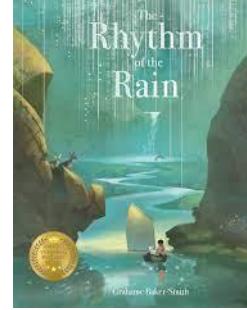
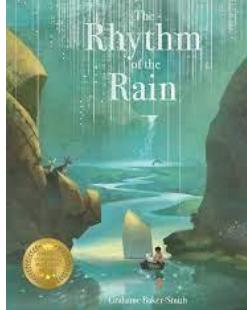
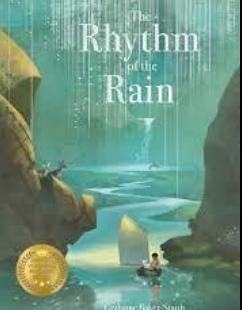
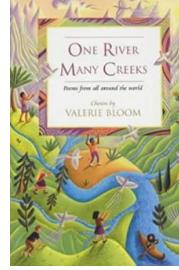
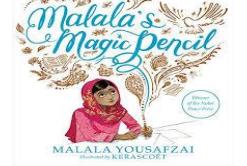
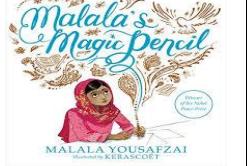
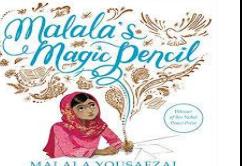
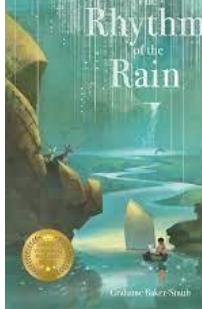
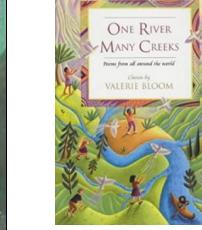
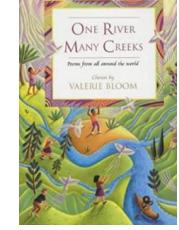


Medium Term Planning Autumn 1 - English Y3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Class Text	Class Text	Class Text	Class Text	Class Text	Class Text	Class Text
Class Text- Used to read aloud to the class and for the Literacy context. This must be linked to the wider curriculum topic.							
Writing Outcome	Setting description	Setting description	Setting description	Non Fiction Explanation of a river at its different stages	Non Fiction Explanation of a river at its different stages	Non Fiction Explanation of a river at its different stages	Poetry The River – Valerie Bloom
Reading Skill	Retrieval	Retrieval	Inference	Inference	Retrieval	Vocabulary	Retrieval
Reading Skills Lessons and directed reading for 15 minutes per day. Teacher to allocate pages.							

<u>Reading Skills</u>	<u>Skill</u>	<u>Learning Objective</u>	<u>Lesson Outcome</u>	<u>ARE Success Criteria</u>	<u>GD Success Criteria</u>	<u>Directed Reading</u>
Week 1	Retrieval	To develop a range of vocabulary	Children will use a given list of words and find the synonyms in the extract	I can use a list of words to find synonyms in the text	I can use a thesaurus to find another appropriate synonym	Malala's Magic pencil
		To read with fluency	Children will first listen and then join in with choral reading. They will then practise reading to their partner and discuss peer and self-assessment.	I can listen to the extract being modelled I can join in with choral reading I can perform the extract to my partner		Malala's Magic pencil
		To retrieve information from non-fiction	Children will read an extract and then decide if statements about the extract are true or false	I can carefully read the question I can say whether I think a statement is true or false	I can create my own true or false retrieval question	Malala's Magic pencil
		To retrieve information from non-fiction	Children will read an extract and then match statements to complete the sentences	I can carefully read the statements I can choose the correct information to finish the sentence	I can create my own retrieval question	Malala's Magic pencil
		Independent Skill	Independent application of skills	Differentiated text – true or false and matching questions		Malala's Magic pencil
Week 2	Retrieval	To develop a range of vocabulary	Children interrogate a chosen vocabulary word from the text using a 'derivation' board	I can use a thesaurus to find antonyms and synonyms I can find a definition	I can use an antonym appropriately in a sentence	The Rhythm of the Rain

