


Year group: 3 Term: Spring 2018	<u>St Peter's CVE Primary School.</u> <u>English Medium Term Planning.</u>		
Weeks	Genre	Curricular objectives	Resources
1	Play	<ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) (DRAMA)</li> <li>• Proofread for spelling and punctuation errors</li> <li>• SPAG               <ul style="list-style-type: none"> <li>○ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul> </li> <li>• Reading               <ul style="list-style-type: none"> <li>○ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>○ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul> </li> </ul>	<p>Look at extracts from James and the Giant Peach Play. Identify features of play script.</p> <p>Drama- act out part of play.</p> <p>Watch the film on Friday PM?</p>
2	Plays	<ul style="list-style-type: none"> <li>• SPAG- Drip               <ul style="list-style-type: none"> <li>○ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>○ using fronted adverbials (Y3)</li> <li>○ organising paragraphs around a theme- (come out through the interview writing, naturally start new paragraph after new question).</li> </ul> </li> </ul>	<p>Character work. - Are they good or bad characters? How does he describe them differently? - Interview a bad or good character.</p>

		<ul style="list-style-type: none"> <li>• in narratives, creating settings, characters and plot</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) (Hot seating and interviewing).</li> </ul> <p>Proofread for spelling and punctuation errors</p>	Design and describe another character which could add to the Peach.
3	Recount and Narrative	<ul style="list-style-type: none"> <li>• Reading <ul style="list-style-type: none"> <li>○ predicting what might happen from details stated and implied. (Letter work)</li> </ul> </li> <li>• in narratives, creating settings, characters and plot</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) (Hot seating and interviewing).</li> <li>• Proofread for spelling and punctuation errors</li> <li>• SPAG-Drip <ul style="list-style-type: none"> <li>○ Use of the present perfect form of verbs instead of the simple.( Stand Alone).</li> </ul> </li> </ul> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. (Self evaluation and peer partner)</p>	Write a letter from a character- (Where they are in America). Aunt to James.
4	Plays	<ul style="list-style-type: none"> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]( Recap on play features).</li> <li>• 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.</li> <li>• in narratives, creating settings, characters and plot</li> <li>• Proofread for spelling and punctuation errors</li> <li>• SPAG <ul style="list-style-type: none"> <li>○ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Write the play continuing from the end of the book.</li> <li>• Act out their play.</li> </ul>
5	Instructions	<ul style="list-style-type: none"> <li>• discussing and recording ideas</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]- Link to how to be nice instructions.</li> <li>• Proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• Watch the film first. Charlie and the chocolate factory</li> <li>• Identify the characters.</li> </ul>

		<ul style="list-style-type: none"> <li>• SPAG <ul style="list-style-type: none"> <li>○ using conjunctions, adverbs and prepositions to express time and cause</li> </ul> </li> </ul> <p>identifying themes and conventions in a wide range of books</p>	<ul style="list-style-type: none"> <li>• Fill in the sheet- (VS- picture-synopsis- adjectives- table format?</li> <li>• Identify the main themes of the book. Nice things happen to people with manners. Lesson learnt.</li> </ul> <p>Write instructions of how to be nice. Life lesson. Why are manners important?</p>
6	Narrative ( Characters)	<ul style="list-style-type: none"> <li>• predicting what might happen from details stated and implied</li> <li>• Proofread for spelling and punctuation errors</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</li> </ul> <p>discussing words and phrases that capture the reader's interest and imagination</p>	<ul style="list-style-type: none"> <li>• Augustus Gloop- Lost Boy Poster.</li> </ul> <p>Read up to the pg94. Predicting what will happen next to him.</p>
7	Recount / Letter	<ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</li> <li>• organising paragraphs around a theme</li> </ul> <p>in narratives, creating settings, characters and plot</p>	<ul style="list-style-type: none"> <li>• Violet Beauregard- Writing a letter home from view point of Oompa-Loompas.</li> </ul>
8	Recount – persuasion	<ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</li> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> </ul>	<p>Write an apology to Willy Wonka. Verruca</p>
9	Persuasion / Argument	<ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>• 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.</li> </ul>	

10.	Persuasion / Argument	<ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Charlie turns now the factory- which of the other children should have it?</li> </ul> <p>What are the positives they can get from negative behaviours?</p>
11.	Poems	<ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> </ul> <p>discussing words and phrases that capture the reader's interest and imagination</p>	<ul style="list-style-type: none"> <li>• Read poems from dirty beasts.</li> <li>• Design own character.</li> </ul> <p>Write poem about dirty beats.</p>
12.	Poetry	<ul style="list-style-type: none"> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Homework- reading and recording their poem.</li> </ul>