

## Year 3 Medium Term Planning

<p><b>Handwriting:</b></p>	<p>Use the diagonal and horizontal strokes needed to join letters. Increase the legibility consistently and the quality of handwriting.</p>
<p><b>Spellings</b></p>	<p>Suffixes: - ly and -ous rules ly added to adjective to create adverb ly starts with a consonant letter, so it is added straight on to most root words <u>Homophones:</u> Knot/not Meat/meet Medal/meddle Missed/mist Scene/seen <u>Prefixes -</u> Un, Dis Mis In <u>Example words:</u> Unproven Untrue Disappoint Disagree Misbehave Mislead Inactive Incorrect <u>Prefixes -</u> Il - Im - Re- Sub- Inter- Super- Anti- Auto- Know the meaning and be able to explain <u>Homophones</u> Accept/ except Affect/ effect Berry/ bury Great/ grate Grown/ groan</p>
<p><b>Speaking and listening</b></p>	<p>At a level appropriate to Year 3: listen and respond appropriately to adults and their peers.</p> <p>At a level appropriate to Year 3: ask relevant questions to extend their understanding and knowledge.</p> <p>At a level, appropriate to Year 3: use relevant strategies to build their vocabulary.</p> <p>At a level appropriate to Year 3: articulate and justify answers, arguments and opinions.</p> <p>At a level, appropriate to Year 3: give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>At a level appropriate to Year 3: maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>At a level appropriate to Year 3: use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>At a level appropriate to Year 3: speak audibly and fluently with an increasing command of Standard English.</p> <p>At a level appropriate to Year 3: participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>At a level appropriate to Year 3: gain, maintain and monitor the interest of the listener(s).</p> <p>At a level appropriate to Year 3: consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>At a level appropriate to Year 3: select and use appropriate registers for effective communication.</p>

Term/ week	Unit and Stimulus/Key texts	WALTS	Grammar to be covered	Vocabulary, Grammar and Punctuation	Composition	Transcription	Reading	Expected end of unit piece
Autumn 1 – Journey 1 week for assessment	<p><b>Narrative</b></p> <p><b>3 weeks</b></p> <p><b>Complete a narrative for the boy or girl</b></p>	<p>Develop the skill of making predictions. (Title- explore the word then Front cover only)</p> <p>Understand how to sequence events. (copy page 1,2, 5, 6, 13, 17, 29, 30 and final pages)</p> <p>Develop the skill of creating a narrative. (as a team/ group – building the story up altogether)</p> <p>Know how to write from their plans.</p> <p>Understand how to progress the story – What is the next part of her journey.</p> <p>Complete a shared write scaffolding ready for writing their own</p>	<p>conjunctions for expressing time/place and cause eg: when, before, after, while, so, because</p> <p>adverbs: then, next, soon, therefore</p> <p>prepositions: before, after, during, in, because of past tense</p> <p>Fronted adverbials</p>	<p>Use conjunctions for expressing time/place and cause eg: when, before, after, while, so, because</p> <p>Use adverbs: then, next, soon, therefore</p> <p>Use prepositions: before, after, during, in, because of</p> <p>Know how to write in the past tense</p> <p>Use and understand grammatical terminology</p> <p>Understand paragraphs as a way to group related material</p> <p>Beginning to use inverted commas to punctuate direct speech.</p>	<p>Plan writing after looking at similar texts.</p> <p>Draft and write by composing/ rehearsing simple sentence structure.</p> <p>Evaluate and edit by beginning to assess the effectiveness of their own writing and others', suggesting improvements.</p> <p>Draft and write by creating simple settings, characters and a basic plot in narratives.</p> <p>Draft and write by organising simple paragraphs around a theme.</p> <p>Proof- read for some spelling and punctuation errors.</p>	<p>Spell homophones</p> <p>Use the first two letters of a word to check spellings in a dictionary.</p> <p>Begin to use the possessive apostrophe accurately – girls', boys' and irregular: children's</p>	<p>Develop positive attitudes to reading and understanding of what they read by discussing some words and phrases that capture the reader's interest and imagination.</p> <p>Understand what they read, in books they can read independently, by beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Understand what they read, in books they can read independently, by drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Understand what they read, in books they can read independently, by beginning to predict what might happen from details stated and implied [based on content, simple themes or text types].</p> <p>Understand what they read, in books they can read independently, by beginning to identify main ideas drawn from more than one paragraph and summarising these.</p>	<p><b>Complete a narrative for the boy or girl</b></p>
	<p><b>Non-chronological reports</b></p>	<p>WAGOLL</p> <p>Understand the features of a non-chronological report.</p>	<p>Third person</p> <p>Proper nouns</p> <p>Commas in a list</p> <p>Clause types</p> <p>Commas after fronted</p>	<p>Presentational features to aid structure eg headings and subheadings.</p> <p>Group ideas into paragraphs</p>	<p>GD – As part of routine, proof-read for some spelling and punctuation errors</p> <p>Organisational devices used – headings/subheadings</p>	<p>Use some prefixes/suffixes and understand how to use them in writing</p> <p>Spell some misspelt words</p> <p>Use the possessive</p>	<p>Develop positive attitudes to reading and understanding of what they read by listening to and discussing a range</p>	

