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

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| **Text** | **Objectives** | **Genres** |
| *Journey*  By Aaron Becker | **Spoken language:**  • Build vocabulary  • Articulate and justify answers  • Use spoken language: speculating, hypothesising, imagining and exploring ideas  • Participate in discussions, presentations, performances, role play, improvisations and  debates  • Consider and evaluate different viewpoints  **Reading comprehension:**  • Identify themes and conventions  • Discuss words and phrases that capture the reader’s interest and imagination  • Explain meaning of words in context  • Draw inferences (characters’ feelings, thoughts and motives); justify with evidence  • Predict from details stated and implied  • Participate in discussion about books  **Writing composition:**  • Plan writing by discussing the structure, vocabulary and grammar of similar writing  • Compose and rehearse sentences orally  • Build a varied and rich vocabulary  • Build an increasing range of sentence structures  • In narratives, create settings, characters and plot  • 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 | Adventure Story |
| *The Merchant of*  *Venice*  *From A Stage Full of Shakespeare Stories*  by Angela McAllister | **Spoken language:**  • Maintain attention and participate actively in collaborative conversations, staying  on topic and initiating and responding to comments  • Speak audibly and fluently with an increasing command of Standard English  • Ask relevant questions  • Build vocabulary  • Participate in discussions, presentations, performances, role-play, improvisations and  debates  • Consider and evaluate different viewpoints  **Reading comprehension:**  • Prepare poems and playscripts to read aloud and to perform  • Draw inferences such as inferring characters’ feelings, thoughts and motives from  their actions  • Predict from details stated and implied  • Identify main ideas drawn from more than one paragraph and summarise  • Identify how language, structure and presentation contribute to meaning  • Retrieve and record information from non-fiction  **Writing composition:**  • Plan writing by discussing the structure, vocabulary and grammar of similar writing  • Discuss and record ideas  • Compose and rehearse sentences orally  • Propose changes to grammar and vocabulary to improve consistency  • Proofread for spelling and punctuation errors  • Read aloud own writing using appropriate intonation and controlling the tone and  volume so that the meaning is clear | Non-fiction – Guide Leaflet |
| Seasonal Poetry – Summer | •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 |