

# English Long Term Plan



## QUEENSMEAD PRIMARY ACADEMY

Year group: 3	Class: SK/ZD	Term: Autumn 2024 – Knowing Me, Knowing You, Black History Playing with Forces		Number of Weeks: 16
Date	Spelling Focus	Text Type	Purpose	Text
26 <sup>th</sup> Aug 4 days	KS1 SATS QLA: adding est to one syllable words ending in single consonant after single vowel, e.g. biggest, dimmest, fattest, fittest, glummost, grimmest, hottest, maddest, reddest, saddest, thinnest, wettest.	Narrative - retell	To entertain	Texts by class authors: Satoshi Kitamura and Zanna Davidson
2 <sup>nd</sup> Sept	KS1 SATS QLA: new consonant spelling ph, e.g. phonics, dolphin, alphabet, elephant, phantom, photograph, phone.	Narrative -retell	To entertain	Texts by class authors: Satoshi Kitamura and Zanna Davidson
9 <sup>th</sup> Sept	KS1 SATS QLA: new consonant spelling wh, e.g. whack, when, where, which, while, wheel, whisper.	Narrative -retell	To entertain	Texts by class authors: Satoshi Kitamura and Zanna Davidson
16 <sup>th</sup> Sept	KS1 SATS QLA: trigraph tch, e.g. catch, hatch, watch, fetch, kitchen, notch, hutch, snatch, witch, stretch, match.	Fantasy – character and setting description	<ul style="list-style-type: none"> <li>To entertain</li> <li>To fuel imagination</li> <li>To describe characters and settings</li> </ul>	The Tear Thief by Carol Ann Duffy
23 <sup>rd</sup> Sept	KS1 SATS QLA: common exception words, e.g. beautiful, pretty, floor, because, behind, climb, cold, great, every, even.	Fantasy – innovation using ‘explode the moment’	<ul style="list-style-type: none"> <li>To entertain</li> <li>To fuel imagination</li> <li>To describe characters and settings</li> </ul>	The Tear Thief by Carol Ann Duffy
30 <sup>th</sup> Sept	KS1 SATS QLA: dg and dge at end, e.g. fudge, edge, sledge, hedge, dodge, badge, cage, rage, huge, plunge, change, strange.	Description (non-fiction)	<ul style="list-style-type: none"> <li>To give a detailed account of someone.</li> <li>Events are coherently sequenced</li> </ul>	Planting the trees of Kenya by Claire Nivola Wangari Maathai by Frank Prevot Wangari’s Trees of Peace by Jeanette Winter Mama Mita by Donna Jo Napoli

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7 <sup>th</sup> Oct	KS1 SATS QLA: el sound spelt al, e.g. usual, medal, royal, final, trial, vital, loyal, total, local, metal	Description (non-fiction)	<ul style="list-style-type: none"> <li>To give a detailed account of someone.</li> <li>Events are coherently sequenced</li> </ul>	Planting the trees of Kenya by Claire Nivola Wangari Maathai by Frank Prevot Wangari's Trees of Peace by Jeanette Winter Mama Mita by Donna Jo Napoli
14 <sup>th</sup> Oct	PIXL Assessment Week			
<b>HALF TERM</b>				
28 <sup>th</sup> Oct	Suffixes – ment, ness, ful	Descriptive Instructions	<ul style="list-style-type: none"> <li>To ensure something is done correctly.</li> <li>To use subheadings</li> </ul>	How to Wash a Woolly Mammoth by Michelle Robinson
4 <sup>th</sup> Nov	Suffixes – ment, ness, ful	Descriptive Instructions including a description of their own dragon	<ul style="list-style-type: none"> <li>To ensure something is done correctly.</li> <li>To use subheadings</li> </ul>	How to Train your Dragon by Cressida Cowell
11 <sup>th</sup> Nov	The ee sound spelt ey	Descriptive Instructions - how to take care of a dragon	<ul style="list-style-type: none"> <li>To ensure something is done correctly.</li> <li>To use subheadings</li> </ul>	How to Train your Dragon by Cressida Cowell
18 <sup>th</sup> Nov	Adding s and es to words to make plurals	Adventure – description of island setting and main character	<ul style="list-style-type: none"> <li>To describe settings and characters</li> </ul>	How to Train your Dragon by Cressida Cowell
25 <sup>th</sup> Nov	Adding s/es to nouns and verbs ending in y	Adventure – innovation using 'explode the moment'	<ul style="list-style-type: none"> <li>To describe settings and characters</li> <li>To sequence events coherently</li> </ul>	How to Train your Dragon by Cressida Cowell
2 <sup>nd</sup> Dec	Possessive apostrophes with plural words	Adventure – innovation using 'explode the moment'	<ul style="list-style-type: none"> <li>To describe settings and characters</li> <li>To sequence events coherently</li> </ul>	How to Train your Dragon by Cressida Cowell