<p><b>2 weeks</b></p> <p><b>Birds - Owl experience</b></p> <p><b>Tropical Birdland</b></p> <p><b>Attenborough Nature reserve</b></p>	<p>Know how to organise paragraphs around a theme.</p> <p>Understand how to use organisational devices.</p> <p>Develop the skill of researching</p> <p>Understand how to write a non-chronological report.</p> <p>Know how to edit, redraft and finalise.</p> <p>Display work</p>	<p>adverbials</p> <p>Apostrophes for possession</p>	<p>Know when to use 'a' or 'an'</p> <p>Add prefixes to form new words eg - interact and reappear</p> <p>Use a range of conjunctions to join clauses.</p>	<p>Draft work into short paragraphs</p> <p>Use different sentence structures and some better vocabulary in my writing.</p> <p>Plan writing by looking at similar texts.</p>	<p>apostrophe.</p>	<p>of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Develop positive attitudes to reading and understanding of what they read by reading books that are structured in some different ways and reading for a range of purposes.</p> <p>Develop positive attitudes to reading and understanding of what they read by beginning to use dictionaries to check the meaning of words that they have read.</p> <p>Understand what they read, in books they can read independently, by beginning to identify main ideas drawn from more than one paragraph and summarising these.</p> <p>Retrieve and record simple information from non-fiction.</p>	
<p><b>Poetry</b></p> <p><b>1 week</b></p> <p><b>Birds of prey by Claude McKay</b></p> <p><b>Blackcatpoems.com</b></p>	<p>Develop the skill of unpicking language for effect.</p> <p>Know how to begin to plan a poem.</p> <p>Understand how to use language for effect to create their own emotive poem.</p> <p>Know how to perform by heart.</p>	<p>Emotive language</p>	<p>Know when to use 'a' or 'an'</p> <p>Add prefixes to form new words eg - interact and reappear</p>	<p>Read to an audience with increasing awareness intonation and control of tone and volume</p> <p>Organisational devices used - headings/subheadings</p> <p>Draft work into short paragraphs</p> <p>Use different sentence structures and some better vocabulary in my writing.</p> <p>Plan writing by looking at similar texts.</p>	<p>Spell some misspelt words</p> <p>Use the possessive apostrophe.</p>	<p>Understand what they read, in books they can read independently, by drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Develop positive attitudes to reading and understanding of what they read by Beginning to recognise some different forms of poetry [for example, free verse, narrative poetry].</p> <p>Develop positive</p>	<p><b>Birds of prey by Claude McKay</b></p>

							attitudes to reading and understanding of what they read by preparing poems and play scripts to read aloud and to perform, increasingly showing understanding through intonation, tone, volume and action.	
Autumn 2 – Charlotte's web 1 week for assessment	<p><b>Letter – persuasion</b></p> <p><b>1 week</b></p> <p><b>Write a letter persuading Uncle to take charge of the pig.</b></p>	<p>Know how to identify features of a letter.</p> <p>Understand how to plan a letter.</p> <p>Know how to write a letter.</p> <p>Understand the need to edit and improve.</p>	<p>First person</p> <p>Persuasive devices</p> <p>Noun types</p> <p>Fronted adverbials</p> <p>Preposition</p> <p>Conjunctions</p>	<p>Use conjunctions for expressing time/place and cause eg: when, before, after, while, so, because</p> <p>Use adverbs: then, next, soon, therefore</p> <p>Use prepositions: before, after, during, in, because of</p> <p>Know how to write in the past tense</p> <p>Use and understand grammatical terminology</p> <p>Understand paragraphs as a way to group related material</p>	<p>Plan writing by beginning to discuss and record ideas (notes)</p> <p>Evaluate and edit by beginning to improve consistency of grammar and vocabulary eg: pronouns in sentences.</p> <p>Proof- read for some spelling and punctuation errors.</p>	<p>Spell homophones</p> <p>Use the first two letters of a word to check spellings in a dictionary.</p> <p>Begin to use the possessive apostrophe accurately – girls', boys' and irregular: children's</p> <p>Spell some words that are often misspelt.</p>	<p>Develop positive attitudes to reading and understanding of what they read by discussing some words and phrases that capture the reader's interest and imagination.</p> <p>Understand what they read, in books they can read independently, by beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Understand what they read, in books they can read independently, by drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p><b>Write a letter persuading Uncle to take charge of the pig.</b></p>
	<p><b>Play script</b></p> <p><b>1 week</b></p> <p><b>Scene one in the farm – max 4 characters</b></p>	<p>Understand the features of a play script.</p> <p>Know how to write a play script.</p> <p>Develop the skill of performing a play script.</p>	<p>Commands</p> <p>Statements</p> <p>Stage directions</p> <p>Brackets</p> <p>Punctuation - ! , : ?</p>	<p>Presentational features to aid structure eg headings and subheadings.</p> <p>Group ideas into paragraphs</p> <p>Know when to use 'a' or 'an'</p> <p>Add prefixes to form new words eg – interact and reappear</p> <p>Use a range of conjunctions to join clauses.</p>	<p>Organisational devices used – headings/subheadings</p> <p>Draft work into short paragraphs</p> <p>Use different sentence structures and some better vocabulary in my writing.</p> <p>Plan writing by looking at similar texts.</p>	<p>Spell some misspelt words</p> <p>Use the possessive apostrophe.</p>	<p>Develop positive attitudes to reading and understanding of what they read by listening to and discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Develop positive attitudes to reading and understanding of what they read by beginning to use dictionaries to check the meaning of</p>	<p><b>Scene one in the farm – max 4 characters</b></p>

