



Elmore Green Primary School
Literacy Medium Term Plan
2015-2016

Year 3		AUTUMN					
Planning, Evaluating and Editing		Grammar, Vocabulary and Punctuation					
		Word Structure	Sentence Structure	Text Structure	Punctuation		
Objectives	<ul style="list-style-type: none"> • Compose and rehearse sentences orally progressively building vocabulary and a range of sentence structures • Plan vocabulary with which to create settings characters and plot in narrative forms • Plan to use paragraphs by grouping relevant information • Assess and discuss the effectiveness of their own writing and suggest improvements • To use correct grammar terminology when discussing their writing • Proof read their writing for spelling and punctuation errors • To implement changes to grammar and vocabulary to improve their writing 	<ul style="list-style-type: none"> • Begin to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Sometimes use the past perfect verb form rather than past tense (eg. Generally used to detail events in the past where the outcome is known - she has downloaded) • To expand their range of vocabulary (words age-appropriate for spelling, subject-specific linked to topics/themes) • Construct similes using 'like' or 'as' 	<ul style="list-style-type: none"> • Begin to extend the range of sentences with more than one clause, by using a wider range of conjunctions • Use a range of sentence structures and forms appropriately (simple, compound and some complex, as well as statements, questions, exclamations and commands) • Use a pattern of 3 for description (list Sentence and can also be added) • 	<ul style="list-style-type: none"> • In non-fiction, use simple organisational devices (eg. Paragraph headings) • In narrative, create basic characters, settings and plot (using description and conjunctions appropriate to Year 3 - including beginning with dialogue) • Attempt to use a 'hook' to draw the reader in - using action, dialogue or description to do so. • 	Review Year 2 Commas in lists, Apostrophes to mark omission, <ul style="list-style-type: none"> • Inverted commas for direct speech 		
	Review Year 2: As Or, If, Because, Until, When, That		Terminology	Preposition, Conjunction, Word Family, Prefix, Clause, Subordinate clause, Direct Speech, Consonant, Vowel, Inverted commas/speech marks, - Paragraph, Dialogue, Heading, Sub-heading, Prepositional Phrase	Range of Genre	<ul style="list-style-type: none"> • Narrative - Fantasy • Journalistic Recount • Recount - Diary • 	Identified Texts
	Although						
	After						
	Unless						
	However						
	Without warning						
	Therefore						
Whenever							
While							



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Year 3		SPRING					
	Planning, Evaluating and Editing	Grammar, Vocabulary and Punctuation					
		Word Structure	Sentence Structure	Text Structure	Punctuation		
Objectives	<ul style="list-style-type: none"> Compose and rehearse sentences orally progressively building vocabulary and a range of sentence structures Plan vocabulary with which to create settings characters and plot in narrative forms Plan to use paragraphs by grouping relevant information Assess and discuss the effectiveness of their own writing and suggest improvements To use correct grammar terminology when discussing their writing Proof read their writing for spelling and punctuation errors To implement changes to grammar and vocabulary to improve their writing 	<ul style="list-style-type: none"> To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition To use the past perfect verb form rather than past tense (eg. Generally used to detail events in the past where the outcome is known - she has downloaded) Construct similes using 'like' or 'as' 	<ul style="list-style-type: none"> Use a range of sentence structures and forms appropriately (simple, compound and some complex, as well as statements, questions, exclamations and commands) Use a pattern of 3 for description (list Sentence and can also be added) Experiment with a greater range of adverbials- including fronted adverbials (Suddenly she stopped, he was fine yesterday - Action person sentence) To consistently use expanded noun phrases incorporating modifying adjectives and nouns (the beautiful, blue, butterfly with fluttery, colourful wings - 2A sentence) 	<ul style="list-style-type: none"> To begin to use paragraphs and understand that they should be organised around a theme 	Review Year 2 Apostrophes for singular possession (the girl's name) <ul style="list-style-type: none"> Inverted commas for direct speech Commas for fronted adverbials (Y4) 		
	Review Year 2: As Or, If, Because, Until, When, That		Terminology	Preposition, Conjunction, Word Family, Prefix, Clause, Subordinate clause, Direct Speech, Consonant, Vowel, Inverted commas/speech marks, - Paragraph, Dialogue, Heading, Sub-heading, Prepositional Phrase	Range of Genres	<ul style="list-style-type: none"> Non-chronological report Narrative (cultural setting, fable/story with a moral/lesson Information texts 	Identified Texts
	Although						
	After						
	Unless						
	However						
	Without warning						
	Therefore						
Whenever							
While							

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Year 3		SUMMER				
	Planning, Evaluating and Editing	Grammar, Vocabulary and Punctuation				
		Word Structure	Sentence Structure	Text Structure	Punctuation	
Objectives	<ul style="list-style-type: none"> • Compose and rehearse sentences orally progressively building vocabulary and a range of sentence structures • Plan vocabulary with which to create settings characters and plot in narrative forms • Plan to use paragraphs by grouping relevant information • Assess and discuss the effectiveness of their own writing and suggest improvements • To use correct grammar terminology when discussing their writing • Proof read their writing for spelling and punctuation errors • To implement changes to grammar and vocabulary to improve their writing 	<ul style="list-style-type: none"> • To be able to use the past perfect verb form rather than past tense (eg. Generally used to detail events in the past where the outcome is known - she has downloaded) • Construct similes using 'like' or 'as' • To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • To use the features of written standard English consistently (I don't know rather than I dunno) 	<ul style="list-style-type: none"> • Experiment with a greater range of adverbials- including fronted adverbials (Suddenly she stopped, he was fine yesterday - Action person sentence) • Use a pattern of 3 for description (list Sentence and can also be added) • To consistently use expanded noun phrases incorporating modifying adjectives and nouns (the beautiful, blue, butterfly with fluttery, colourful wings - 2A sentence) 	<ul style="list-style-type: none"> • To use paragraphs and understand that they should be organised around a theme 	<ul style="list-style-type: none"> • Inverted commas for direct speech (including a comma after reporting a clause - eg. The conductor shouted, "sit down!") • Commas for fronted adverbials (Y4) 	
Conjunctions	Review Year 2: As Or, If, Because, Until, When, That Although After Unless However Without warning Therefore Whenever While	Terminology	Preposition, Conjunction, Word Family, Prefix, Clause, Subordinate clause, Direct Speech, Consonant, Vowel, Inverted commas/speech marks, - Paragraph, Dialogue, Heading, Sub-heading, Prepositional Phrase	Range of Genres	<ul style="list-style-type: none"> • 	Identified Texts