

Toft Hill Primary School
Year 3 English LTP

	Autumn Term	Spring Term	Summer Term
Class Texts	<ul style="list-style-type: none"> • The Iron Man – Ted Hughes • Wolves – Emily Grabbit • The Nothing to see Here Hotel – Steven Butler • The Gunpowder Plot – Liz Gogerly • How the Grinch Stole Christmas – Dr Suss 	<ul style="list-style-type: none"> • Charlotte’s Web – EB White • Lob – Linda Newberry 	TBC
Handwriting (see handwriting curriculum)	<ul style="list-style-type: none"> • The Anticlockwise Letters • The Tall letters • The long letters • The lumpy letters 	<ul style="list-style-type: none"> • The vowels • The other letters • The Capital Letters 	<ul style="list-style-type: none"> • The Anticlockwise Letters • The Tall letters • The long letters • The lumpy letters • The vowels • The other letters • The Capital Letters
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Fronted subordination using conjunctions, e.g. when, before, after, while, so, because. • To use the forms ‘a’ or ‘an’ (indefinite articles) according to whether the next word begins with a consonant or a vowel sound, e.g. a rock, an open box. • To begin to use paragraphs as a way to group related material. • To use headings and sub-headings to aid presentation. • Building a rich vocabulary and using the following sentence structures: simple, compound and complex. 	<ul style="list-style-type: none"> • Fronted subordination using conjunctions, e.g. when, before, after, while, so, because. • To begin to use inverted commas to punctuate direct speech. • To use the present perfect form of verbs instead of the simple past, e.g. ‘he has gone out to play’, contrasted with ‘he went out to play’. • Building a rich vocabulary and using the following sentence structures: simple, compound and complex. 	<ul style="list-style-type: none"> • Fronted subordination using conjunctions, e.g. when, before, after, while, so, because. • To identify word families based on common root words, e.g. solve, solution, solver, dissolve, insoluble. • Building a rich vocabulary and using the following sentence structures: simple, compound and complex.

Composition	<p>Text types: Instructions, persuasion, narrative, Non-chronological report.</p> <ul style="list-style-type: none"> To plan his/her writing by discussing and recording ideas within a given structure. To draft and write by organising writing into paragraphs as a way of grouping related material. To evaluate and edit by assessing the effectiveness of his/her own writing. To evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions. 		<p>Text types: Instructions, persuasion, narrative, Non-chronological report, explanation.</p> <ul style="list-style-type: none"> To plan his/her writing by discussing and recording ideas within a given structure. To draft and write by organising writing into paragraphs as a way of grouping related material. To evaluate and edit by assessing the effectiveness of his/her own writing. To evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions. 		<p>Text types: Instructions, persuasion, narrative, Non-chronological report, explanation.</p> <ul style="list-style-type: none"> To plan his/her writing by discussing and recording ideas within a given structure. To draft and write by organising writing into paragraphs as a way of grouping related material. To evaluate and edit by assessing the effectiveness of his/her own writing. To evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions. 	
	Spellings	<ul style="list-style-type: none"> long /e/ sound spelt with ei long /e/ sound spelt with ey long /e/ sound spelt with ai / / sound spelt with ear Homophones & near homophones 	<ul style="list-style-type: none"> suffix -ly (no change to root word) suffix -ly (root word ends in 'y') suffix -ly (root word ends in 'le') suffix -ly (root word ends in 'ic' or 'al') suffix -ly (exceptions to the rules) Statutory Spelling Words 	<ul style="list-style-type: none"> short /i/ sound spelt with 'y' Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable negative meanings using prefix mis- negative meanings using prefix dis- Words with a /k/ sound spelt with 'ch' 	<ul style="list-style-type: none"> Homophones & Near Homophones Adding the prefix bi- Adding the prefix re- Words ending in the /g/ sound spelt 'gue' the /k/ sound spelt 'que' Words with a /sh/ sound spelt with 'ch' Statutory Spelling Words 	<ul style="list-style-type: none"> Words ending in ary Words with a short /u/ sound spelt with 'o' Words with a short /u/ sound spelt with 'ou' Word families based on common words

Reading Comprehension skills	Explain Retrieve Interpret Choice	Explain Retrieve Interpret Choice	Explain Retrieve Interpret Choice
	Terminology: preposition, conjunction, word family, prefix, clause, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks').		

Key Y3 VGP Objective