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9 <sup>th</sup> Dec	Y3/4 Word list	Poems by a famous poet	<ul style="list-style-type: none"> <li>To entertain</li> <li>To make people laugh</li> </ul>	Michael Rosen
16 <sup>th</sup> Dec 4 days	Homophones and near-homophones	Poems by a famous poet	<ul style="list-style-type: none"> <li>To entertain</li> <li>To make people laugh</li> </ul>	Michael Rosen
<b>Year group: 3</b>	<b>Class: SK/ZD</b>	<b>Term: Spring 2025 – Tomb Raiders Colourful Cultures – Western Africa</b>		<b>Number of Weeks: 13</b>
<b>Date</b>	<b>Spelling focus</b>	<b>Text Type</b>	<b>Purpose</b>	<b>Text</b>
6 <sup>th</sup> Jan 4 days	The i sound spelt y elsewhere that at the end of words, e.g. myth	Traditional Tales with a Twist - recount	<ul style="list-style-type: none"> <li>To retell events in order</li> <li>To give a detailed account</li> </ul>	The True Story of the Three Little Pigs by Jon Scieszka
13 <sup>th</sup> Jan	The suffix ly	Traditional Tales with a Twist - recount	<ul style="list-style-type: none"> <li>To retell events in order</li> <li>To give a detailed account</li> </ul>	The True Story of the Three Little Pigs by Jon Scieszka
20 <sup>th</sup> Jan	The suffix ly	Traditional Tales with a Twist	<ul style="list-style-type: none"> <li>To retell events in order</li> <li>To describe characters</li> </ul>	Jack and the Baked Bean Stalk by Colin Stimpson
27 <sup>th</sup> Jan	Adding suffixes beginning with vowel letters to words of more than one syllable	Traditional Tales with a Twist – innovate ending Jack and the Golden Pyramid	<ul style="list-style-type: none"> <li>To sequence events coherently</li> <li>To describe settings and characters</li> <li>To use dialogue</li> </ul>	Jack and the Baked Bean Stalk by Colin Stimpson
3 <sup>rd</sup> Feb	Adding suffixes beginning with vowel letters to words of more than one syllable	Traditional Tales with a Twist – innovate ending Jack and the Golden Pyramid	<ul style="list-style-type: none"> <li>To sequence events coherently</li> <li>To describe settings and characters</li> <li>To use dialogue</li> </ul>	Jack and the Baked Bean Stalk by Colin Stimpson
10 <sup>th</sup> Feb	PIXL Assessment Week			
<b>HALF TERM</b>				
24 <sup>th</sup> Feb 4 days	Homophones and near-homophones	Narrative – fables innovation	<ul style="list-style-type: none"> <li>To give a lesson or warning.</li> <li>To describe settings and characters</li> </ul>	Tinga Tinga Tales by Claudia Lloyd

