

English Medium Term Plan Year 3

Autumn 1 N-F Report & Instructions	Learning Intentions
<p>Oi, Caveboy! (3 weeks)</p> <ul style="list-style-type: none"> • Character study • Diary entry • Write own ending <p>Grimm’s Fairy Tales T4W (3 weeks)</p> <ul style="list-style-type: none"> • Write a modern version of Hansel and Gretel • Look at similarities and differences between Grimm’s ‘Ashputtel’ and Cinderella • Write an ending to ‘The Golden Key’ <p>Poetry (1 week)</p> <ul style="list-style-type: none"> • Write own shape poem <p>History Link Stone Age Non-Chronological Reports and Instructions</p> <p>Cold to Hot</p> <ul style="list-style-type: none"> • Non-fiction report, • Write instructions for making an Iron-Age fort 	<p>I can imitate, innovate and invent a known story.</p> <p>I can plan and write a story with a familiar setting.</p> <p>I can write about a character’s feelings and actions.</p> <p>I can write a set of instructions, including adverbs.</p> <p>I can write a non-chronological report, including sub-headings.</p> <p>I can write a diary entry.</p> <p>I can plan, write and publish a poem.</p> <p>I can write a character or setting description.</p> <p>I can use drama, role-play and ICT to retell a known story.</p> <p>I can spell a range of words correctly from memory.</p> <p>I can spell the first 300 HFWs.</p> <p>I can check and correct my spelling.</p> <p>I can start my sentences in different ways, e.g. use time words, connectives, ‘first’, ‘then’, ‘next’ and ‘after’.</p> <p>I can link my ideas, using connectives, e.g. ‘since’, ‘although’, ‘also’ and ‘because’.</p> <p>I can always use capital letters and full stops correctly.</p> <p>I can use question marks and commas in lists.</p> <p>I can use adjectives and adverbs to describe people and places.</p> <p>I can understand and use features of story and non-fiction writing.</p> <p>I can write for different purposes, e.g. story, instructions, reports and letters.</p>
<p>Sentence Types:</p> <p>-ly,</p> <p>3-ed</p> <p>Verb, person</p> <p>Feelings and Dialogue</p>	<p>I can begin to join my writing.</p>

<p>Revise: 2 Adjective (comma) Adverbs -ed, sentence openers</p>	
<p>Autumn 2 N-F Report</p>	<p>Learning Intentions</p>
<p>Geography / Art Link – Non-Fiction Report on a locality or an Artist Study (Georgia O’Keefe) (2 weeks) Cold to Hot</p> <ul style="list-style-type: none"> • Research • Note taking • Labels and captions • Plan and write a report, with headings <p>How the Whale Became and Just So Stories(2 weeks)</p> <ul style="list-style-type: none"> • Reading comprehension • Plan, write and publish own story <u>E.g.</u> How the Zebra got it’s stripes <p>The BFG (3 weeks)</p> <ul style="list-style-type: none"> • Write instructions for a dream and the labels for the dream jars • Design a new giant and write a character description • Write an additional scene • Book or film review. 	<p>I can plan, imitate, innovate and invent a known story. I can write about a character’s feelings and actions. I can write instructions. I can plan and write a non-chronological report, including sub-headings and paragraphing. I can use describing words in my writing to add detail and effect. I can write a character or setting description. I can use Show Not Tell. I can use drama, role-play and ICT to retell a known story. I can use a range of sources to select and check vocabulary. I can write words with suffixes -ing, -er, -en, -ed. I can spell words with Stage 3 spelling patterns. I can spell Stage 3 key words. Words ending –ation, -sure, -ture, -ly. I can write simple sentences dictated by the teacher. I can rehearse sentences orally, building a range of sentence structures. I can link my ideas, using connectives, e.g. ‘also’, ‘if’, ‘after’, ‘when’, ‘as well as’, ‘however’ and ‘although’. I can make sure that parts of my writing follow each other in order. I can use conjunctions, adverbs and prepositions to express time and cause. I can use ? and commas in lists. I can use speech marks. I can use exclamation marks. I can use apostrophes for omission. I can put a comma after a fronted adverbial.</p>
<p>Sentence Types: Prepositions -ly, 3-ed</p>	<p>I can compose and rehearse sentences orally, building a varied and rich vocabulary. I can write reports, instructions, letters, stories and poems. I can change my writing to include features of the genre or text. In non-fiction writing, I can use simple organisational devices. I can keep a clear structure to my writing.</p>