							words that they have read. Develop positive attitudes to reading and understanding of what they read by preparing poems and play scripts to read aloud and to perform, increasingly showing understanding through intonation, tone, volume and action. Understand what they read, in books they can read independently, by drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	
<p><b>Instructions</b></p> <p><b>2 weeks</b></p> <p><b>Baking a cake for the fayre</b></p>	<p>Understand the features of instructions</p> <p>Know how to sequence events.</p> <p>Develop the skill of planning, writing and editing their work.</p> <p>Develop the skill of evaluating.</p>	<p>Time conjunctions</p> <p>Imperative verbs</p> <p>Present tense</p> <p>Proper nouns</p> <p>Technical language</p> <p>Colons</p> <p>Commas in a list</p>	<p>Extend the range of sentences with more than one clause using a wider range of conjunctions: <i>when, if, because, although</i></p> <p>Use the present perfect form instead of simple past eg. <u>He had gone out to play.</u> Instead of <u>He went out to play.</u></p> <p>Confidently use 'a' or 'an' depending on what the next word begins with.</p>	<p>Plan their writing by beginning to discuss and record ideas.</p> <p><i>GD - Do this as part of their own routine across a range of styles.</i></p> <p>Draft and write by composing and rehearsing simple sentence structures, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Draft and write by organising simple paragraphs around a theme.</p> <p>Draft and write by creating simple settings and characters.</p> <p>Evaluate and edit by beginning to assess the effectiveness of own and others' writing and suggest improvements.</p> <p>Edit written work to improve the use of vocabulary.</p> <p>Proof-read for some spelling and punctuation errors.</p>	<p>Use some prefixes and suffixes and understand how to add them:</p> <p>Un, Dis, Mis</p> <p>Spell some words that are often misspelt.</p> <p>Place the possessive apostrophe accurately in words with regular and irregular plurals eg Boys', girls' and children's</p> <p>Use the first two letters of a word to check its spelling in a dictionary.</p>	<p>Develop positive attitudes to reading and understanding of what they read by reading books that are structured in some different ways and reading for a range of purposes.</p> <p>Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a range of books.</p> <p>Develop positive attitudes to reading and understanding of what they read by discussing some words and phrases that capture the reader's interest and imagination.</p> <p>Understand what they read, in books they can read independently, by drawing simple inferences such as inferring characters' feelings, thoughts and</p>	<p><b>Baking a cake for the fayre</b></p>	

							<p>motives from their actions, and justifying inferences with evidence.</p> <p>Understand what they read, in books they can read independently, by beginning to predict what might happen from details stated and implied [based on content, simple themes or text types].</p> <p>Understand what they read, in books they can read independently, by beginning to identify main ideas drawn from more than one paragraph and summarising these.</p>	
<p><b>Narrative</b></p> <p><b>2 weeks</b></p> <p><b>Write own chapter for Winter Days on a farm. (contrast from Summer Days)</b></p> <p><b>Trip to Nottingham farm - Stonebridge</b></p>	<p>Develop the skill of making predictions.</p> <p>Understanding characters feelings and actions/motives.</p> <p>Develop the skill of identifying how the plot develops.</p>	<p>conjunctions for expressing time/place and cause eg: when, before, after, while, so, because</p> <p>adverbs: then, next, soon, therefore</p> <p>prepositions: before, after, during, in, because of past tense</p> <p>Fronted adverbials</p>	<p>Use conjunctions for expressing time/place and cause eg: when, before, after, while, so, because</p> <p>Use adverbs: then, next, soon, therefore</p> <p>Use prepositions: before, after, during, in, because of</p> <p>Know how to write in the past tense</p> <p>Use and understand grammatical terminology</p> <p>Understand paragraphs as a way to group related material</p> <p>Beginning to use inverted commas to punctuate direct speech.</p>	<p>Plan writing after looking at similar texts.</p> <p>Draft and write by composing/ rehearsing simple sentence structure.</p> <p>Evaluate and edit by beginning to assess the effectiveness of their own writing and others', suggesting improvements.</p> <p>Draft and write by creating simple settings, characters and a basic plot in narratives.</p> <p>Draft and write by organising simple paragraphs around a theme.</p> <p>Proof- read for some spelling and punctuation errors.</p>	<p>Spell homophones</p> <p>Use the first two letters of a word to check spellings in a dictionary.</p> <p>Begin to use the possessive apostrophe accurately - girls', boys' and irregular: children's</p>	<p>Develop positive attitudes to reading and understanding of what they read by discussing some words and phrases that capture the reader's interest and imagination.</p> <p>Understand what they read, in books they can read independently, by beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Understand what they read, in books they can read independently, by drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Understand what they read, in books they can read independently, by beginning to predict what might happen from</p>	<p><b>Write own chapter for Winter Days on a farm. (contrast from Summer Days)</b></p>	

