

Core Curriculum: English

Long Term Plan: English Key Stage 2 / Year 3



English: Spoken Language

Spoken Language Overall

Pupils in Year 3 are taught to speak fluently and to listen carefully so that they can communicate their ideas and emotions to others. They are taught the linguistic conventions for speaking appropriately in different situations: how I speak with my teacher; how I speak with my friends; how I always aim to speak with respect and consideration of others at all times. During reading and writing lessons we discuss, debate, demonstrate, explain and make formal presentations about our reading and writing so that pupils develop a strong command of the spoken word and are confident to speak up and articulate their viewpoints. The spoken language is a focus in all subject areas and staff are expected to model it appropriately and teach the conventions for discussion and debate. Drama is used for role play, improvisation, script writing and performance to a range of audiences.

English: Reading

Reading Overall

Pupils in Year 2 are taught to read through a combination of strategies that include, reading for enjoyment, whole class guided reading and for focus pupils, one to one supported reading with a member of staff. Phonics is taught as a discrete subject for those pupils who need to consolidate their phonics learning from Year 1. We encourage and expect pupils to read at home five times a week. This can be a combination of pupils reading to their parents/carers and parents/carers reading to their children. All pupils have a home/school reading diary that parents are asked to sign when their child reads. These records are monitored regularly.

Reading for Enjoyment

In Year 3, pupils continue to be encouraged to develop a love of reading and this is modelled by their teachers and learning support assistants. Each day, teachers/LSAs read aloud to their class. They read stories, poems, rhymes and non-fiction to widen pupils' access to a range of literature and to inspire a love of reading. It is a quiet time set aside for teachers to read a text to their class uninterrupted and without explicit teaching.

<p>Whole Class Guided Reading</p>	<p>Year 3 guided reading is taught in whole class groups. Year 3 follows a set guided reading structure. A high-quality piece of fiction or non-fiction text is selected that challenges all pupils, some of which are from the CUSP high-quality literature list. The text selected is at a level beyond that at which pupils can read independently. Teachers explore and discuss texts with pupils, in line with the learning objectives from the National Curriculum and the reading domains. In these sessions, there is an emphasis on teachers sharing the joy of reading and enjoyment of a text, as well as teachers explicitly teaching reading skills including modelling fluency and prosody. The learning objective for the session is the same for all pupils. Pupils have access to the same text activities and levels of questioning but with differing levels of support provided depending on pupils' learning needs.</p>
<p>Independent and Supported Reading Book Banding</p>	<p>Books are organised into book bands according to their level of difficulty. Book bands are used to support pupils to access a wide variety of texts for home reading (independent and supported reading) and one to one supported reading with their teacher/LSA. Teachers refer to the colour book banding system to assign reading books to pupils at their correct level of reading. These books are age-appropriate for the child and give them access to famous and popular authors. Teachers and support staff regularly assess pupils to determine when the pupil is ready to progress to another band.</p>
<p>English: Writing</p>	
<p>Writing Narratives</p>	<p>Pupils are taught to write narratives. Narratives may be a sequence of events in chronological order or an imagined tale with flashbacks or multiple timelines. Narratives can be fiction or non-fiction and can include: recounts, story writing, traditional tales, short stories, persuasive letters, information leaflets, instruction writing, non-chronological reports, diaries, poetry and newspaper reports. Year 3 follows a set writing structure; coverage of different narratives are mapped out across the year. Each writing unit identifies the features of the narrative to be taught. Pupils are taught that effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. Each unit of writing focuses on cohesion (does the writing flow) as well as grammar, punctuation and spellings. A context for the writing is created, often linked to other subject areas, to provide a purpose and audience. All writing units start with deciding on what is the purpose and who is the audience of the text. Units of writing then follow these four stages: planning, drafting, editing and publishing.</p>

<p>Grammar and Punctuation</p>	<p>Grammar and punctuation is taught explicitly then interwoven within a related lesson task. This provides the children with an opportunity to become familiar with a new concept or revisit existing ones, as well as practising it in isolation to consolidate their learning. High quality examples of grammar and punctuation feature in writing models, which children may be exposed to at the beginning of a unit or may be shown during a shared write by the teacher. Embedding the grammar in writing gives children the opportunity to apply their new knowledge in a range of writing contexts, not just closed activities. Grammar concepts are constantly revised and added throughout the year so that children build their knowledge up securely. Grammar has a high priority in other subjects when completing written tasks. This encourages pupils to use the correct grammar in all areas and across all the subjects they learn.</p>
<p>Transcription Read, Write Inc. Spelling Programme</p>	<p>Spelling is taught explicitly through RWI Spellings in KS2. Pupils work through a rigorous course which ensures a deep understanding of spelling rules rather than encouraging rote learning of spellings. Each week, pupils learn spelling patterns and are tested on their understanding of these through the RWInc. programme. Pupils are expected to use what they have learnt in their spelling lessons in their writing. Pupils also have access to the online resource of Spelling Shed which is a fun and interactive way to learn spellings.</p>
<p>Transcription Nelson Handwriting Programme</p>	<p>Good handwriting is vital because it promotes a positive attitude towards written work and its presentation. The principle aim is for handwriting to become an instinctive practise, which enables pupils to focus on the content of their writing. In order for this to occur, handwriting is taught in ways which focus on enhancing fluency and legibility, which provide pupils with opportunities for creative expression. We use the Nelson Handwriting Scheme to teach handwriting. It provides a clear, practical framework for implementation and development to ensure continuity with regard to the teaching of handwriting in the school. The scheme provides teachers with the tools for teaching all technical aspects of writing and the flexibility to work as a whole class, group, or 1:1. Our aim at the end of Year 2 is that pupils enter Year 3 having developed a fluent, joined legible handwriting style, in line with the handwriting rules of Nelson. We aim for pupils to continue to develop the Nelson programme of handwriting throughout the lower key stage 2 years. Once mastered, pupils are able to develop their own style of joined, fluent and legible handwriting, with the support of their teacher.</p>