

English Medium Term Plan Year 3 Narratives.

2021-2022

Text Type:	<u>Fables</u>	<u>Dialogue and Stage Plays</u>	<u>Traditional Tales</u>	<u>Adventure Stories</u>
Suggested Texts	<p>The Orchard Book of Aesop's Fables by Michael Morpurgo. Aesop's Fables by Beverley Naidoo The Dragon machine by Helen Ward The Great Kapok Tree by Lynne Cherry</p>	<p>The Girl and the Snake and other short plays by Renata Allen Comic strips. Range of fiction books to explore dialogue.</p>	<p>The Stinky Cheese Man The True Story of the Three Little Pigs The Iron Man Jim and the Beanstalk Mixed up Fairy Tales The Boy and the Tiger</p>	<p>Born to Run The snow Dragon Flat Stanley The Green Ship It was a Dark and Stormy Night Fantastic Mr Fox Charlie Small Tuesday</p>
Writing Outcome Suggestion	<p>Write a new fable to convey a moral / tale. Can focus character's emotions or re-write from a different perspective.</p>	<p>Read, write and perform free verse. Write and perform a play, based on a familiar story.</p>	<p>Write a traditional tale from a key characters perspective or with events / themes / conventions altered.</p>	<p>Retelling an event that was ordinary and change into something with high-impact structures to make an adventure e.g. change your journey to school to an adventure story.</p>
Grammar	<p>Paragraphs to order information Using a or an correctly Fronted Adverbials Noun Phrases</p>	<p>Conjunctions [for example, when, before, after, while, so, because] Reported speech Prepositions</p>	<p>Paragraphs to order information Adverbials of time and place Wider range of conjunctions Adverbs for detail (grumpily)</p>	<p>Powerful verbs Perfect form of tense Adverbs for detail (grumpily) Consistent use of person (Use of I or He)</p>
Punctuation	<p>Commas after fronted adverbials Commas for lists</p>	<p>Colons to indicate character dialogue. Brackets for stage directions Questions, commands and exclamations.</p>	<p>Commas to indicate possession Inverted commas for speech</p>	<p>Inverted commas for speech Questions, commands and exclamations. Commas to mark clauses (Fronted adverbials etc.)</p>

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<p>Text level features</p> <p>Knowledge</p>	<ul style="list-style-type: none"> • Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box • Select, generate and effectively use adverbs e.g. suddenly, silently, soon, eventually • Read and analyse fables in order to plan and write their own versions • Create and develop characters for a fable. • Using animals that behave as humans as main characters. • Discuss and record ideas for planning. • Writing a fable as a complete short story. • Making a fable clever or amusing. • My fable has a moral / lesson at the end. 	<ul style="list-style-type: none"> • To know how dialogue is presented in stories, e.g. through statements, questions, exclamations; how paragraphing is used to organise dialogue; • To explore how dialogue is presented in different ways in different texts. • Model and teach the punctuation rules for speech. • To be aware of the different voices in stories using dramatized readings, showing differences between the narrator and different characters used. • Begin to organise stories into paragraphs; to begin to use paragraphing in presentation of dialogues in stories. • To understand how a characters in a stage-play is directed using 'stage directions'. 	<ul style="list-style-type: none"> • Read and analyse narrative in order to plan and write their own versions. • Create and develop plots based on a model e.g. circular stories or branching stories. • Discuss and propose changes with partners and in small groups. • Use appropriate intonation, tone and volume to present their writing to a group or class. • Retelling a range of stories, including less familiar fairy stories, fables and folk tales • Sequencing and discussing the main events in stories. • Identifying and discussing themes e.g. good and evil. • Identifying and discussing conventions e.g. a hero who rescues someone. 	<ul style="list-style-type: none"> • Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Organise paragraphs around theme, use prepositions to describe settings • Plan a story using adverbs to link parts together, describe characters using expanded noun phrases • Punctuate direct speech, use dialogue to move the story e.g. 'What was that noise?' • Balance short and long sentences to create intrigue.
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	<ul style="list-style-type: none"> • Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, synonyms for said appropriate to text type. 		<ul style="list-style-type: none"> • Raising questions during the reading process • Discuss 'characterisation' for staple characters e.g. the villain, the hero, the princess etc. 	<ul style="list-style-type: none"> • Use powerful verbs, e.g. <i>run, jump, grip, grab, and struggle.</i> • Evaluate the effectiveness of own and others' writing and suggesting improvements • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns.
Spelling				
Handwriting				

English Medium Term Plan Year 3 Non-Fiction.