							details stated and implied [based on content, simple themes or text types]. Understand what they read, in books they can read independently, by beginning to identify main ideas drawn from more than one paragraph and summarising these.	
<b>Spr 1</b> Week 1 and 3 days	<p>The Butterfly Lion</p> <p><u>Diary</u> Page 7-11</p> <p><u>Skills:</u> First person. I, me, my, we, us, our Sequence of events Capital letters for the names of people, places and titles Adjectives to describe feeling/ thoughts Past tense</p>	<p>Develop the skill of making inferences about a characters' thoughts and feelings.</p> <p>Understand that evidence from the text can justify answers.</p> <p>Develop the skill of writing a recount of events.</p> <p>Understand how to use sequential conjunctions and adverbials to order writing.</p> <p>Develop the skill of planning and drafting a diary.</p> <p>Understand how to assess and evaluate their own writing.</p> <p>Develop the skill of proof-reading work on a final draft.</p>	<p>Use 'a' or 'an' depending on the letter start.</p> <p>Use conjunctions for expressing time/place and cause eg: when, before, after, while, so, because</p> <p>Use adverbs: then, next, soon, therefore</p> <p>Use prepositions: before, after, during, in, because of</p> <p>Know how to write in the past tense</p>	<p>Plan writing after looking at similar texts.</p> <p>Draft and write by composing/ rehearsing simple sentence structure.</p> <p>Evaluate and edit by beginning to assess the effectiveness of their own writing and others', suggesting improvements.</p>	<p>Use some suffixes and understand how to add them on.</p> <p>Spell homophones</p> <p>Use the first two letters of a word to check spellings in a dictionary.</p>	<p>Develop positive attitudes to reading and understanding of what they read by reading books that are structured in some different ways and reading for a range of purposes.</p> <p>Develop positive attitudes to reading and understanding of what they read by discussing some words and phrases that capture the reader's interest and imagination.</p> <p>Understand what they read, in books they can read independently, by drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Diary account (over several days) of his experience of boarding school.</p> <p>Or</p> <p>Bertie's feelings when he was told he would be leaving to go to England.</p>	

