

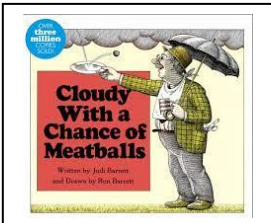


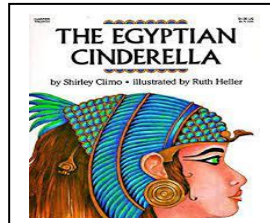
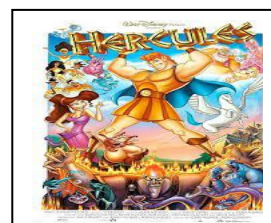
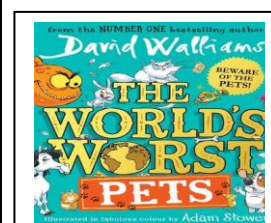


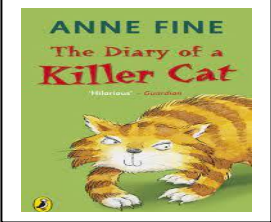
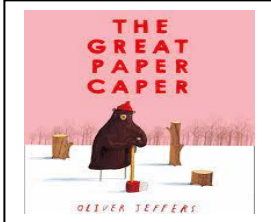
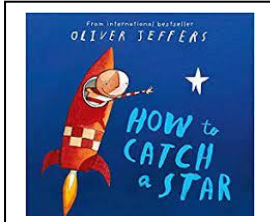
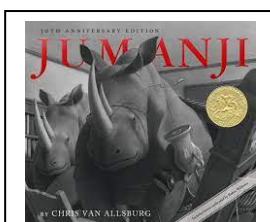
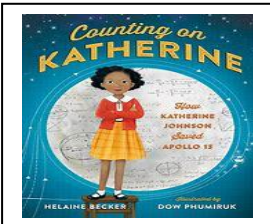

# Southfields' long-term literacy planner – Year 3



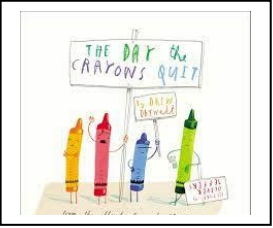

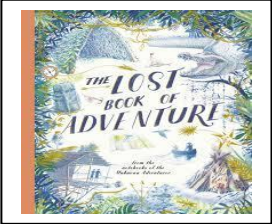



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Fiction: The Minpins</b>	<b>Fiction: Wolves in the Wall / Night of the Gargoyles</b>	<b>Fiction: Glitch</b>	<b>Fiction: The Wolf who cried Boy/ Little Red</b>	<b>Fiction: A range of Greek Myth short stories</b>	<b>Fiction: World's Worst Children</b>
					
<p>Genre: Warning Story</p> <p><b>Model Text:</b></p> <p>Focus: Setting description</p> <p>Audience: Children aged 7 and up.</p> <p>Purpose: To create a class book for our book corner.</p>	<p></p> <p>Genre: Suspense</p> <p><b>Model Text:</b></p> <p>Focus: Characterisation</p> <p>Audience: Year 3 teachers and parents</p>	<p>Genre: Graphic Novel</p> <p>Focus: Vocabulary and punctuation</p> <p>Audience: Marvel</p> <p>Purpose: To publish a short comic based on the GARK characters</p> <p>Hook: Computer Pajama Party</p> <p><b>Toolkit:</b></p>	<p></p> <p>Genre: Traditional Stories with a twist</p> <p>Model Text: Little Red</p> <p>Focus: Conjunctions and adverbs to express time</p>	<p>Genre: Myths and Legends</p> <p>Model Text: Perseus and Medusa</p> <p>Focus: Adverbs</p> <p>Audience: A Time traveller</p> <p>Purpose: To create a class book of mythology</p>	<p>Genre: Humour</p> <p>Model Text: Windy Mindy</p> <p>Focus: Characterisation and dialogue</p> <p>Audience: Children aged 8 up</p> <p>Purpose: To create a short story to give to their Year 4 Teacher</p>