2021-2022

Text Type:	<u>Discussion</u>	<u>Instructions</u>	<u>Persuasive letter writing</u>	<u>Non-chronological report</u>
Suggested Texts	Linking issues to various debates in the current world. Climate change. Equality. Use of plastic. Uniform or non-uniform.	Any household goods instruction manuals. Instructions for board-games.	Rumblewick Letters: My Unwilling Witch Dear Greenpeace Dear Teacher The Jolly Postman Letters to Edward Little Wolf's Book of Badness	Whole range of options linked to topics throughout the year. Link to interests or activities the children enjoy.
Writing Outcome Suggestion	Children take a one sided argument and create points using research and evidence to present orally to the class.	Link to topic – How to make a working volcano / specific food etc. Link to Narrative / Story – How to trap an ogre / How to train a fairy. Link to PE – How to play a particular game.	Letter to Head teacher to suggest new routine / idea / investment in school. Letter to queen / famous person asking for a school visit. Letter to an organisation requesting information on a specific subject.	Write (non-comparative) non-chronological reports, independently, including the use of organisational devices to aid conciseness, such as headings, based on notes from several sources. Link to topic – report on Living Things (Science).
Grammar	Conjunctions [when, before, after, while, so, because] Main Clause and Subordinate clauses. Use of consistent tense.	Prepositions Headings and sub headings to aid presentation Range of verbs to show tense Imperative verbs	Logical connectives (This proves that, in addition to) Phrases Present perfect form of tense Questions, commands and exclamations.	Prepositional phrases. Range of conjunctions. Correct use of a or an. Relative pronouns
Punctuation	Commas for fronted adverbials (Firstly,)	Commas for lists. Commas for clarity.	Commas for clarity. Brackets for additional information.	Commas for clarity. Brackets for additional information.

English Medium Term Plan Year 3 Non-Fiction.

2021-2022

<p>Text level features</p> <p>Knowledge</p>	<ul style="list-style-type: none"> • Explore, identify and create complex sentences using a range of conjunctions. • Read and analyse discussion texts in order to plan and write their own versions • Identify and discuss the purpose, audience, language and structures of discussion texts for writing • Discuss and record ideas for planning • Generate and select from vocabulary banks e.g. technical language, appropriate to discussion • Group related material into paragraphs • Analyse and evaluate texts looking at language, structure and presentation • Identify a key idea in a paragraph. • Evaluate how specific information is 	<ul style="list-style-type: none"> • Research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions. • Orally rehearse instructions before writing them and recognising the importance of correct sequence. • Discuss the merits/limitations of particular instructions • Determine importance of layout (diagrams, pictures, headings and subheadings) and how this will be organised in the final outcome • Write for a known audience e.g. self, other pupils, adults, specified interested parties • Provide detail as appropriate • Use questions to interest the reader • Using a range of organisational devices. • Independently write instructions evaluating own and others for clarity 	<ul style="list-style-type: none"> • Explore, identify and create complex sentences using a range of conjunctions - if, so, although and demarcate with commas. • Use perfect form of verbs using have to indicate a completed action. • Read and analyse letters in order to plan and write their own. • Identify and discuss the purpose, audience, language and structures of persuasive letters. • Discuss and record ideas for planning. • Group related material into paragraphs. • Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. • Uses logical rather than temporal connectives • Use of rhetorical questions. (Do you want to get left behind in the race to be fashionable?) • Try to appear reasonable and use facts rather than emotive comments. 	<ul style="list-style-type: none"> • Write their own definitions of words, developing precision and accuracy in expression • Organise words or information alphabetically, using the first letters • Plan how you will organise the information you want to include. • Gather information from a wide range of sources and collect it under the headings you've planned. • Note-making: to edit down a sentence or passage by deleting the less important elements. • Turn notes into sentences grouping information • Summarise in writing the content of a passage. • Use description to add detail • Use questions to interest the reader • Revise and redraft to bring work to presentational standard
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	<p>organised within a discussion text.</p> <ul style="list-style-type: none"> • Develop and agree on rules for effective discussion; for example: • Generic statements are often followed by specific examples (Most vegetarians disagree. Dave Smith, a vegetarian for 20 years, finds that ...) • Generalises the participants and things it refers to using uncountable noun phrases (some people, most dogs), nouns that categorise (vehicles, pollution) and abstract nouns (power). • Text ends with a summary and a statement of recommendation or conclusion. 	<ul style="list-style-type: none"> • Re-read own writing to identify errors and to suggest alternative constructions • Include additional advice or suggested alternatives 	<ul style="list-style-type: none"> • Choose strong, positive words and phrases and avoid sounding negative. • Plan some elaboration/explanation, evidence and example(s) for each key point but avoid ending up with text that sounds like a list. 	<ul style="list-style-type: none"> • Collect and use examples of prepositional phrases to clarify physical features. • Include exploration of similes (using 'as' and 'like') and consider how these are used to specify rather than for literary effect. • Include exploration of prepositions to clarify position, for example, Ants build their mounds in sand or soil. • Often written in the third person and present tense. (They like to build their nests ... It is a cold and dangerous place to live.)
Spelling				
Handwriting				