<p>       Narrative -        Setting        descriptions         Page 32   <u>Skills:</u>        Third or first        person        Compound        sentences with        co-ordinating        conjunctions:        and        but        or        so        for        nor        yet        Inverted commas        Powerful verbs:        Synonyms for        verbs such as        "said" or "go"        Use a comma        after a fronted        adverbial phrase,        prepositional        phrase or adverb        ending in "-ly"        Expanded noun        phrase     </p>	<p>       Develop the skill of        identifying the        authors' use of        language.         Understand how to        set the scene.         Understand how        paragraphs are        formed.         Develop the skill of        writing a        descriptive setting.         Know how to        identify areas to        improve.         Understand how to        form predictions.         Develop the skill of        using inverted        commas.         Know how to plan a        narrative and        create a draft.         Understand that        language is used to        draw the reader in.     </p>	<p>       Use conjunctions for expressing        time/place and cause eg: when, before,        after, while, so, because        Use adverbs: then, next, soon, therefore        Use prepositions: before, after, during, in,        because of        Know how to write in the past tense        Use and understand grammatical        terminology        Understand paragraphs as a way to group        related material        Beginning to use inverted commas to        punctuate direct speech.     </p>	<p>       Plan writing after        looking at similar        texts.        Draft and write by        composing/ rehearsing        simple sentence        structure.        Evaluate and edit by        beginning to assess        the effectiveness of        their own writing and        others', suggesting        improvements.        Draft and write by        creating simple        settings, characters        and a basic plot in        narratives.        Draft and write by        organising simple        paragraphs around a        theme.        Proof- read for some        spelling and        punctuation errors.     </p>	<p>       Spell homophones        Use the first two        letters of a word to        check spellings in a        dictionary.        Begin to use the        possessive apostrophe        accurately - girls',        boys' and irregular:        children's     </p>	<p>       Develop positive        attitudes to reading        and understanding of        what they read by        discussing some        words and phrases        that capture the        reader's interest and        imagination.        Understand what        they read, in books        they can read        independently, by        beginning to check        that the text makes        sense to them,        discussing their        understanding and        explaining the        meaning of words in        context.        Understand what        they read, in books        they can read        independently, by        drawing simple        inferences such as        inferring characters'        feelings, thoughts        and motives from        their actions, and        justifying inferences        with evidence.        Understand what        they read, in books        they can read        independently, by        beginning to predict        what might happen        from details stated        and implied [based on        content, simple        themes or text        types].        Understand what        they read, in books        they can read        independently, by        beginning to identify        main ideas drawn     </p>	<p>       Using the        image page        32 chn set        the scene        for the        story at this        point.     </p>
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<b>Week (s)</b> 5	<p>Letters</p> <p>Page 76</p> <p><b>Skills:</b></p> <p>First person</p> <p>Informal language</p> <p>Dear..., opening</p> <p>Informal ending</p> <p>Address in top right</p> <p>Opening Questions</p>	<p>Understand what they are reading by answering questions.</p> <p>Know how to make inferences about characters' feelings, thoughts and actions.</p> <p>Develop the skill of planning using notes.</p> <p>Understand the need to draft and redraft.</p> <p>Know that we all evaluate writing to make improvements.</p>	<p>Use conjunctions for expressing time/place and cause eg: when, before, after, while, so, because</p> <p>Use adverbs: then, next, soon, therefore</p> <p>Use prepositions: before, after, during, in, because of</p> <p>Know how to write in the past tense</p> <p>Use and understand grammatical terminology</p> <p>Understand paragraphs as a way to group related material</p>	<p>Plan writing by beginning to discuss and record ideas (notes)</p> <p>Evaluate and edit by beginning to improve consistency of grammar and vocabulary eg: pronouns in sentences.</p> <p>Proof- read for some spelling and punctuation errors.</p>	<p>Spell homophones</p> <p>Use the first two letters of a word to check spellings in a dictionary.</p> <p>Begin to use the possessive apostrophe accurately - girls', boys' and irregular: children's</p> <p>Spell some words that are often misspelt.</p>	<p>Develop positive attitudes to reading and understanding of what they read by discussing some words and phrases that capture the reader's interest and imagination.</p> <p>Understand what they read, in books they can read independently, by beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Understand what they read, in books they can read independently, by drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Write a response to the letter Bertie has written to Millie.</p>
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Term/ week	Unit and Stimulus/Key texts	WALTS	Vocabulary, Grammar and Punctuation	Composition	Transcription	Reading	Expected end of unit piece
<p><b>Spr 2</b></p> <p><b>Week</b> <b>(s)</b> <b>1-2</b></p>	<p>The Boy Who could Fly</p> <p>Recount - Witness account Pg 14-23</p> <p><b>Skills:</b> Time conjunctions Past tense First person/ third person Proper nouns Adverbial and prepositional phrases</p>	<p>Develop the skill of making predictions.</p> <p>Understand how to make inferences.</p> <p>Develop the skill of writing a letter.</p> <p>Understand how to proof-read.</p> <p>Know the how to redraft.</p> <p>Understand the events in a text.</p> <p>Understand how to use adverbial and prepositional phrases.</p> <p>Know how to write a plan.</p> <p>Understand how to structure a witness account.</p> <p>Know how to edit and improve work.</p>	<p>Extend the range of sentences with more than one clause using a wider range of conjunctions: when, if, because, although</p> <p>Use the present perfect form instead of simple past eg. <u>He had gone out to play.</u> Instead of <u>He went out to play.</u></p> <p>Confidently use 'a' or 'an' depending on what the next word begins with.</p> <p>Write in paragraphs.</p> <p><i>GD- Explain why they have decided to start a new paragraph.</i></p>	<p>Plan their writing by beginning to discuss and record ideas.</p> <p><i>GD - Do this as part of their own routine across a range of styles.</i></p> <p>Draft and write by composing and rehearsing simple sentence structures, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Draft and write by organising simple paragraphs around a theme.</p> <p><i>GD - Confidently organising structured, simple paragraphs around a theme across a range of styles.</i></p> <p>Draft and write by creating simple settings and characters.</p> <p>Evaluate and edit by beginning to assess the effectiveness of own and others' writing and suggest improvements.</p> <p>Edit written work to improve the use of vocabulary.</p> <p>Proof-read for some spelling and punctuation errors.</p>	<p>Use some prefixes and suffixes and understand how to add them: Un, Dis, Mis</p> <p>Spell some words that are often misspelt.</p> <p><i>GD - In their own writing.</i></p> <p>Place the possessive apostrophe accurately in words with regular and irregular plurals eg Boys', girls' and children's</p> <p>Use the first two letters of a word to check its spelling in a dictionary.</p> <p><i>GD - Do this as part of their routine (independently)</i></p>	<p>Develop positive attitudes to reading and understanding of what they read by reading books that are structured in some different ways and reading for a range of purposes.</p> <p>Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a range of books.</p> <p>Develop positive attitudes to reading and understanding of what they read by discussing some words and phrases that capture the reader's interest and imagination.</p> <p>Understand what they read, in books they can read independently, by drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Understand what they read, in books they can read independently, by beginning to predict what might happen</p>	<p>Write a witnesses account of what they have seen - Pg14-23</p> <p>What were they doing? Where were they? What were the events leading up to it?</p>

