**English Medium Term Planning - Year 3 Spring Term**

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| **Text** | **Objectives** | **Genres** | **Time** |
| Castles | •To listen to and discuss a wide range of fiction and non-fiction texts.  •To retrieve and record information from non-fiction.  •To increase familiarity with a wide range of books and retell some of these orally.  •To read further exception words.  •To discuss words and phrases that capture the reader’s interest and imagination.  •To write sentences dictated to them that include taught words and punctuation.  •To spell words that are often misspelled.  •To draft and write non-narrative material, using simple organisational devices.  •To draft and write narratives, creating settings, characters and plot.  • To compose and rehearse sentences orally.  • To use conjunctions, adverbs and prepositions to express time and cause.  •To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.  •To identify main ideas drawn from more than one paragraph and summarise them.  •To ask questions to improve their understanding of a text.  •To indicate grammatical and other features by using and punctuating direct speech.  • To use dictionaries to check the meaning of words that they have read.  • To check that they understand the text and explaining the meaning in context.  • To discuss the texts that they read and listen to, taking turns to share thoughts.  • To use the first two or three letters of a word to check its spelling in a dictionary.  • To choose nouns or pronouns appropriately to avoid repetition.  • To assess the effectiveness of their own and others’ writing and suggest changes.  • To read books structured in different ways and read for a range of purposes.  • To plan their writing by discussing and recording ideas.  • To organise paragraphs around a theme.  • To propose changes to grammar and vocabulary to improve consistency.  • To proofread for spelling and punctuation errors.  • To increase the legibility, consistency and quality of their handwriting.  • To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.  • To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary.  • To use a wider range of conjunctions and include more clauses in a sentence.  • To use the perfect form of verbs to mark relationships of time and cause.  • To use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.  • To spell further homophones.  • To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. | Narrative – Picture book | 4 weeks |
| Your mind is like the sky | •To listen to and discuss a wide range of fiction and non-fiction texts.  •To increase familiarity with a wide range of books and retell some of these orally.  •To read further exception words.  •To discuss words and phrases that capture the reader’s interest and imagination.  •To draw inferences and justify them with evidence, predicting what might happen from details stated and implied.  •To spell words that are often misspelled.  •To draft and write narratives, creating settings, characters and plot.  • To compose and rehearse sentences orally.  • To use conjunctions, adverbs and prepositions to express time and cause.  •To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.  • To prepare poems and playscripts to read aloud and to perform.  •To identify themes and conventions in a wide range of books.  •To ask questions to improve their understanding of a text.  • To check that they understand the text and explaining the meaning in context.  • To discuss the texts that they read and listen to, taking turns to share thoughts.  • To choose nouns or pronouns appropriately to avoid repetition.  • To assess the effectiveness of their own and others’ writing and suggest changes.  • To plan their writing by discussing and recording ideas.  • To organise paragraphs around a theme.  • To propose changes to grammar and vocabulary to improve consistency.  • To proofread for spelling and punctuation errors.  • To spell further homophones.  • To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. | Narrative – setting description and kenning | 1 week |
| Escape From Pompeii | •To listen to and discuss a wide range of fiction and non-fiction texts.  •To increase familiarity with a wide range of books and retell some of these orally.  •To read further exception words.  •To discuss words and phrases that capture the reader’s interest and imagination.  •To draw inferences and justify them with evidence, predicting what might happen from details stated and implied.  •To write sentences dictated to them that include taught words and punctuation.  •To spell words that are often misspelled.  •To draft and write narratives.  • To compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures (see Appendix 2).  • To use conjunctions, adverbs and prepositions to express time and cause.  •To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.  •To identify main ideas drawn from more than one paragraph and summarise them.  •To ask questions to improve their understanding of a text.  •To indicate grammatical and other features by using and punctuating direct speech.  •To apply their growing knowledge of root words, prefixes and suffixes (see Appendix 1), both to read aloud and to understand the meaning of new words.  •To recognise some different forms of poetry.  • To use dictionaries to check the meaning of words that they have read.  • To check that they understand the text and explaining the meaning in context.  • To discuss the texts that they read and listen to, taking turns to share thoughts.  • To use the first two or three letters of a word to check its spelling in a dictionary.  • To choose nouns or pronouns appropriately to avoid repetition.  • To assess the effectiveness of their own and others’ writing and suggest changes.  • To read books structured in different ways and read for a range of purposes.  • To plan their writing by discussing and recording ideas.  • To organise paragraphs around a theme.  • To propose changes to grammar and vocabulary to improve consistency.  • To proofread for spelling and punctuation errors.  • To understand how to use further prefixes and suffixes (see Appendix 1).  • To increase the legibility, consistency and quality of their handwriting.  • To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.  • To identify how language, structure and presentation contribute to meaning.  • To learn the grammar in column 1 of Years 3 and 4 (see Appendix 2).  • To use a wider range of conjunctions and include more clauses in a sentence.  • To use the perfect form of verbs to mark relationships of time and cause.  • To use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.  • To read aloud their writing, using appropriate intonation so the meaning is clear.  • To spell further homophones.  • To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.  • To check that the text makes sense to them. | Narrative – | 5 weeks |
| Bushfire  (in comparison with Volcanic eruption described in Escape from Pompeii) | •To listen to and discuss a wide range of fiction and non-fiction texts.  •To retrieve and record information from non-fiction.  •To increase familiarity with a wide range of books and retell some of these orally.  •To read further exception words.  •To discuss words and phrases that capture the reader’s interest and imagination.  •To draw inferences and justify them with evidence, predicting what might happen from details stated and implied.  •To spell words that are often misspelled.  •To draft and write non-narrative material, using simple organisational devices.  • To compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures (see Appendix 2).  • To use conjunctions, adverbs and prepositions to express time and cause.  •To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.  •To prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.  • To prepare poems and playscripts to read aloud and to perform.  •To identify main ideas drawn from more than one paragraph and summarise them.  •To identify themes and conventions in a wide range of books.  •To ask questions to improve their understanding of a text.  •To apply their growing knowledge of root words, prefixes and suffixes (see Appendix 1), both to read aloud and to understand the meaning of new words.  •To recognise some different forms of poetry.  • To use dictionaries to check the meaning of words that they have read.  • To check that they understand the text and explaining the meaning in context.  • To discuss the texts that they read and listen to, taking turns to share thoughts.  • To use the first two or three letters of a word to check its spelling in a dictionary.  • To choose nouns or pronouns appropriately to avoid repetition.  • To assess the effectiveness of their own and others’ writing and suggest changes.  • To read books structured in different ways and read for a range of purposes.  • To plan their writing by discussing and recording ideas.  • To organise paragraphs around a theme.  • To propose changes to grammar and vocabulary to improve consistency.  • To proofread for spelling and punctuation errors.  • To understand how to use further prefixes and suffixes (see Appendix 1).  • To increase the legibility, consistency and quality of their handwriting.  • To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.  • To discuss writing similar to that which they are planning to write.  • To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary.  • To read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  • To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. | Poem | 1 week |