English Medium Term Plan Year 3 Poetry

2021-2022

Text Type:	<u>Classic Poetry</u>	<u>Poetry – Themes and Structures</u>
Suggested Texts	Poems to Perform by Julia Donaldson. 101 Poems for Children by Carol Ann Duffy. The Usborne Book of Poems The Oxford Book of Children’s Poetry Old Possum’s Book of Practical Cats by T.S. Eliot. A Child’s Garden of Verses by Robert Louis Stevenson.	Dr Seuss Spooky poems by Neil Gaiman Snake Glides by Keith Bosley. The Raindrop by John Travers Moore. Word Whirls and other Shape Poems by John Foster.
Writing Outcome Suggestion	Invent new similes and experiment with word play Use powerful nouns, adjectives and verbs; experiment with alliteration	Write own examples of kennings, tankas, haikus , etc. Create own free verse poetry.
Grammar	Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Pronouns, proper nouns, common nouns Figurative language (similes)	Word families Range of conjunctions – coordinating and subordinating Powerful adjectives for imagery Figurative language (similes and alliteration)
Punctuation	Commas for lists Commas for clarity Possessive apostrophes	Commas for lists Commas for clarity Possessive apostrophes
Text level features Knowledge	<ul style="list-style-type: none"> • Use knowledge of root words to understand meanings of words. • Listen to and discuss a range of poetry. • Recognise some different forms of poetry. • Identify, discuss and collect favourite words and phrases which capture the reader’s interest and imagination. • Prepare poems to read aloud, showing understanding through intonation, tone, volume and action. • Discuss their understanding of the text. • Explain the meaning of unfamiliar words by using the context. 	<ul style="list-style-type: none"> • Explore and collect word families’ e.g. medical, medicine, medicinal, medic, paramedic, medically to extend vocabulary. • Read and analyse poetry in order to plan and write their own versions. • Analyse and evaluate texts specifically based on structure e.g. cinquain, limerick, haiku, quatrain, rap, kennings, ballads etc. • Identify and discuss the purpose, audience, structure, vocabulary and grammar of poetry. • Generate and select from vocabulary banks appropriate to text type. • Use appropriate intonation, tone and volume to present their writing to a group or class.

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	<ul style="list-style-type: none"> • Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. • Develop and agree on rules for effective discussion. • Explore and collect nouns with prefixes super, anti, auto. • Read and analyse poetry in order to plan and write their own versions. • Identify and discuss the purpose, audience, structure and vocabulary of poetry. • Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type. • Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. • Use appropriate intonation, tone and volume to present their writing to a group or class. 	<ul style="list-style-type: none"> • Recognise some different forms of poetry e.g. cinquain, limerick, haiku, quatrain, rap, kennings, ballads etc. • Prepare poems to read aloud, showing understanding through intonation, tone, volume and action. • Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. • Discuss their understanding of the text.
Spelling		
Handwriting		