						from details stated and implied [based on content, simple themes or text types]. Understand what they read, in books they can read independently, by beginning to identify main ideas drawn from more than one paragraph and summarising these.	
<b>Week (s)</b> <b>3</b>	The boy who could fly  WHOLE TEXT REFERENCE  Newspaper report  <b>Skills:</b> Headline Subheadings Captions Direct speech Present and past tense Third and first person Proper nouns Conjunctions indicating time	Understand how a newspaper is structured.  Know how headlines are created.  Understand the difference between reported and direct speech.  Develop the skill of writing a newspaper.  Know the importance of reading work aloud.	Extend the range of sentences with more than one clause by using a wider range of conjunctions: when, if, because, although <i>GD - Confidently use 'a' or 'an' depending on what the next word begins with.</i> Write in paragraphs and <i>explain why a new one has been started.</i> Use headings/ subheadings to structure and present work Use inverted commas to punctuate direct speech.	Draft and write by beginning to use simple organisational devices in non-narrative material Evaluate and edit by beginning to assess the effectiveness of their own and others' writing and suggest improvements Edit written work to improve the use of vocabulary Proof-read for spelling and punctuation errors Read aloud their own writing using intonation/ control of tone and volume so that meaning is clear.	Use some prefixes and suffixes and understand how to add them: Un, Dis, Mis Spell some words that are often misspelt. <i>GD - In their own writing.</i> Place the possessive apostrophe accurately in words with regular and irregular plurals eg Boys', girls' and children's Use the first two letters of a word to check its spelling in a dictionary. <i>GD - Do this as part of their routine (independently)</i>	Develop positive attitudes to reading and understanding of what they read by reading books that are structured in some different ways and reading for a range of purposes. Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a range of books. Develop positive attitudes to reading and understanding of what they read by discussing some words and phrases that capture the reader's interest and imagination. Understand what they read, in books they can read independently, by drawing simple inferences such as inferring characters'	Newspaper report on Thomas' ability to fly  Consider - how it happened, Who was involved, what his parents thought, get Thomas' side of the story

						feelings, thoughts and motives from their actions, and justifying inferences with evidence. Understand what they read, in books they can read independently, by beginning to identify main ideas drawn from more than one paragraph and summarising these.	
<b>Week (s)</b> <b>4-5</b>	<p>The boy who could fly</p> <p>Adventure and mystery narrative</p> <p><b>Skills:</b> Paragraphs Inverted commas Sentence openers - adverbial and prepositional Synonyms for said Compound sentences with co-ordinating conjunctions: <i>and</i> <i>but</i> <i>or</i></p>	<p>Develop the skill of sharing viewpoints.</p> <p>Know how to use inverted commas.</p> <p>Develop the skill of setting the scene.</p> <p>Understand character development.</p> <p>Understand the importance of character, setting and plot.</p> <p>Know how to plan a story.</p> <p>Understand how to draft and write a narrative.</p> <p>Develop the skill of evaluating and editing.</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions: when, if, because, although <i>GD - Confidently use 'a' or 'an' depending on what the next word begins with.</i></p> <p>Write in paragraphs and <i>explain why a new one has been started.</i></p> <p>Use inverted commas to punctuate direct speech.</p>	<p>Draft and write by creating simple settings, characters and a basic plot in narratives</p> <p>Evaluate and edit by beginning to assess the effectiveness of their own and others' writing and suggest improvements</p> <p>Edit written work to improve the use of vocabulary</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing using intonation/ control of tone and volume so that meaning is clear.</p>	<p>Use some prefixes and suffixes and understand how to add them: Un, Dis, Mis</p> <p>Spell some words that are often misspelt.</p> <p><i>GD - In their own writing.</i></p> <p>Place the possessive apostrophe accurately in words with regular and irregular plurals eg Boys', girls' and children's</p> <p>Use the first two letters of a word to check its spelling in a dictionary.</p> <p><i>GD - Do this as part of their routine (independently)</i></p>	<p>Develop positive attitudes to reading and understanding of what they read by listening to and discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Understand what they read, in books they can read independently, by drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Understand what they read, in books they can read independently, by beginning to predict</p>	<p>Adventure and mystery - Send Thomas on another adventure - What could happen? Does he turn into some sort of hero? Does he have a nemesis?</p>

	<i>so for nor yet</i>	<p>Know how to proof-read.</p> <p>Understand how to review work.</p>				<p>what might happen from details stated and implied [based on content, simple themes or text types].</p> <p>Participate with support 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.</p>	
<b>Term/ week</b>	<b>Unit and Stimulus/Key texts</b>	<b>WALTS</b>	<b>Vocabulary, Grammar and Punctuation</b>	<b>Composition</b>	<b>Transcription</b>	<b>Reading</b>	<b>Expected end of unit piece</b>
<b>Sum 1  Week 1 and 2 (s)</b>	<p>The Dancing Bear - Michael Morpurgo</p> <p><b>Skills:</b></p>	<p>Understand character emotions.</p> <p>Develop the skill of reporting.</p> <p>Know why editing is important.</p> <p>Understand how to use skimming and scanning.</p> <p>Understand the language used by the author to guide the reader.</p> <p>Understand how to generate questions.</p> <p>Know how to research.</p> <p>Develop the skill of organising writing.</p>	<p>Presentational features to aid structure eg headings and subheadings.</p> <p>Group ideas into paragraphs</p> <p>Know when to use 'a' or 'an'</p> <p>Add prefixes to form new words eg - interact and reappear</p> <p>Use a range of conjunctions to join clauses.</p>	<p>GD - As part of routine, proof-read for some spelling and punctuation errors</p> <p>Organisational devices used - headings/subheadings</p> <p>Draft work into short paragraphs</p> <p>Use different sentence structures and some better vocabulary in my writing.</p> <p>Plan writing by looking at similar texts.</p>	<p>Use some prefixes/suffixes and understand how to use them in writing</p> <p>Spell some misspelt words</p> <p>Use the possessive apostrophe.</p>	<p>Develop positive attitudes to reading and understanding of what they read by listening to and discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Develop positive attitudes to reading and understanding of what they read by reading books that are structured in some different ways and reading for a range of purposes.</p> <p>Develop positive attitudes to reading and understanding of what they read by beginning to use dictionaries to check the meaning of words that they have read.</p> <p>Understand what</p>	<p>Non-Chronological report on Bears - link to habitats</p> <p>Chn complete research to questions they want to find out about.</p>

