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

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| **Text** | **Objectives** | **Genres** |
| *Stone Age Boy*  by Satoshi Kitamura | Spoken language:  • Listen and respond  • Build vocabulary  • Articulate and justify answers  • Participate in discussions, presentations, performances, role play, improvisations  and debates  Reading comprehension:  • Read for a range of purposes  • Use dictionaries to check the meaning of words  • Explain meaning of words in context  • Draw inferences (characters feelings, thoughts and motives); justify with evidence  • Predict from details stated and implied  • Identify main ideas drawn from more than one paragraph and summarise  • Retrieve and record information from non-fiction  Writing composition:  • Plan writing by discussing the structure, vocab and grammar of similar writing  • Discuss and record ideas  • In narratives, create settings, characters and plot  • Use headings and sub-headings to aid presentation  • Group related ideas into paragraphs  • Propose changes to grammar and vocabulary to improve consistency  • Proof-read for spelling and punctuation errors | Narrative story |
| *Winter’s Child*  by Angela McAllister | Spoken language:  • Ask relevant questions  • Build vocabulary  • Give well-structured descriptions, explanations and narratives  • Participate in discussions, presentations, performances, role play, improvisations  and debates  • Consider and evaluate different viewpoints  Reading comprehension:  • Use dictionaries to check the meaning of words  • Identify themes and conventions  • Discuss words and phrases that capture the reader’s interest and imagination  • Recognise different forms of poetry  • Explain meaning of words in context  • Draw inferences (characters’ feelings, thoughts and motives); justify with evidence  • Predict from details stated and implied  Writing composition:  • Plan writing by discussing the structure, vocab and grammar of similar writing  • Discuss and record ideas  • Compose and rehearse sentences orally  • Build a varied and rich vocabulary  • Assess the effectiveness of own and others’ writing  • Propose changes to grammar and vocabulary to improve consistency  • Proof-read for spelling and punctuation errors  • Read aloud own writing using appropriate intonation and controlling the tone and  volume so that the meaning is clear | Fantasy Story |
| Seasonal poetry – Winter/Christmas | •To listen to and discuss a wide range of fiction and non-fiction texts.  •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 compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.  •To prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.  •To recognise some different forms of poetry.  • 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 un-joined.  • To discuss writing similar to that which they are planning to write.  • 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. | Poetry |