			I can use new vocabulary appropriately in a sentence		
	To read with fluency	Children rehearse reading aloud and peer assess each other	I can listen to the extract being modelled I can join in with choral reading I can perform the extract to my partner I can assess my partner using a scale	The Rhythm of the Rain	
	To retrieve information from non-fiction	Children will read an extract and then decide which statements to tick	I can read an extract I can choose the appropriate statement(s)	I can explain why one of the statements isn't appropriate	The Rhythm of the Rain
	To retrieve information from non-fiction	Children will read an extract and then give multiple answers	I can read an extract I can give more than one answer	I can clearly answer the question, giving multiple answers and referring to the text	The Rhythm of the Rain
	Independent Skill	Independent application of skills	Differentiated text – ticking and multiple answer questions		The Rhythm of the Rain
Week 3	Inference	To develop a range of vocabulary	Children will use a given list of words and find the synonyms in the extract	I can use a list of words to find synonyms in the text	I can use a thesaurus to find another appropriate synonym
		To read with fluency	Children rehearse reading aloud and peer assess each other	I can listen to the extract being modelled I can join in with choral reading I can perform the extract to my partner I can assess my partner using a scale	Non-fiction about rivers
		To make inferences about characters and events	Children read an extract and answer inference questions	I can read an extract I can use my knowledge of vocabulary to make inferences	I can explain how I made my inference
					Non-fiction about rivers

		To make inferences about characters and events	Children read an extract and answer inference questions	I can read an extract I can use my knowledge of vocabulary to make inferences	I can explain how I made my inference	Non-fiction about rivers
		Independent Skill	Independent application of skills	Differentiated text – inference		Non-fiction about rivers
Week 4	Prediction (order of lessons changed so prediction lessons are prior to any of the text being read)	To predict what might happen using information in the text	Children will make predictions based on what they definitely know, what they might know using from observing the front cover	I can say what I can see on the front cover I can suggest what this might mean	I can clearly explain my predictions and make links with prior knowledge	The Rhythm of the Rain
		To predict what might happen using information in the text	Children will make predictions based on what they definitely know, what they might know using from observing the back cover	I can say what I can see on the back cover including the blurb I can suggest what this might mean	I can explain if my predictions have changed or not	The Rhythm of the Rain
		To develop a range of vocabulary	Children will use strategies to work out the meaning of new words in context	I can find a key word I can read before and after the word I can use context clues to suggest an appropriate meaning	I can use key words appropriately in a sentence	The Rhythm of the Rain
		To read with fluency	Children rehearse reading aloud and peer assess each other	I can listen to the extract being modelled I can join in with choral reading I can perform the extract to my partner I can assess my partner using a scale		The Rhythm of the Rain
		Independent Skill	Independent application of skills	Differentiated text – prediction		Tom's exciting day

Week 5	Retrieval	To develop a range of vocabulary	Children will use a given list of words and find the synonyms in the extract	I can use a list of words to find synonyms in the text	I can use a thesaurus to find another appropriate synonym	The Rhythm of the Rain
		To read with fluency	Children rehearse reading aloud and peer assess each other	I can listen to the extract being modelled I can join in with choral reading I can perform the extract to my partner I can assess my partner using a scale		The Rhythm of the Rain
		To retrieve information from fiction	Children will read an extract and then decide if statements about the extract are true or false	I can carefully read the question I can say whether I think a statement is true or false	I can create my own true or false retrieval question	The Rhythm of the Rain
		To retrieve information from fiction	Children will read an extract and then match statements to complete the sentences	I can carefully read the statements I can choose the correct information to finish the sentence	I can create my own retrieval question	The Rhythm of the Rain
		Independent Skill	Independent application of skills	Differentiated text – retrieval		BHM Mae Jemison
Week 6	Vocabulary	To develop a range of vocabulary	Children will use dictionaries to locate words by their initial letter	I can identify the initial letter I can locate the correct letter section in a dictionary I can find the meaning	I can decide which is the most useful definition in the context	The Boy who grew Dragons
		To read with fluency	Children rehearse reading aloud and peer assess each other	I can listen to the extract being modelled I can join in with choral reading I can perform the extract to my partner I can assess my partner using a scale		The Boy who grew Dragons

