ing’ clauses as starters</b> e.g. <i>Sighing, the boy finished his homework.</i> <i>Grunting, the pig lay down to sleep.</i></p>	<p><b>3_ed sentences (2_ed for LA chn)</b> Three related <b>adjectives</b>, each of which ends in –ed. Usually the adjectives will describe an emotion. Display a A-Z of –ed <b>adjectives</b></p> <p><b>Verb, person sentences</b> A typical sentence (subject-verb) inverted, opening with a verb to give it greater importance/weight. Chosen verb is followed by a comma then the name of a person or</p>	<p><b>Prepositions</b> <i>Next to by the side of In front of during through throughout because of</i></p> <p><b>Powerful verbs</b> e.g. <i>stare, tremble, slither</i></p> <p><b>Apostrophes for contractions</b></p>



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<p>description of setting or characters  <b>Build-up</b> –build in some suspense towards the problem or dilemma  <b>Problem / Dilemma</b> – include detail of actions / dialogue  <b>Resolution</b> - should link with the problem  <b>Ending</b> – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p>	<ul style="list-style-type: none"> <li>identifying themes and conventions in a wide range of books</li> <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> <p><b>understand what they read, in books they can read independently, by:</b></p> <ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> <li>drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> </ul>	<p><b>Develop complex sentences (Subordination)</b> with range of subordinating conjunctions  <b>(See Connectives and Sentence Signposts doc.)</b></p>	<p>personal pronoun (he, she, they it), followed by the remainder of the sentence</p>	<p><b>Commas for sentence of 3 - description</b>          Ellipsis          Speech marks          Inverted commas</p>
<p><b>Non-Fiction</b>          NFT4W: Discussion text on environmental issues          NFT4W: Diary /recount entries  <b>Develop Ending</b>          Personal response          Extra information / reminders e.g. Information boxes/</p>	<p><b>understand what they read, in books they can read independently, by:</b></p> <ul style="list-style-type: none"> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>identifying how language, structure, and presentation contribute to meaning</li> <li>retrieve and record information from non-fiction</li> <li>Participate 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>	<p><b>Develop complex sentences (Subordination)</b> with range of subordinating conjunctions  <b>(See Connectives and Sentence Signposts doc.)</b></p>	<p><b>3 bad – (dash) question sentences</b>          Sentence begins with three negative words (usually adjectives). First and second followed by commas. Third followed by a dash, then a question which relates to the negative adjectives. Impact is dramatic  <b>Emotion word, (comma) sentences</b>          Does not conform with traditional <b>subject-verb</b> combination sentence          Uses adjective to describe emotion, followed by a <b>comma</b>. Rest of sentence describes</p>	<p>Relative clauses          Relative pronouns  <b>Subordinating conjunction</b>  <b>Subordinate clause Clause</b></p>



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<p>Five Amazing Facts Wow comment <b>Use of the perfect form of verbs to mark relationships of time and cause</b> e.g. <i>I have written it down so I can check what it said.</i> <b>Use of present perfect instead of simple past.</b> <i>He has left his hat behind,</i> as opposed to <i>He left his hat behind</i></p>	<ul style="list-style-type: none"><li>• identifying main ideas drawn from more than one paragraph and summarising these</li><li>• asking questions to improve their understanding of a text</li><li>• using dictionaries to check the meaning of words that they have read</li></ul>		<p>actions related to the opening emotive adjective. Placing the emotive adjective at the start of the sentence gives more weight to that word. Possible provide and A-Z of emotion words</p>	
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