



YEAR 3 ANNUAL PLANNING – ENGLISH

Topics to be covered	Vocabulary, grammar and punctuation	Spelling	Comprehension	Composition	Anthology
9 th September – 25 th October	Using a dictionary Guide words Root words Nouns with prefixes	Adding suffixes beginning with vowels to words of more than one syllable The i sound spelled y The u sound spelled ou The prefixes dis- and mis-	Fiction: 'Gumdrop has a Birthday' Poetry: 'Caterpillars' Poetry: 'The Cow'	Planning a story Story settings Using dialogue	Fiction: Tiger Dead Fiction: Gumdrop has a Birthday Poetry: Caterpillars Poetry: The Cow Poetry: Twas the Night Before Christmas
4 th November – 20 th December	Word families Parts of a sentence (verbs) Parts of a sentence (nouns and adjectives) Pronouns to avoid repetition(1)	The prefixes in-, -ir-, im-, and il- The prefixes re- and inter- The prefixes sub- and super- The prefixes anti- and auto-	Non-fiction (news report): Monkey Business Fiction (traditional story): 'Thunder and Lightning' Fiction (fable): 'The Lion and the Mouse'	Story openings Characters in stories Continuing a story	Poetry: Bouncing with the Budgie Non-fiction: Monkey Business Non-fiction: Komodo Dragon on the Loose Fiction: Thunder and Lightning Greedy Anansi and His Three Cunning Plans
8 th January – 14 th February	Pronouns to avoid repetition (2) The present perfect tense Conjunctions (1)	The suffix -ation Adding the suffix -ly to words ending with y The pattern -sure as in measure	Fiction: 'The Dragon's Cold' Non-fiction (letter): Gran's New House	Paragraphs in stories Writing a rhyming poem Writing a non-rhyming poem	Fiction: The Lion and the Mouse Fiction: The Ant and the Dove Fiction: The Dragon's Cold



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	Conjunctions (2)	The endings – ture and –cher			Non-fiction: Fabulous creatures- Are they Real? Non-fiction: Gran’s New House
25 th February – 4 th April	Adverbs (1) Adverbs (2) Prepositions of place	The ending – sion The suffix –ous The endings – tion, -sion, - ssion and –cian The k sound spelled ch	Non-fiction (information text): Ants Non-fiction (poster): Fun on Bikes	Planning non-fiction Writing an information text	Non-fiction : Activity Camp Letters Non-fiction: Weird Little Monsters (1) Non-fiction: Ants Non-fiction: Weird Little monsters (2) Non-fiction: Let’s Go Camping
22 nd April – 23 rd May	A or an? Final punctuation Capital letters	The sh sound spelled ch The sound k spelled –que and the sound g spelled –gue The sound s spelled sc The sound ay spelled ei, eigh and ey	Poetry: ‘Roger the Dog’ Fiction (classic): ‘The Tale of Peter Rabbit’	Writing instructions Paragraphs in non-fiction	Non-fiction: On Holiday Non-fiction: London Zoo Leaflet Non-fiction: Fun on Bikes Poetry: Greedy Goat Poetry: Roger the Dog
2 nd June – 6 th July	Apostrophes for possession Speech marks (1) Speech marks (2)	The possessive apostrophe with plural words Homophones and near-homophones units 1-4	Fiction (classic): ‘The Owl who was afraid of the dark’ Non-fiction (information text): Funny feeders	Writing a letter Reviewing and proof reading	Fiction: Paddington and the Marmalade Maze Fiction: The Tale of Peter Rabbit Fiction: The Owl who was afraid of the dark Fiction: The hen who



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					wouldn't give up Non-fiction: Kings of the wild Funny Feeders
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Language structure	Standard English	Vocabulary/ language structure	Punctuation
Nouns Verbs Adjectives Connectives Pronouns Adverbs Prepositions Articles Statements Questions Commands Clauses Phrases Subordinating connectives	Tense agreement Subject-verb agreement Double negatives Use of I and me Contractions	Word meaning Vocabulary content Synonyms Antonyms Word groups / families Prefixes Suffixes Singular and plural	Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets

2. CONTENTS

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide range of vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding of ideas.
- Being competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debates.

3. ASSESSMENT CRITERIA

Reading skills 25%

Oral skills 25 %

Writing skills 25 %

Listening skills 25%

4. ASSESSMENT TOOLS

READING AND WRITING	ORAL AND LISTENING
Various classroom tasks.	Individual and collective questions
Varying activities to evaluate each student (textbook/ photocopyable worksheets/ written tests).	Dialogue
Group work	Oral presentations
Interactive ICT activities.	Oral test
Collins workbooks	

5. METHODOLOGY

Communicative and active methodology along with class participation and demonstration. It is known that, for the learning process to take place, there are a few factors that should never be forgotten in the way we teach our students:

- Motivating and caring about your students' interests. A motivated child is a child that learns.
- Awakening your students' curiosity by letting them experience the language to communicate with others.
- Treating them as individuals and respecting the way they learn and their learning pace. Each child is different. Religion, culture, sex and opinions should be respected and accepted.

Taking these into account, we have the key to guide our students through a **meaningful learning context**, therefore all lesson plans should be structured around the following aspects:

- Linguistic and communicative aspects
- Cultural and sociocultural aspects (not just English, but the children's backgrounds as well)
- Cross-curricular aspects

It is important to give students a more **active and communicative role in their own learning process**. We as teachers should mediate and facilitate the learning. We should let them be the centre of their own learning and let them learn through experience, working on their own findings, and finally give them learning situations to work on their communicative skills at an early age. When teaching a language, we should present students with accessible "hands-on" projects, tangible and known things for them **to get engaged in the learning process**, with a focus on fluency at first rather than on accuracy, as a comprehensive knowledge of the language comes with practice and time. Yet it is important to take into consideration what type of students we are dealing with - what is good for one group of students might not work for another.

6. LEARNING STRATEGIES AND TOOLS

- Textbooks: there are four, one-hour lessons of English per week at Key Stage 1 in year 1. They are set out as follows: Day 1: Spelling, Day 2: Vocabulary, grammar and punctuation, Day 3: Comprehension, Day 4: Alternating composition, anthology, reading – book reviews, class reader and develop pleasure for reading.
- We will be using manipulatives as well as online games and interactive videos.
- We will have a loan system and book exchange every week.



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- We will be taking spelling tests from one week to the next.