		To make inferences about characters and events	Children read an extract and use the information and their prior knowledge to make inferences	I can read an extract I can find words and phrases that give me clues about a character	I can clearly explain my inference using clues in the text and my prior knowledge	
		To make inferences about characters and events	Children read an extract and use the information and their prior knowledge to make inferences	I can read an extract I can find words and phrases that give me clues about a character's actions	I can clearly explain my inference using clues in the text and my prior knowledge	The Boy who grew Dragons
		Independent Skill	Independent application of skills	Differentiated text – inference		BHM Rosa Parks
Week 7	Retrieval	To develop a range of vocabulary	Children read the poem with all the verbs removed. They identify the word class removed and suggest suitable words to fill in the gaps	I can identify the word class I can suggest an appropriate word to fill in the gap	I can use a thesaurus to find synonyms	The Boy who grew Dragons
		To read with fluency	Children rehearse reading aloud and peer assess each other	I can listen to the extract being modelled I can join in with choral reading I can perform the extract to my partner I can assess my partner using a scale		The Boy who grew Dragons
		To identify how the author has used language to present meaning	Children will read the poem and identify figurative language. We will have class discussions to explain what this means	I can find a metaphor We can discuss what the author means	I can explain a metaphor in detail, explaining what picture the author is trying to paint in the reader's mind	The Boy who grew Dragons

		To identify how the author has used language to present meaning	Children will identify figurative language in an extract. They will explain what the metaphor means	I can find a metaphor I can explain why the author chose the figurative language	I can compare two verses and explain how they are different	The Boy who grew Dragons
		Independent Skill	Independent application of skills	Differentiated text – language to present meaning		Vincent van Gogh
Endpoints:	<p>Knowledge: I know there are a range of text types. I know that these are structured differently. I know how to read around a word to suggest a sensible meaning. I know there are different types of retrieval questions. I know that authors use language indifferent ways to present meaning.</p> <p>Skills: I can retrieve information from fiction, non-fiction and poetry. I can answer a range of retrieval questions. I can use inference to explain how a character is feeling / acting. I can make sensible predictions using evidence and my prior knowledge. I can explain an author's choice of vocabulary.</p> <p>Understanding: I understand that different texts are for different purposes. I understand how to retrieve information from fiction and non-fiction. I understand that authors make careful language choices to present meaning.</p> <p>Vocabulary: retrieve / retrieval, true or false, fluency / fluent, synonym, antonym, figurative language, fiction, non-fiction, poetry, prediction, context</p>					

<u>Writing</u>	<u>Skill N/C</u>	<u>Learning Objective</u>	<u>Lesson Outcome</u>	<u>ARE and WTS Success Criteria</u>	<u>GD Success Criteria</u>	<u>SEND Success Criteria</u>
Setting description (1st T4W unit)	Hook	IMMERSE	Children are immersed in the topic of rivers. Read the book; 'The Rhythm of the rain'. Link to first geography lesson looking at aerial and oblique photos of Sheffield including rivers.			
	WAGOLL	LO To orally retell a story	Children join in with retelling the story along with actions to help them remember. Children pay attention to volume and pace.	I can join in with a class retell of a story I can use an appropriate volume and pace I can use clear actions to help me retell the story		
	SPAG	LO re-cap To identify nouns, verbs and adjectives	Children have identified nouns verbs and adjectives at word, sentence and text level. They then use gathered vocabulary to write their own sentences which they label.	I can sort nouns, verbs and adjectives I can write sentences including a variety of word classes and label the word class	I can use a range of adjectives and verbs in my sentences	I can use shape coding to help me identify nouns, verbs, adjectives and adverbs I can write sentences using a word bank and identify the class of the words