<p>Hook: Junk model a "Gruncher" for Forest school</p> <p><b>Year 2 consolidation Toolkit:</b></p> <ul style="list-style-type: none"> <li>• Written in 3<sup>rd</sup> person</li> <li>• Events are sequenced in chronological order</li> <li>• <b>Adverbs to express time e.g then, next, soon,</b></li> <li>• Expanded noun phrases</li> <li>• Coordinating and subordinating conjunctions e.g or, and, but, if that, or and because</li> <li>• Formation of adjectives using suffixes</li> </ul>	<p>Purpose: To create a scary campfire story</p> <p>Hook: To make Clay Gargoyles and have a Year 3 campfire</p> <p><b>Toolkit:</b></p> <ul style="list-style-type: none"> <li>• <b>Formation of nouns using a range of prefixes</b></li> <li>• Paragraphs to organise into logical sections</li> <li>• <b>Conjunctions to show place and cause e.g when, before, after, while, so and because</b></li> <li>• <b>Create settings, characters and plot</b></li> <li>• <b>Short sentences</b></li> <li>• <b>To use a and an correctly</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Informal language</b></li> <li>• Rhetorical, command and exclamatory sentences</li> <li>• <b>Formation of nouns using a range of prefixes</b></li> <li>• <b>Present perfect form of verbs</b></li> <li>• <b>Prepositions to change time e.g before, after, during, in and because of</b></li> <li>• <b>Adverbs to change time e.g then, next, soon</b></li> <li>• <b>Use a and an correctly</b></li> </ul>	<p>Audience: Year 2</p> <p>Purpose: To create a story to read aloud to Year 2 in a shared reading time.</p> <p>Hook: To create a TV news report based on the events of Little Red</p> <p><b>Toolkit:</b></p> <ul style="list-style-type: none"> <li>• <b>Conjunctions to show place and cause e.g when, before, after, while, so and because</b></li> <li>• <b>Adverbs to express time, place and cause e.g then, next, soon and therefore</b></li> <li>• <b>Inverted commas to punctuate dialogue</b></li> <li>• Events are sequenced chronologically</li> </ul>	<p>Hook: To create a costume for either</p> <p><b>Toolkit:</b></p> <ul style="list-style-type: none"> <li>• Written in past tense</li> <li>• <b>Inverted commas to punctuate direct speech</b></li> <li>• <b>Adverbs to express time, place and cause e.g next, soon, then and therefore</b></li> <li>• <b>Prepositions to express time, place and cause e.g before, after, during, in and because of</b></li> <li>• <b>Nouns using a range of prefixes</b></li> </ul>	<p>Hook: Create "cocktails" for Mindy's worst farts</p> <p><b>Toolkit:</b></p> <ul style="list-style-type: none"> <li>• <b>Inverted commas to punctuate</b></li> <li>• <b>Contrast present perfect verbs with past tense</b></li> <li>• Adverbs and prepositions to show a change in time – Year 4 preparation</li> <li>• Characters names to reflect their characteristics</li> <li>• Written using 1st and 3<sup>rd</sup> person</li> <li>• <b>Word families based on common words</b></li> </ul>
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			<ul style="list-style-type: none"> <li>Narrative written in past tense</li> </ul>		
<b>Sentence Types to be taught:</b> Fronted adverbials List sentences Similes Expanded Noun phrases Ad same ad sentences Weather to reflect the mood		<b>Sentence Types to be taught:</b> If, if, if then sentences What ! sentences Name – adjective pair – sentences List sentences 2A sentences Ing, ing, ing sentences		<b>Sentence Types to be taught:</b> First word last sentences Ing, ing, ing sentence Show not tell sentences Similes All the W's sentences Personification	
<b>Fiction Vocabulary:</b>	<b>Fiction Vocabulary:</b>	<b>Fiction Vocabulary:</b>	<b>Fiction Vocabulary:</b> Journey, shortcut, nightdress, peeped, disguised, fooled.	<b>Fiction Vocabulary:</b> Chaos, vanity, hideous, prophet, command and veered	<b>Fiction Vocabulary:</b> Vile, evacuated, precaution, brewed, mischievously and orbiting
<b>Fiction Invention:</b> <b>Cloudy with a chance of Meatballs</b>	<b>Fiction Invention:</b> <b>The Ghosts of Pere Lachaise</b>	<b>Fiction Invention:</b> <b>Story of Ra</b>	<b>Fiction Invention:</b> <b>The Egyptian Cinderella</b>	<b>Fiction Invention:</b> <b>Hercules</b>	<b>Fiction Invention:</b> <b>World's Worst Pets</b>
 <p>Genre: Setting description</p> <p>Children to create their own food based setting description.</p>	 <p>Genre: Suspense</p> <p>Children to continue the narrative from when she stops at the grave.</p>	 <p>Genre: Graphic Novel</p> <p>Children to create a short Graphic Novel based on Ra.</p>	 <p>Genre: Traditional stories with a plot twist</p> <p>Children to use a traditional tale which</p>	 <p>Genre: Myths and Legends</p> <p>Children to extend part of the film.</p>	 <p>Genre: Humour</p> <p>Children to create their World's worst pet and write the introduction to a story about their pet.</p>