		<p>Know how to write a draft.</p> <p>Understand the evaluation process.</p>				<p>they read, in books they can read independently, by beginning to identify main ideas drawn from more than one paragraph and summarising these. Retrieve and record simple information from non-fiction.</p>	
<p><b>Week (s)</b></p>	<p>The Dancing Bear - Michael Morpurgo Pg 28</p> <p><b>Skills:</b></p>	<p>Know how to write a character profile.</p> <p>Understand a characters thoughts and feelings.</p> <p>Know how to sequence events.</p> <p>Develop the skill of making links to other texts.</p> <p>Develop the skill of writing an opening scene.</p> <p>Understand narratives can be performed.</p> <p>Know how to write a playscript.</p> <p>Understand how to use brackets.</p> <p>Know how to edit and improve.</p> <p>Develop the skill of reading aloud.</p>	<p>Presentational features to aid structure eg headings and subheadings.</p> <p>Group ideas into paragraphs</p> <p>Know when to use 'a' or 'an'</p> <p>Add prefixes to form new words eg - interact and reappear</p> <p>Use a range of conjunctions to join clauses.</p>	<p>Organisational devices used - headings/subheadings</p> <p>Draft work into short paragraphs</p> <p>Use different sentence structures and some better vocabulary in my writing.</p> <p>Plan writing by looking at similar texts.</p>	<p>Spell some misspelt words</p> <p>Use the possessive apostrophe.</p>	<p>Develop positive attitudes to reading and understanding of what they read by listening to and discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Develop positive attitudes to reading and understanding of what they read by beginning to use dictionaries to check the meaning of words that they have read.</p> <p>Develop positive attitudes to reading and understanding of what they read by preparing poems and play scripts to read aloud and to perform, increasingly showing understanding through intonation, tone, volume and action.</p> <p>Understand what they read, in books they can read independently, by</p>	<p>Playscript - re write the tale of the Pied Piper of Hamelin as a play</p>

						drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	
<b>Week (s)</b>	Macavity the Mystery cat  <b>Skills:</b>	Understand forms of poetry.  Know how to perform poetry.  Develop the skill of analysing a poem.  Know how to recite a poem.  Understand how to evaluate a performance.	Know when to use 'a' or 'an' Add prefixes to form new words eg - interact and reappear	Read to an audience with increasing awareness intonation and control of tone and volume Organisational devices used - headings/subheadings Draft work into short paragraphs Use different sentence structures and some better vocabulary in my writing. Plan writing by looking at similar texts.	Spell some misspelt words Use the possessive apostrophe.	Understand what they read, in books they can read independently, by drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Develop positive attitudes to reading and understanding of what they read by Beginning to recognise some different forms of poetry [for example, free verse, narrative poetry]. Develop positive attitudes to reading and understanding of what they read by preparing poems and play scripts to read aloud and to perform, increasingly showing understanding through intonation, tone, volume and action.	Poetry Poems to perform
							Extension short tasks:  Promotion or

							advert for Bruno's Honey etc  Character description of Grandfather pg12
Term/ week	Unit and Stimulus/Key texts	WALTS	Vocabulary, Grammar and Punctuation	Composition	Transcription	Reading	Expected end of unit piece
Sum 2 Week (s)	The Spiderwick Chronicles  <b>Skills:</b> Past tense Third person Inverted commas Noun phrases Synonyms for said Proper nouns A range of adjectives - list of three and actions. Compound sentences with co-ordinating conjunctions: <i>and</i> <i>but</i> <i>or</i> <i>so</i> <i>for</i> <i>nor</i> <i>yet</i>	Understand how to identify clauses.  Develop the skill of writing a letter.  Know how to recount events.  Understand how to create characters.  Know how to create a setting.  Understand how to plan.  Develop the skill of writing a myth/legend.  Understand the importance of redrafting.  Know why we have a final draft.	<b>GD:</b> <i>Independently write sentences which contain more than one clause - using a wider range of appropriate conjunctions</i> <i>Understand how to use the present perfect form of verbs which contrast to the past tense in writing.</i> <i>Confidently use conjunctions, adverbs and prepositions to accurately express time and cause in writing.</i> <i>Group ideas into paragraphs and explain why a new paragraph has been started.</i>	<b>GD:</b> <i>Plan writing by evaluating similar texts</i> <i>Make notes about what is going to be written</i> <i>Use different sentence structures independently and the most effective vocabulary in my writing</i> <i>Draft work into short paragraphs across a range of styles</i> <i>Organise writing using settings, characters and plot</i> <i>Edit work and add some improvements to the text as a result of evaluating self and others' work</i> <i>Edit written work independently to improve it, choosing more effective vocabulary.</i> <i>Completed work is re-read correcting spelling and punctuation errors.</i>	<b>GD:</b> <i>Know and use more prefixes/suffixes and understand how to use them in their writing</i> <i>Spell some homophones confidently and use them in context in my work.</i> <i>Know and use the possessive apostrophe in some plurals</i> <i>Use a dictionary to check spellings independently.</i>	Develop positive attitudes to reading and understanding of what they read by listening to and discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks.  Understand what they read, in books they can read independently, by drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.  Understand what they read, in books they can read independently, by beginning to predict what might happen from details stated and implied [based on content, simple themes or text types].  Participate with	Myths and Legends