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			<ul style="list-style-type: none"> <li>To use dialogue</li> </ul>	
3 <sup>rd</sup> Mar	Homophones and near-homophones	Narrative – fables innovation	<ul style="list-style-type: none"> <li>To give a lesson or warning.</li> <li>To describe settings and characters</li> <li>To use dialogue</li> </ul>	Tinga Tinga Tales by Claudia Lloyd
10 <sup>th</sup> Mar	Prefixes – dis	Narrative – fables innovation	<ul style="list-style-type: none"> <li>To give a lesson or warning.</li> <li>To describe settings and characters</li> <li>To use dialogue</li> </ul>	Tinga Tinga Tales by Claudia Lloyd
17 <sup>th</sup> Mar	Prefixes – mis	Stories from other Cultures – diary recount	<ul style="list-style-type: none"> <li>To sequence events coherently</li> <li>To describe thoughts and feelings</li> </ul>	Mufaro's Beautiful Daughters: An African Tale by John Steptoe
24 <sup>th</sup> Mar	Prefixes – in	Stories from other Cultures – diary recount	<ul style="list-style-type: none"> <li>To sequence events coherently</li> <li>To describe thoughts and feelings</li> </ul>	Mufaro's Beautiful Daughters: An African Tale by John Steptoe
31 <sup>st</sup> Mar	Prefixes – re	Performance Poetry	<ul style="list-style-type: none"> <li>To perform</li> <li>To pass on traditional culture</li> </ul>	Akimbo and the Elephants by Alexander McCall Smith
7 <sup>th</sup> Apr	Y3/4 Word list though although thought through	Performance Poetry	<ul style="list-style-type: none"> <li>To perform</li> <li>To pass on traditional culture</li> </ul>	Akimbo and the Elephants by Alexander McCall Smith
<b>Year group: 3</b>	<b>Class: SK/ZD</b>	<b>Term: Summer 2025 – Rainforest Rhythms Under Our Feet</b>		<b>Number of Weeks: 10</b>
<b>Date</b>	<b>Spelling Focus</b>	<b>Genre/Text Type</b>	<b>Purpose</b>	<b>Text</b>
28 <sup>th</sup> Apr	Y3/4 Word list	Stories with Issues – setting and character description	<ul style="list-style-type: none"> <li>To explore an issue</li> <li>To describe settings and characters</li> <li>To use dialogue</li> </ul>	The Great Kapok Tree by Lynne Cherry In the Forest by Anouck Boisrobert

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5 <sup>th</sup> May 4 days	Words with ending sure	Stories with Issues – retell from animals’ perspective	<ul style="list-style-type: none"> <li>To explore an issue</li> <li>To describe settings and characters</li> <li>To use dialogue</li> </ul>	The Great Kapok Tree by Lynne Cherry In the Forest by Anouck Boisrobert
12 <sup>th</sup> May	Words with ending ture	Persuasion – letter	<ul style="list-style-type: none"> <li>To change the reader’s opinion</li> </ul>	The Great Kapok Tree by Lynne Cherry In the Forest by Anouck Boisrobert
19 <sup>th</sup> May	Words with ending sion	Persuasion – letter	<ul style="list-style-type: none"> <li>To change the reader’s opinion</li> </ul>	The Great Kapok Tree by Lynne Cherry In the Forest by Anouck Boisrobert
<b>HALF TERM</b>				
2 <sup>nd</sup> Jun	Words with ending sion	Information – Beacon Hill leaflet	<ul style="list-style-type: none"> <li>To provide detailed information</li> <li>To use subheadings</li> </ul>	Street Beneath Our Feet by Charlotte Guillain and Yuval Zommer
9 <sup>th</sup> Jun	PIXL Assessment Week			
16 <sup>th</sup> Jun	Words ending with ation	Non-chronological report	<ul style="list-style-type: none"> <li>To provide detailed information</li> <li>To use subheadings</li> </ul>	Street Beneath Our Feet by Charlotte Guillain and Yuval Zommer
23 <sup>rd</sup> Jun	Word with ay sound spelt eigh, ei, ey	Non-chronological report	<ul style="list-style-type: none"> <li>To provide detailed information</li> <li>To use subheadings</li> </ul>	Street Beneath Our Feet by Charlotte Guillain and Yuval Zommer
30 <sup>th</sup> Jun	Homophones and near-homophones	Explanation	<ul style="list-style-type: none"> <li>To explain how something works</li> <li>To use technical vocabulary</li> </ul>	Street Beneath Our Feet by Charlotte Guillain and Yuval Zommer
7 <sup>th</sup> Jul 4 days	Y3/4 Word list	Explanation	<ul style="list-style-type: none"> <li>To explain how something works</li> <li>To use technical vocabulary</li> </ul>	Street Beneath Our Feet by Charlotte Guillain and Yuval Zommer