			is set in Ancient Egypt (topic link)		
<p><b>Non-fiction: Diary of a Killer Cat</b></p>  <p>Genre: Recount</p> <p><b>Model Text:</b></p> <p>Audience: Miss Albrow's cat</p> <p>Purpose: To write a diary entry as Belle</p> <p>Hook: Miss Albrow's Cat!</p> <p><b>Toolkit:</b></p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> person</li> <li>• Written in past tense.</li> <li>• <b>Present perfect form of verbs.</b></li> </ul>	<p><b>Non-fiction: Great Paper Caper</b></p>  <p>Genre: Discussion</p> <p><b>Model Text:</b></p> <p>Audience: Police officers investigating the trees disappearing</p> <p>Purpose: Is the bear guilty?</p> <p>Hook: Court room drama</p> <p><b>Toolkit:</b></p> <ul style="list-style-type: none"> <li>• Logical order with an introduction and conclusion.</li> </ul>	<p><b>Non-fiction: How to Catch a Star</b></p>  <p>Genre: Explanation</p> <p><b>Model Text:</b></p> <p>Audience: Alien's from another world</p> <p>Purpose: To explain how to catch a star to power up their rocket so the aliens can return home.</p> <p>Hook: To design a star catching machine</p> <p><b>Toolkit:</b></p>	<p><b>Non-fiction: Jumangi</b></p>  <p>Genre: Instructions</p> <p>Model Text: How to play Jumangi</p> <p>Audience: People who will play your game</p> <p>Purpose: To teach people how to play your game – with a warning!</p> <p>Hook: To make a game in the style of Jumangi and leave instructions for it</p> <p><b>Toolkit:</b></p>	<p><b>Non-fiction: Counting on Katherine</b></p>  <p>Genre: Information</p> <p><b>Model Text:</b> NASA's best kept secret</p> <p>Audience: People who do not know about Katherine Johnson</p> <p>Purpose: To create more awareness of hidden figures of history</p> <p>Hook: Working for NASA</p> <p><b>Toolkit:</b></p>	<p><b>Non-fiction: Selling Greek urns</b></p>  <p>Genre: Persuasive</p> <p><b>Model Text:</b></p> <p>Audience: Adults who will buy their products</p> <p>Purpose: Children to sell their Greek Urns/ other products to their parents.</p> <p>Hook: Creating a Greek marketplace</p> <p><b>Toolkit:</b></p> <ul style="list-style-type: none"> <li>• Closing statement that repeats and</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Word families based on common words.</b></li> <li>• <b>Conjunctions to express time, place and cause e.g when, before, after, while, so and because</b></li> <li>• <b>Adverbs to express time e.g then, next and soon</b></li> </ul>	<ul style="list-style-type: none"> <li>• All sides or the discussion are shown and balanced.</li> <li>• <b>Conjunctions which express time, place and cause e.g when, before, after, while, so and because</b></li> <li>• Point, evidence, comment to explain key points.</li> <li>• <b>Present perfect form of verbs</b></li> <li>• <b>A and an are used correctly</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Organised using headings and sub-headings</b></li> <li>• Paragraphs begin with topic sentences</li> <li>• <b>Conjunctions to express cause e.g while, so and because</b></li> <li>• Questions to form titles and/or introductions.</li> <li>• <b>Form nouns using a range of prefixes</b></li> <li>• <b>A and an are used correctly</b></li> </ul>	<ul style="list-style-type: none"> <li>• Begin by stating the desired outcome or goal and end with a conclusion which includes a final statement</li> <li>• Use lists and bullet points</li> <li>• <b>Headings and sub-headings to organise writing</b></li> <li>• Imperative verbs</li> <li>• <b>Adverbs to express time e.g then, next, soon</b></li> <li>• Command sentences</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Word families based on common meaning</b></li> <li>• Written in 3<sup>rd</sup> person.</li> <li>• <b>Organised using headings and sub-headings.</b></li> <li>• <b>Conjunctions to express time, place and cause e.g when, before, after, while, so and because</b></li> <li>• <b>Prepositions to express time e.g before, after, during, in and because of</b></li> <li>• Rhetorical questions.</li> </ul>	<p>reinforces the original desire of the text.</p> <ul style="list-style-type: none"> <li>• <b>Formation of nouns using a range of prefixes</b></li> <li>• <b>Paragraphs begin with a topic sentence.</b></li> <li>• <b>Emotive language</b></li> <li>• Formal and informal vocabulary choices – Year 4 preparation</li> <li>• Rhetorical questions.</li> </ul>
<p><b>Non-Fiction Vocabulary</b></p>	<p><b>Non-Fiction Vocabulary</b></p>	<p><b>Non-Fiction Vocabulary</b></p>	<p><b>Non-Fiction Vocabulary</b> Obey, declared, consequences, unleashed, during and completion</p>	<p><b>Non-Fiction Vocabulary</b> Contribution, passion, policies, crucial, recognition and enthusiasm</p>	<p><b>Non-Fiction Vocabulary</b></p>