		LO To build a bank of vocabulary to describe a setting	Children have used a picture from the Rhythm of the Rain to generate a vocabulary bank and then underlined different word classes in the appropriate shape coding colour.	I can work in a group to describe a picture I can include a variety of word classes to describe	I can use a thesaurus to make a more adventurous choice	I can use a given list to choose appropriate vocabulary to use in a setting description
		LO To use expanded noun phrases to describe a setting	Children use a range of adjectives to appropriately describe a setting	I can create expanded noun phrases I can include expanded noun phrases in my sentences	I can write an effective setting description including a variety of expanded noun phrases	I can use a sentence frame and a word bank to write expanded noun phrases
		LO To retell a story – story map	Children create their own story map to help them retell our class text.	I can join in with a class retell of our text I can create a story map of our text	I can retell the story to a partner using actions and my story map to help	
		LO – To identify language features of a text	Children are introduced to the written text for the first time. They identify and label word classes as well as finding examples of expanded noun phrases.	I can read through a familiar text I can identify different word classes and vocabulary used to describe settings I can give an example of different features	I can change vocabulary to alter the mood; On and on the river flowed .	I can use shape coding and a word bank to help me identify features of a narrative

		To develop vocabulary	<p>Children will use a picture from Rhythm of the Rain to generate vocab and then write a paragraph to describe a setting. This time, they have seen the written text and have magpied words and phrases to use in class and individual writing.</p>	<p>I can retell our class text I can magpie words and phrases I can contribute to a class toolkit for setting descriptions I can use the toolkit to write my own paragraph to describe a setting</p>	<p>I can proof read, edit and improve my writing</p>	<p>I can work in a group to create a toolkit for a setting description I can work in my group to write a paragraph to describe a setting</p>
		To innovate a story	<p>Chn join in with shared write and then individually write a section on their own. They will change familiar phrases from the class text to use in their own writing.</p>	<p>I can change parts of our class text to create a different story I can join in with a shared write of an innovation I can innovate a section of our class text independently</p>	<p>I can proof read, edit and improve my writing</p>	<p>I can work in a group to contribute ideas for a shared write</p>
Plan		To plan my text	<p>Children will use a story map to plan their own version of our class text. Teacher models this with a different WAGOLL.</p>	<p>I can use toolkits and vocabulary banks created this unit I can plan my own story using a story map</p>		<p>I can work in a small group and use a scaffolded plan and word banks</p>
		To write my text	<p>Children will use the story map and toolkits to write their setting description. They will read and check their work</p>	<p>I can use my map and toolkit to draft my text</p>	<p>I can write an effective setting description, using</p>	<p>I can work in a group to complete a</p>

			through, checking for non-negotiables (FS, CL).	I can include a variety of language features to describe a setting I can read through my text and check for mistakes	a variety of language features to describe a setting	guided write using a writing frame
	Publish	To proof read, edit and publish my text	Children have edited their text in small groups supported by an adult. They have looked for non-negotiables as well as ambitious vocabulary to describe their setting.	I can read my work aloud I can respond to marking and feedback, making any necessary changes I can follow the handwriting scheme and carefully publish my writing	I can work in a group to edit a text I can follow the handwriting scheme and carefully publish my writing	
Information text	IMMERSE	Hook	Children explore a range of non-fiction including topic-specific texts. They watch explanation videos about rivers and make links with geography lessons.			
	WAGOLL	LO To identify the features of an information text	Children have identified what the purpose of the writing is. Can any chn identify; title subheadings opening paragraph	We have identified a range of language features of non-fiction	I can explain who might be interested in this type of text	