<p>Verb, person Feelings and Dialogue Revision: Prepositions Similes BOYS</p>	<p>I can use varied and interesting words. I can make sure the audience understands my writing, (e.g. provide information about character or setting). I can develop and extend my writing by adding appropriate detail. I can assess the effectiveness of my own and others' writing, suggesting improvements. I can use some diagonal and horizontal joins. I can write in a neat and consistent style.</p>
<p>Spring 1 N-F Explanation Texts</p>	<p>Learning Intentions</p>
<p>Antony and Cleopatra: Andrew Matthews and Tony Ross. Orchard Classics (2 weeks)</p> <ul style="list-style-type: none"> • Re-write story as a play script • Story map • Character profile • Drama • Write a letter in role of a character • Long speech – interpret into 'normal speech'. • Re-write in a modern day setting. • Book review <p>Link to History Non-Fiction Report / Explanation Text Egypt (3 weeks) Cold to Hot</p> <ul style="list-style-type: none"> • Questioning/research/computing • Write non-fiction report on Egyptian Gods. • Note taking • Write an Explanation Text of the Mummification Process. 	<p>I can plan, imitate, innovate and invent a known story. I can write about a character's feelings and actions. I can use Show Not Tell. I can identify features of a play script. I can write a play script. I can plan and write a non-chronological report with headings, introduction and closing statement. I can identify features of an explanation text. I can plan, write and publish an explanation text. I can use describing words in my writing to add detail and effect. I can include description of characters and setting, for detail and effect. I can use drama, role-play and ICT to retell a known story. I can write words with suffixes -ing, -er, -en, -ed. I can spell words with Stage 3 spelling patterns. I can spell Stage 3 key words. Words ending –ation, -sure, -ture, –ly. I can write simple sentences dictated by the teacher. I can rehearse sentences orally, building a range of sentence structures. I can link my ideas, using connectives, e.g. 'also', 'if', 'after', 'when', 'as well as', 'however' and 'although'. I can make sure that parts of my writing follow each other in order. I can use conjunctions, adverbs and prepositions to express time and cause. I can use ? and commas in lists. I can use speech marks. I can use exclamation marks.</p>
<p>Sentence Types: Emotion word, (comma)</p>	

List sentences

Feelings and Dialogue

Revision:

- ly,
- 3-ed
- Verb, person

- I can use apostrophes for omission.
- I can put a comma after a fronted adverbial.
- I can compose and rehearse sentences orally, building a varied and rich vocabulary.
- I can change my writing to include features of the genre or text.
- In non-fiction writing, I can use simple organisational devices.
- I can keep a clear structure to my writing.
- I can use varied and interesting words.
- I can make sure the audience understands my writing, (e.g. provide information about character or setting). I can develop and extend my writing by adding appropriate detail.
- I can assess the effectiveness of my own and others' writing, suggesting improvements.
- I can use some diagonal and horizontal joins. I can write in a neat and consistent style.

Spring 2 N-F Biography Letters

Learning Intentions

The Tunnel (Anthony Browne) (1 week)

- Write ending to the story
- Character profile/study
- Writing their own adventure story
- Book review

Gorilla (Anthony Browne) (2 weeks)

- Diary extracts
- Character's feelings - speech marks
- Writing in role of the character.
- Planning and writing a story sequel.

Into the Forest (Anthony Browne) (1 week)

- Setting description.
- Character description.

Non-Fiction Biography (2 weeks) Cold to Hot

- Features of a biography.
- Write a biography of Anthony Browne
- Write letters to Anthony Browne

- I can plan, imitate, innovate and invent a known story.**
- I can write about a character's feelings and actions.**
- I can write a formal letter.**
- I can write a diary entry.**
- I can identify features of a biography. I can plan and write a biography.**
- I can write a setting description.**
- I can write a character profile.**
- I can use Show Not Tell.**
- I can use drama, role-play and ICT to retell a known story.**
- I can use a range of sources to select and check vocabulary.
- I can use a range of sources to select and check vocabulary.
- I can write words with suffixes -ing, -er, -en, -ed.
- I can spell words with Stage 3 spelling patterns. I can spell Stage 3 key words.
- Words ending -ation, -sure, -ture, -ly.
- I can write simple sentences dictated by the teacher.
- I can rehearse sentences orally, building a range of sentence structures.
- I can link my ideas, using connectives, e.g. 'also', 'if', 'after', 'when', 'as well as', 'however' and 'although'.
- I can make sure that parts of my writing follow each other in order.
- I can use conjunctions, adverbs and prepositions to express time and cause.
- I can use ? and commas in lists.
- I can use speech marks.
- I can use exclamation marks.