						support 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.	
<b>Week (s)</b>	<p>The Spiderwick Chronicles</p> <p><b>Skills:</b> Third person Formal language Proper nouns Commas in a list Bullet points Past tense and present tense Rhetorical questions</p>	<p>Know there are different points of view.</p> <p>Understand how to present a debate.</p> <p>Understand the different tense forms.</p> <p>Develop the skill of writing questions.</p> <p>Know how to gather research.</p> <p>Understand how to form a draft.</p> <p>Know how to draft work.</p> <p>Know how to edit and improve work.</p>	<p><b>GD:</b> <i>Independently write sentences which contain more than one clause - using a wider range of appropriate conjunctions</i> <i>Group ideas into paragraphs and explain why a new paragraph has been started.</i> <i>Use headings/subheadings independently to structure and present work across a range of genres.</i></p>	<p><b>GD:</b> <i>Make notes about what is going to be written</i> <i>Use different sentence structures independently and the most effective vocabulary in my writing</i> <i>Draft work into short paragraphs across a range of styles</i> <i>Organise writing by using headings and subheadings independently across a range of styles.</i> <i>Edit work and add some improvements to the text as a result of evaluating self and others' work</i> <i>Edit written work independently to improve it, choosing more effective vocabulary.</i> <i>Completed work is re-read correcting spelling and punctuation errors.</i></p>	<p><b>GD:</b> <i>Know and use the possessive apostrophe in some plurals</i> <i>Use a dictionary to check spellings independently.</i></p>	<p>Develop positive attitudes to reading and understanding of what they read by listening to and discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Develop positive attitudes to reading and understanding of what they read by reading books that are structured in some different ways and reading for a range of purposes.</p> <p>Develop positive attitudes to reading and understanding of what they read by beginning to use dictionaries to check the meaning of words that they have read.</p> <p>Understand what they read, in books they can read independently, by beginning to identify main ideas drawn from more than one paragraph and summarising these.</p> <p>Retrieve and record simple information</p>	<p>Non Chronological report on Mythical creatures</p>

						from non-fiction.	
<b>Week (s)</b>	<p>The Spiderwick Chronicles</p> <p><b>Skills:</b>  Past tense  Third person  Inverted commas  Noun phrases  Synonyms for said  Proper nouns  A range of adjectives - list of three and actions.  Similes  Onomatopoeia for sounds  Compound sentences with co-ordinating conjunctions:  <i>and</i>  <i>but</i>  <i>or</i>  <i>so</i>  <i>for</i>  <i>nor</i>  <i>yet</i></p>	<p>Know how to analyse the character at the start to the end.</p> <p>Develop the skill of comparing settings.</p> <p>Understand how to write a book review.</p> <p>Know and compare a traditional setting.</p> <p>Understand the language of a traditional tale.</p> <p>Understand how to plan a traditional tale.</p> <p>Know how to write a traditional tale.</p> <p>Understand how to edit and improve.</p> <p>Develop the skill of delivering a story.</p>	<p><b>GD:</b>  <i>Independently write sentences which contain more than one clause - using a wider range of appropriate conjunctions</i>  <i>Understand how to use the present perfect form of verbs which contrast to the past tense in writing.</i>  <i>Confidently use conjunctions, adverbs and prepositions to accurately express time and cause in writing.</i>  <i>Group ideas into paragraphs and explain why a new paragraph has been started.</i>  <i>Know that inverted commas are used to open and close what someone is saying in a text and use it confidently in writing.</i></p>	<p><b>GD:</b>  <i>Plan writing by evaluating similar texts</i>  Make notes about what is going to be written  <i>Use different sentence structures independently and the most effective vocabulary in my writing</i>  <i>Draft work into short paragraphs across a range of styles</i>  <i>Organise writing using settings, characters and plot</i>  <i>Edit work and add some improvements to the text as a result of evaluating self and others' work</i>  Edit written work independently to improve it, choosing more effective vocabulary.  Completed work is re-read correcting spelling and punctuation errors.</p>	<p><b>GD:</b>  <i>Know and use more prefixes/suffixes and understand how to use them in their writing</i>  <i>Spell some homophones confidently and use them in context in my work.</i>  <i>Know and use the possessive apostrophe in some plurals</i>  <i>Use a dictionary to check spellings independently.</i></p>	<p>Develop positive attitudes to reading and understanding of what they read by listening to and discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Understand what they read, in books they can read independently, by drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Understand what they read, in books they can read independently, by beginning to predict what might happen from details stated and implied [based on content, simple themes or text types].</p> <p>Participate with support 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.</p>	<p>Traditional tales</p> <p>Look at the use of Ogres and Goblins eg Rapunzel</p>