			technical vocab, diagrams and labels, cause and effect conjunctions final paragraph bullet points glossary	We can explain the purpose of the writing		
SPAG	LO To identify organisational devices	Children have identified a range of organisational devices in non-fiction texts	I can identify features from a list I can say what information can be found in a given section	I can explain how this text is similar / different to 'The Rhythm of the Rain'		
	To recognise and use complex sentences	Children have read an extract and identified the conjunctions. They have identified main and subordinate clauses. Children write their own correctly punctuated complex sentences.	I can identify a main clause I can identify a subordinate clause I can identify sub-ordinating conjunctions I can write correctly punctuated complex sentences	I can write a paragraph including correctly punctuated compound and complex sentences		
	To identify and use prepositions	Children recall what a preposition of place is and use them to describe different stages of a river	I can identify a preposition of place I can use a preposition of place correctly in a sentence	I can write a paragraph including a variety of prepositions of place		

	Write an introduction	Children have written an introduction for their information text about rivers	I can introduce the topic of my text	I can explain why a given paragraph is not a suitable introduction	
	To plan an information text	Children plan out the different sections of their information text	I can plan out each section of my information text I can make a note of key vocabulary to include	I can include examples of taught language features to include	
	To write a draft of my information text	Children have done a shared write and then an independent write of an information text.	I can use correctly punctuated complex sentences I can use prepositions of place I can include appropriate features of non-fiction	I can choose a section of my text to improve	
	To edit an information text	Children have edited and improved their information text based on success criteria	I can read my work back to myself I can check my work against the success criteria I can make any changes	I can explain the effect of my changes on the reader	

		To publish my writing	Children have used a line guide and followed the handwriting scheme to publish their piece of writing. They have copied all edits and corrections.		
	Immerse WAGOLL	To identify the features of descriptive writing	Children have identified different word types – nouns and verbs – and how these are used to paint a picture in the reader's mind	We have identified a range of language features of descriptive writing We can explain the purpose of the writing	I can explain who might like this text and why
	Plan	To generate vocabulary to use within our writing (Synonyms for different verbs)	Children have compared rivers to people as in the poem and suggested how to describe a different stage of the river. They use thesauruses to find synonyms for verbs to describe how the river is moving / acting.	I can brainstorm ideas with my group I can choose appropriate verbs I can find synonyms for verbs	I can find multiple synonyms and select the most appropriate one
	Write	To write a draft of additional verses	Children have written another 2 verses of the poem – some have written multiple verses and can choose the 2 most effective	I can use verbs to describe a river	I can explain the picture I am painting in my reader's mind

	Edit	To proof read and edit writing	Children have edited and improved their verses based on success criteria	I can read my work back to myself I can check my work against the success criteria I can make any changes	I can explain the effect of my changes on the reader	
	Publish	To publish	Children have used a line guide and followed the handwriting scheme to publish their piece of writing. They have copied all edits and corrections.			
Endpoints:	<p>Knowledge:</p> <p>I know that and, but, or, so, yet are co-ordinating conjunctions I know co-ordinating conjunctions are used in a compound sentence I know a range of sub-ordinating conjunctions such as while, if, although I know sub-ordinating conjunctions are used in a complex sentence I know a simple sentence needs a subject and a verb I know this is called a clause</p> <p>Skills:</p> <p>I can use my senses to describe a setting I can use organisational features to structure information texts I can plan what I want to write in note form I can proof read and edit my writing</p> <p>Understanding:</p> <p>I understand that texts are written for a variety of purposes and audiences I understand that writers of descriptive texts are trying to paint a picture in their reader's minds I understand that information texts are to inform the reader about a topic</p>					

Vocabulary:

Adjective, verb, noun, compound sentence, complex sentence, conjunctions, co-ordinating, subordinating, preposition, clause, phrase