

English Long Term Plan
Year 3
2026 - 2027



When planning a unit of work refer to the [CLIC text progression documents](#) and also the [National Curriculum](#) programme of study for English.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	PSHE – relationships week	Text: Proudest Blue Narrative: Fictional narrative	Narrative: Adventure narrative	Narrative: Fantasy	Narrative: Descriptive story	Non-Fiction: Fact file and Explanation texts
2	Text: Stone Age Boy Narrative: Fictional narrative	<u>Text features</u> Bridge back to Y3 narrative features taught so far.	Text: The Firework Maker's Daughter	Text: The Creakers	Text: Escape from Pompeii	Focus: The Street Beneath my Feet
3	<u>Text features</u> Bridge back to Y2 narrative features taught so far. Written in paragraphs <u>Punctuation and grammar (NC)</u> Bridge back to Y2 GPS. Commas in a list	<u>Text features</u> Bridge back to Y3 narrative features taught so far. Cohesion between paragraphs and across story from beginning to end <u>Punctuation and grammar (NC)</u> Bridge back to Y3 GPS taught so far. Direct speech using inverted commas to demarcate eg "Help!" screamed the boy. Use adverbs to build cohesion between paragraphs: <i>Later, ... Suddenly, ...</i>	<u>Text features</u> Bridge back to Y3 narrative features taught so far. Direct speech to express characters' thoughts and feelings <u>Punctuation and grammar (NC)</u> Bridge back to Y3 GPS taught so far. Use of apostrophes for contraction, singular and plural possession.	<u>Text features</u> Bridge back to Y3 narrative features taught so far. <u>Punctuation and grammar (NC)</u> Bridge back to Y3 GPS taught so far. Subordinating conjunctions (growing range)	<u>Text features</u> Bridge back to Y3 narrative features taught so far. <u>Punctuation and grammar (NC)</u> Bridge back to Y3 GPS taught so far. Co-ordinating conjunctions (growing range)	<u>Text features</u> Bridge back to Y3 information text document. Introduce each section or paragraph with a topic sentence Conclude with a fascinating fact / did you know? Glossary <u>Punctuation and grammar (NC)</u> Bridge back to Y3 narrative features taught so far. Consolidate and revise key GPS skills.
4		Text: A range of examples of persuasive leaflets Non-Fiction: Persuasive leaflets <u>Text features</u> This is the first time pupils will have written persuasively – please refer to the text progression document for an overview of text features for this genre. A main section with paragraphs that organise	Poetry: Performance Poetry Walking with my Iguana – Brian Moses <u>Spoken Language (NC)</u> Oracy focus Listen and respond Speak audibly and fluently Gain and maintain the interest of the reader Participate in performances	Non-fiction: Recount of Lowry trip <u>Text features</u> Bridge back to Y2 non-fiction recount features taught so far. Title/headline Direct speech if using eye witness quote in a newspaper article	Narrative: Fairy Tales (alternative) Text: Cinderboy <u>Text features</u> Bridge back to Y3 narrative features taught so far. <u>Punctuation and grammar (NC)</u> Bridge back to Y3 GPS taught so far.	Narrative: Historic Adventure Text: Marcy and the Riddle of the Sphinx <u>Text features</u> Bridge back to Y3 narrative features taught so far. <u>Punctuation and grammar (NC)</u>

		the content into logical sections	Non-Fiction: Chronological Reports	<u>Punctuation and grammar (NC)</u> Bridge back to relevant Y3 GPS taught so far.	Consolidate and revise direct speech.	Bridge back to Y3 GPS taught so far. Consolidate and revise key GPS skills
5	Text: How to wash a woolly mammoth		Focus: Ancient Civilisations	<u>Text features</u> Bridge back to Y2 information text document.		
6	Non-Fiction: Instructional <u>Text features</u> Bridge back to Y2 instructional text features Title and introduction that captures the reader's interest 2 step instructions – using conjunctions <u>Punctuation and grammar (NC)</u> Bridge back to Y2 GPS – including a range of sentence types. Co-ordinating conjunctions (growing range) Prepositions	Express cause through use of conjunctions (<i>because, as, since, so</i>) Language of comparison through use of conjunctions (<i>but, while, although</i>) e.g. <i>While some people think...</i> Rhetorical question	Introduction that captures the reader's interest and defines the subject Simple sub-headings – could use a question as a sub-heading Cohesion between paragraphs and across text from beginning to end <u>Punctuation and grammar (NC)</u> Bridge back to relevant Y3 GPS taught so far. Adverbs which describe how, when and where the action happens	<u>Punctuation and grammar (NC)</u> Bridge back to relevant Y3 GPS taught so far. Cohesion between paragraphs aided by adverbials <i>At first, ... Later, ... Suddenly, ...</i> Direct speech for eyewitness quotes, using inverted commas to demarcate eg <i>"It was terrible!" said a man at the scene.</i>		
7						Poetry: Volcano based Free verse poems • Similes • Word choice
8	Poetry: Animal based Descriptive poems • Word choice • Alliteration • Onomatopoeia					