

St Peter's CVE Primary School.
English Medium Term Planning.

Year group: Year 3
 Term: Summer 2018



Weeks	Genre	Curricular objectives	Resources
1	Narrative Poetry	<ul style="list-style-type: none"> • recognising some different forms of poetry [for example, free verse, narrative poetry]. • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • identifying main ideas drawn from more than one paragraph and summarising these • asking questions to improve their understanding of a text • in narratives, creating settings, characters and plot • organising paragraphs around a theme • progressively building a varied and rich vocabulary and an 	<p>Mad Professor's daughter Read Comprehension? Link to character inference Summarise a section.</p> <p>Pick the sky outside was over cast- draw. Create descriptive word bank. Shared write.</p>

		<p>increasing range of sentence structures</p> <ul style="list-style-type: none"> • discussing words and phrases that capture the reader's interest and imagination 	
2	Narrative Poetry	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • progressively building a varied and rich vocabulary and an increasing range of sentence structures • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • discussing words and phrases that capture the reader's interest and imagination • assessing the effectiveness of their own and others' writing and suggesting improvements 	<p>The child stuck in the prison. How would you be feeling? What could you see? How is she behaving?</p> <p>Peer evaluation</p> <p>Imagine you look into her grass green eyes what would happen (extend write)</p>

3	Narrative Poetry	<ul style="list-style-type: none"> • recognising some different forms of poetry [for example, free verse, narrative poetry]. • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • using conjunctions, adverbs and prepositions to express time and cause • progressively building a varied and rich vocabulary and an increasing range of sentence structures • to know the present and past tense of specific verbs • discussing words and phrases that capture the reader's interest and imagination 	<p>Read Rhyming Poetry. Rhyming- Practise the structure</p> <p>Using vivid verbs.</p> <p>Read and discuss Kicking a Ball</p> <p>What do you like best in the world?</p>
4	Narrative Poetry	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • progressively building a varied and rich vocabulary and an increasing range of sentence structures • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<p>Verse not..... – no..... not..... no--- tumbling I like best</p> <p>Using a computer and track changes on word.</p> <p>Rhyming dictionaries online</p> <p>Rhyming verse</p> <p>Best- Write and illustrate own poem.</p>

		<ul style="list-style-type: none"> • using conjunctions, adverbs and prepositions to express time and cause • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	
5	Sats Week/ NFER tests		Introduce the world cup.
6	Writing in different styles. Recount/ instructions.	<ul style="list-style-type: none"> • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • Retrieve and record information from non-fiction. • using conjunctions, adverbs and prepositions to express time and cause • discussing and recording ideas • organising paragraphs around a theme • progressively building a varied and rich vocabulary and an increasing range of sentence structures 	Science link preparing our self for the world cup.
7	Information texts-	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • in non-narrative material, using simple organisational devices 	Read an example about England Features of an information text Comprehension questions. England- research

		<p>[for example, headings and sub-headings]</p> <ul style="list-style-type: none"> • organising paragraphs around a theme • reading books that are structured in different ways and reading for a range of purposes • Retrieve and record information from non-fiction. • progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<p>Practise extending sentences</p>
8	Information texts-	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • organising paragraphs around a theme • reading books that are structured in different ways and reading for a range of purposes • Retrieve and record information from non-fiction. • progressively building a varied and rich vocabulary and an 	<p>Shared write insert for England for the World cup booklet.</p> <p>Random information about Russia. Group information. Organising paragraphs around a theme. Group work. Then give subtitles.</p> <p>Practise extending sentences</p>

		increasing range of sentence structures	
9	Information texts-	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • organising paragraphs around a theme • reading books that are structured in different ways and reading for a range of purposes • Retrieve and record information from non-fiction. • progressively building a varied and rich vocabulary and an increasing range of sentence structures • assessing the effectiveness of their own and others' writing and suggesting improvements 	<p>Write information text about Russia.</p> <p>Peer evaluation</p> <p>Edit and improve. Computers</p>
10	Myths	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • in narratives, creating settings, characters and plot 	<p>Listen to a myth in Orchard or Forest school area.</p> <p>Disney Little Mermaid How to Catch A Mermaid by Jane Ray</p>

		<ul style="list-style-type: none"> • using fronted adverbials • progressively building a varied and rich vocabulary and an increasing range of sentence structures • progressively building a varied and rich vocabulary and an increasing range of sentence structures • organising paragraphs around a theme • predicting what might happen from details stated and implied • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • identifying main ideas drawn from more than one paragraph and summarising these 	<p>Look at structure and features of a myth.</p> <p>Summarise the Myth-Opening, build up, dilemma, events, resolution.</p>
11	Myths	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • in narratives, creating settings, characters and plot • using fronted adverbials • progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<p>The seal children by Jackie Morris</p> <p>Why is the village now abandoned?</p>

12	Myths	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • in narratives, creating settings, characters and plot • using fronted adverbials • progressively building a varied and rich vocabulary and an increasing range of sentence structures • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	<p>Write own Myth based on Beowulf</p> <p>Edit Myth</p>
13	Consolidation		