

	Autumn term		Spring term		Summer term	
	Chapter book	Chapter book	Chapter book	Other e.g. Picture book / play / short story	Chapter book / picture book	Chapter book
Book choice	<i>The Enormous Crocodile</i> Roald Dahl (2-3 weeks)	<i>Planet Omar</i> Zanib Mian (Class book) <i>A Christmas Carol</i> Usborne Young Reading	<i>The Iron Man</i> Ted Hughes (3 weeks)	<i>Stone Age Boy</i> Satoshi Kitamura (1 weeks) <i>How to Wash a Woolly Mammoth</i> Michelle Robinson	<i>Romans on the Rampage</i> Jeremy Strong (3 weeks) <i>Escape from Pompeii</i> Christina Balit	<i>Fantastic Mr Fox</i> Roald Dahl (Class book)
Narrative focus	Traditional Tales – Fables (3 weeks)	Writing and performing a play (2 weeks)	Narrative – “Triumph of good over evil” (3 weeks)		Narrative - Adventure Stories (3 weeks)	
Brief	Children study and consider the authorial intent and purpose of fables, exploring how these stories use animal characters and clear morals to convey messages. In their own narratives, children create settings, characters, and a plot, drawing on their reading of classic fables to inform their structure and ideas. The focus of their writing is on description, with explicit teaching and application of expanded noun phrases (e.g. “the sly, silver fox” or “the dark, tangled forest”) to add detail and interest to their settings and characters. Throughout the unit, children reflect on how authors use language to shape meaning and work towards writing their own fable with a clear moral.	Children will read and create play scripts linked to A Christmas Carol, developing an understanding of dramatic conventions such as dialogue, stage directions and character cues. They will rehearse and perform their scripts, focusing on intonation, tone, volume and movement to convey meaning effectively. Grammar objectives include accurate punctuation for dialogue and the use of adverbials to indicate action and expression. The unit will culminate in a performance, allowing children to demonstrate confidence and clarity in spoken language.	Children will read stories and extracts with the theme of good triumphing over evil, exploring how authors create tension and resolution. They will begin to understand how written language differs from spoken language and discuss words and phrases that capture the reader’s interest and imagination. In their own narratives, children will develop settings, characters and a coherent plot that reflects the theme, using descriptive detail and varied sentence structures to engage the reader. Grammar focus will include fronted adverbials, expanded noun phrases and dialogue punctuation to bring characters and action to life.		Children will write an adventure narrative linked to the topic of Romans, inspired by texts such as Romans on the Rampage and Escape from Pompeii. They will identify common themes and conventions of adventure stories, including suspense, action and dramatic turning points. Building on earlier narrative units, children will organise paragraphs around a theme, using suspense to decide where to start or end a paragraph for maximum impact. They will apply previously taught grammar skills, including conjunctions, adverbs and prepositions to express time and cause, as well as fronted adverbials and expanded noun phrases for detail. Dialogue will be used to advance the action and reveal character, with accurate punctuation. The unit will encourage children to draw on descriptive techniques and structural features learned in earlier stories to create a coherent, engaging plot that reflects the historical setting.	
Non-fiction focus	Explanation (3 weeks)	Recount (3 weeks)	Instructions (3 weeks)	Persuasion (3 weeks)	Recount (3 weeks)	
Brief	In this unit, pupils explore how to write clear, engaging explanation texts about the human skeleton. They will study model texts to identify key features such as	In this unit, the children will write a non-chronological report about coal mining in the Black Country. They will build on and apply their knowledge from History lessons, as	Children study instructions and the linguistic/stylistic and organisational features primarily used. Children then write their own set of instructions, focusing on audience	Children should discuss words and phrases that capture the reader’s interest and imagination, specific to the genre of persuasion. They will read examples of written persuasion	Through reading children will identify the sequence of main events used for coherence. They will clearly group ideas by organising paragraphs around a theme and	

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	headings, diagrams, and cause-and-effect language. Through structured talk and short writing tasks, children develop skills in organising ideas into logical paragraphs, using precise vocabulary and expanded noun phrases for clarity. Oracy activities support verbal rehearsal before writing. The unit culminates in a polished explanation report, complete with labelled diagrams, which will be shared with an audience.	well as their educational visit to The Black Country Museum. The children will consider how organising paragraphs are arranged around a theme, focusing on the history, working conditions and lives of miners.	and purpose based upon the book <i>How to Wash a Woolly Mammoth</i> by Michelle Robinson. Subsequent detail can be found in the non-fiction progression grids documents.	before writing persuasion based on the geography topic of Wales. Subsequent detail can be found in the non-fiction progression grids documents.	begin to write third person recounts about a trip Wroxeter. Texts to be sent to English Heritage e.g. letters, choosing nouns or pronouns appropriately for clarity and cohesion. Subsequent detail can be found in the non-fiction progression grids documents.
Poetry	Limericks (1 week)	Structure – Haiku, tanka, kennings (1 week)		Rehearse poems learnt by heart (1 week)	
Brief	Children will read and subsequently write a funny limerick shared with the year group. Children read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Linked to the Animals and Living things Science topic, children will explore the structure of either haikus, tankas or kennings and create one of their own, focusing on specific use of language/organisational features to create the desired effect		Expose children to different types of poems with discussion of likes and dislikes. Show children videos of poetry being read out loud, how does it make them feel? Discuss ways children can read poem out loud focusing on intonation. Link to presentation skills. Children to have opportunities to learn poems and rehearse in small groups.	

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Autumn 1 (8 w)	Autumn 2 (7 w)	Spring 1 (6 w)	Spring 2 (5 w)	Summer 1 (6 w)	Summer 2 (7 w)
Enormous Crocodile PORTAL (2.5 weeks)	Information texts (Coal Mining) PORTAL (3 weeks)	Iron Man (S-CAT Unit) PORTAL (3 weeks)	Stone Age Boy PORTAL (2 weeks)	Roman Book Focus (Chariot Story) PORTAL (3 weeks)	Recount (Wroxeter) (3 weeks)
Traditional Tales (Fables) PORTAL (2 weeks)	Play Scripts PORTAL (2 weeks)	Persuasion (Leaflets) PORTAL (2 weeks)	Instruction-Writing (How to Wash a Woolly Mammoth – S- CAT Unit) (3 weeks)	Adventure Stories PORTAL (3 weeks)	Good vs Evil PORTAL (3 weeks)
Explanation (Human Body) (3 weeks)	Limericks (Xmas?) (1 week)	Haiku PORTAL (1 week)			Rehearse Poetry (1 week)



Narrative



Non-Fiction



Poetry



Book Focus