

Year Group: 3 Autumn Term 1	Core Text: Orion and the Dark – Emma Yarlett The Sound Collector – Roger McGough	Topic Links: Science – Sources of light and shadows	
Unit Written Outcomes: Retell part of story with added detail and dialogue Poem based on The Sound Collector Non-chronological report on light sources – Science lessons			
Possible Application: Instructions – How to make a shadow puppet Recount of any event, visit, experience			
Reading Focus: Core texts The Owl who was Afraid of the Dark – Jill Tomlinson			
Spoken Language	Reading	Writing - Composition	Writing -Grammar and Vocabulary

<p>Objectives Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions.</p>	<p>Objectives Understand that the sequence of events in a narrative is called the plot. Identify the plot in a narrative. Know that writers use words and language to create an effect on the reader. Identify words and language that create an effect on the reader. Know that characters' actions can tell the reader about their thoughts, feelings and motives. Infer characters' feelings, thoughts and motives from their actions. Explain how characters' actions can tell the reader about their thoughts, feelings and motives. Discuss the meaning of words and language in poems. Know how to use a non-fiction book to find information.</p>	<p>Objectives Identify the key events for their narrative. Make careful choices about vocabulary to be used. Use an appropriate planning format for the text type. Organise related material into sections. Self-assess the effectiveness of writing. Read their writing out loud to check it makes sense. Proof read own writing for accuracy.</p>	<p>Objectives Use time adverbs and conjunctions in writing. Use conjunctions to show reasons or causes in writing. Use sentences with more than one clause. Understand and use different forms of the past tense. Use inverted commas for direct speech.</p>
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Year Group: 3 Spring Term 2	Core Text: Greek Myths – Marcia Williams The Orchard Book of Greek Myths	Topic Links: Geography – European country History – ancient Greece Science – Skeleton and muscles, nutrition	
Unit Written Outcomes: Retell myth with invented creature Information paragraphs on Greece now and then to write comparative report		Possible Application: Instructions Recount of any trip, event, experience	
Reading Focus: Core texts, Falling Out of the Sky – Rachel Piercey and Emma Wright			
Spoken Language	Reading	Writing - Composition	Writing - Grammar and Vocabulary

<p>Objectives Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion.</p>	<p>Objectives Identify the plot. Infer and explain how characters' actions and speech can tell the reader about their thoughts, feelings and motives. Know that different kinds of narratives are written with different language. Use the context of unfamiliar words to explain their meaning. Check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries. Recognise words and language that show the setting of a book – historical, cultural or social. Make connections between similar books. Discuss a range of narrative stories and their similarities and differences. Identify and explain how the organisation and layout in books helps the reader. Give and explain a personal response. Know that the main idea in a narrative may also have a message for the reader. Explain the message for the reader. Know that the message in a book is called the theme. Recognise that books may have similar themes. Know that there are different forms of poetry. Discuss the meaning of words and language in poems.</p>	<p>Objectives Plot the events on a planning format. Develop ideas and make careful vocabulary choices ideas for the setting of the narrative. Develop ideas and vocabulary about characters: What they say What they do Plan an opening and a closing appropriate to the text type. Know that narratives are organised in sections. Group events into sections. Write final narrative with a clear structure, setting, characters and plot. Group events/information into sections. Decide how the effectiveness of writing could be improved. Make changes to writing following proof-reading.</p>	<p>Objectives Use complex sentences appropriately in writing. Begin to make choices about when to move a subordinate clause to the beginning of a sentence. Use the past perfect tense when appropriate in writing Begin to understand that direct speech can show character and move events forward. Use direct speech. Make choices about the position of a prepositional phrase in a sentence. Select conjunctions, adverbs and prepositions to show time in writing - to indicate sequences of events or the passing of time.</p>
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