<p><b>Non-Fiction Invention</b> The day the crayons quit</p>  <p>Genre: Recount</p> <p>To write a letter from one of their toys explaining why they have quit.</p>	<p><b>Non-Fiction Invention</b> Should the naughty elf be punished?</p>  <p>Genre: Discussion</p> <p>Children to explore if the elf on the shelf should be punished for his naughty antics in the classroom.</p>	<p><b>Non-Fiction Invention</b> The Lost Book of Adventure</p>  <p>Genre: Explanation</p> <p>Children to create a new land they have discovered and explain what is there, how they got there and what they have discovered.</p>	<p><b>Non-Fiction Invention</b> How to look after baby Yoda</p>  <p>Genre: Instructions</p> <p>How to care for Baby Yoda/Grugu</p>	<p><b>Non-Fiction Invention</b> Queen Elizabeth (Jubilee)</p>  <p>Genre: Information</p> <p>Children to write an information text about Queen Elizabeth for the Jubilee week.</p>	<p><b>Non-Fiction Invention</b> Creams end of year treat</p>  <p>Genre: Persuasive</p> <p>To write a persuasive letter to Mr Gale to persuade him to let Year 3 visit/order Creams</p>
<p><b>Poetry</b></p> <p><b>Nonsense Poems</b></p> <p>Text: The Uncertainty of the Poet</p>	<p><b>Poetry</b></p> <p><b>Shape Poems</b></p> <p>Text:</p>	<p><b>Poetry</b></p> <p><b>Haiku</b></p> <p>Text:</p>	<p><b>Poetry</b></p> <p><b>List Poems</b></p> <p>Text: Tips for the new boy by Rachel Rooney</p>	<p><b>Poetry</b></p> <p><b>Humour Poetry</b></p> <p>Text: AF Harold</p>	<p><b>Poetry</b></p> <p><b>Clerihews</b></p> <p>Text:</p>
<p><b>Cross-Curricular Opportunities</b></p> <p>Topic : The Stone Age</p>	<p><b>Cross-Curricular Opportunities</b></p>	<p><b>Cross-Curricular Opportunities</b></p> <p>Topic : Ancient Egypt</p>	<p><b>Cross-Curricular Opportunities</b></p> <p>Topic : Ancient Egypt</p>	<p><b>Cross-Curricular Opportunities</b></p>	<p><b>Cross-Curricular Opportunities</b></p>

<b>Book Links:</b>	<b>Topic : The Stone Age</b>	<b>Book Links:</b>	<b>Book Links:</b>	<b>Topic : Ancient Greeks</b>	<b>Topic : Ancient Greeks</b>
<b>Writing:</b>	<b>Book Links:</b>	<b>Writing:</b>	<b>Writing:</b>	<b>Book Links:</b>	<b>Book Links:</b>
	<b>Writing:</b>			<b>Writing:</b>	<b>Writing:</b>