<p>Sentence Types: Emotion word, (comma) List sentences Feelings and Dialogue Revision: -ly, 3-ed Verb, person</p>	<p>I can use apostrophes for omission. I can put a comma after a fronted adverbial. I can compose and rehearse sentences orally, building a varied and rich vocabulary. I can write reports, instructions, letters, stories and poems. I can change my writing to include features of the genre or text. In non-fiction writing, I can use simple organisational devices. I can keep a clear structure to my writing. I can use varied and interesting words. I can make sure the audience understands my writing, (e.g. provide information about character or setting). I can develop and extend my writing by adding appropriate detail. I can assess the effectiveness of my own and others' writing, suggesting improvements. I can use some diagonal and horizontal joins. I can write in a neat and consistent style.</p>
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<h2>Summer 1 N-F Persuasive Texts</h2>	<h2>Learning Intentions</h2>
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<p>Greek Myths (2 weeks) Preparation for Year 4</p> <ul style="list-style-type: none"> • Historical writing • Character profile / biography, e.g. Medusa. • Write a new adventure / Quest for a Greek character. <p>Non-Fiction Persuasive Texts (2 weeks) Cold to Hot</p> <ul style="list-style-type: none"> • Identify features of persuasive texts. • Language features • Toolkit • Plan, write and publish a persuasive letter, link to current affairs. <p>Charlotte's Web T4W (3 weeks)</p> <ul style="list-style-type: none"> • Personal response • Write a sequel or additional chapter. 	<p>I can plan innovate and invent a known story or Myth. I can write a story with a historical setting. I can write a character profile or biography. I can plan and write a sequel or additional chapter for a known story. I can identify features of a persuasive text. I can plan and write a persuasive text. I can include additional information to interest the reader. I can edit, improve and publish my writing. I can use drama, role-play and ICT to retell a known story. I can use a range of sources to select and check vocabulary. I can write words with suffixes -ing, -er, -en, -ed. I can spell words with Stage 3 spelling patterns. I can spell Stage 3 key words. Words ending -ation, -sure, -ture, -ly. I can write simple sentences dictated by the teacher. I can rehearse sentences orally, building a range of sentence structures. I can link my ideas, using connectives, e.g. 'also', 'if', 'after', 'when', 'as well as', 'however' and 'although'. I can make sure that parts of my writing follow each other in order. I can use conjunctions, adverbs and prepositions to express time and cause. I can use ? and commas in lists.</p>
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<ul style="list-style-type: none"> • Write a letter to the farmer. • Persuasive Text: Why should / shouldn't we eat meat? 	<p>I can use speech marks. I can use exclamation marks. I can use apostrophes for omission. I can put a comma after a fronted adverbial. I can compose and rehearse sentences orally, building a varied and rich vocabulary. I can change my writing to include features of the genre or text. In non-fiction writing, I can use simple organisational devices. I can keep a clear structure to my writing. I can use varied and interesting words. I can make sure the audience understands my writing, (e.g. provide information about character or setting). I can develop and extend my writing by adding appropriate detail. I can assess the effectiveness of my own and others' writing, suggesting improvements. I can use some diagonal and horizontal joins. I can write in a neat and consistent style.</p>
<p>Sentence Types: Double –ly ending Short Sentences Revision: Emotion word, (comma) List sentences</p>	
<p>Summer 2 N-F Newspaper</p>	<p>Learning Intentions</p>

Firework Maker's Daughter (3 weeks)

- Storyboard
- Plan, write and publish a sequel
- Plan write a publish an alternative journey / quest story (Different setting / time period)

Humorous Poetry (Allan Ahlberg) (2 weeks)

- Study Poetry (School themed)
- Learn, recite and perform poetry
- Plan, write and publish a school themed poem

Non-Fiction News Report What's Happening in School? (2 weeks) Cold to Hot

- Plan and write a news report.
- Interview witnesses / key people.
- Write a quote.
- Yorkmead News

Sentence Types:

Sentence Types:

Double –ly ending

Short Sentences

Revision:

Emotion word, (comma)

List sentences

I can plan innovate and invent a known story.

I can invent, plan and write a story.

I can include description of characters and setting, for detail and effect.

I can include dialogue.

I can identify features of a newspaper report.

I can plan and write a newspaper report, including headline, paragraphs and quotes.

I can plan and write poems.

I can use drama, role-play and ICT to retell a story.

I can check and correct my spelling.

I can use a thesaurus to find adventurous words when adding detail to my writing.

I can check my work, including sentence structure, spelling and punctuation.

I can use the correct style of writing for the purpose, e.g. report, letter, instructions.

I can maintain a clear structure to my writing.

I can accurately use capital letters, full stops and question marks.

I can use a wider range of punctuation in my writing e.g , ! ""

I can use nouns (naming words) and verbs (doing words) that make sense together.

I can make my writing more interesting.

I can describe characters and nouns in more detail.

I can describe characters' feelings and emotions.

I can include some conversation in my stories.

I can maintain the appropriate form for the genre I am writing.

I can identify features of a text type.

I can read my writing aloud with appropriate intonation and awareness of the audience.

I can edit, improve and publish my writing.

I can neatly join my writing.

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Recount (2 weeks) To coincide with Creative Curriculum or School Visit.

Written by A. Neale-Crane July 2020 (Review Date: July 2022)