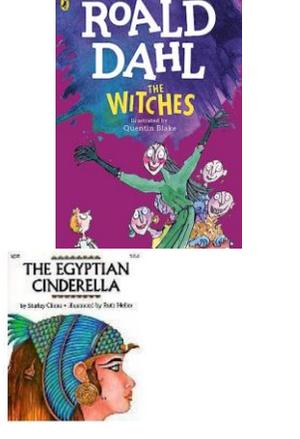
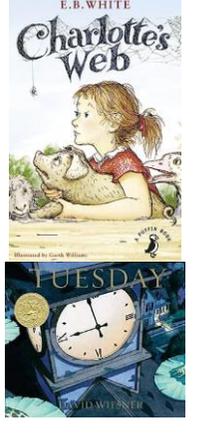


English Medium-Term Plan Year 3

Fiction focus Non-fiction focus Poetry	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Purpose	1. Writing to entertain 2. Writing to entertain	1. Writing to entertain 2. Writing to entertain	1. Writing to entertain 2. Writing to inform	1. Writing to inform 2. Writing to entertain	1. Writing to entertain 2. Writing to persuade	1. Writing to inform 2. Writing to entertain
Core English Texts						
Short Burst Writing	Sentences produced during the skills phase should be purposeful and transferable into the writing phase.					
Final Outcomes (including poetry)	1. Poetry writing outcome for Topsy Turvey World by William Brightly Rands 2. Retell using The Rhythm of the Rain by Grahame Baker-Smith	1. Retell using Stone Age Boy by Satoshi Kitamura 2. Setting description for Twas the night before Christmas by Clement Clark Moore	1. Character description showing contrast using Perfectly Norman by Tom Percival 2. Newspaper report about the Witches by Roald Dahl	1. Instructions how to catch a child using the Witch by Roald Dahl 2. Alternative story ending using Egyptian Cinderella by	1. Setting description of contrasting seasons using The Secret Garden by Mary Seaberg-Montefiore 2. Persuasive letter using Charlotte's Web by E.B.White	1. Non chronological report following our trip to Fountains Abbey 2. Retell using Tuesday by David Wiesner

<p>Authorial Intent</p>	<p>Children understand the purpose of the piece they are writing.</p> <p>Children can engage in discussions around who their audience would be.</p> <p>Use familiar story structures to retell an adventure story.</p> <p>Children will be able to sequence their writing so it takes the reader on a journey.</p> <p>Use senses to describe a setting.</p> <p>To engage in discussions around 'mood' and what this means with links to how a setting can affect this.</p>	<p>Children understand the purpose of the piece they are writing.</p> <p>Children can engage in discussions around who their audience would be.</p> <p>Children can focus on one part of a story and retell this in detail.</p> <p>Children can use specific vocabulary to show a change in setting.</p> <p>To discuss how adjective choices create mood.</p> <p>Use some of the senses to describe a setting. Select these carefully to have the desired affect on the reader.</p> <p>Children will select vocabulary to evoke emotion in the reader.</p> <p>By the end of the Autumn term, we would expect them to</p>	<p>Children understand the purpose of the piece they are writing.</p> <p>Children can engage in discussions around who their audience would be.</p> <p>Children understand that an author creates a character based off their appearance and personality.</p> <p>Children will select vocabulary to show a contrast in the character's appearance and emotions.</p> <p>Select tier 2/3 language to inform the reader.</p> <p>Children will be able to sequence their writing.</p> <p>Children can identify and select key facts (5Ws).</p> <p>Children can condense information to inform on the key facts.</p> <p>In non-narrative material, using simple organisational devices.</p>	<p>Children understand the purpose of the piece they are writing.</p> <p>Children can engage in discussions around who their audience would be.</p> <p>Children will be able to plan and write steps in order.</p> <p>Children draw on ideas from the author's style and mimic this.</p> <p>Select tier 2/3 language to inform the reader.</p> <p>Use familiar story structures, altering characters and events.</p> <p>Children will think carefully about descriptive vocabulary to describe a historical setting.</p> <p>Select tier 2/3 language to inform the reader.</p> <p>By the end of the Spring term, we would expect them to be developing in these skills.</p>	<p>Children understand the purpose of the piece they are writing.</p> <p>Children can engage in discussions around who their audience would be.</p> <p>Identify and select vocabulary that shows contrast and change.</p> <p>To engage in discussions around 'mood' and what this means with links to how seasons can affect this.</p> <p>To make adjective choices which create mood.</p> <p>Children will select similes to help paint a picture in the reader's mind.</p> <p>In non-narrative material, using simple organisational devices.</p> <p>Children will draw on character's experiences and emotions to explain their motives.</p>	<p>Children understand the purpose of the piece they are writing.</p> <p>Children can engage in discussions around who their audience would be.</p> <p>Children understand that some pieces of writing do not need a set sequence.</p> <p>Select tier 2/3 language to inform the reader.</p> <p>In non-narrative material, using simple organisational devices (?).</p> <p>Use familiar story structures to retell.</p> <p>Children will be able to sequence their writing so it takes the reader on a journey.</p> <p>Use senses and similes to describe a setting.</p> <p>To engage in discussions around 'mood' and what this means.</p>
-------------------------	--	--	--	---	---	---

		be emerging in these skills.			Children know that a letter needs an address.	To make adjective choices which create mood. By the end of the Summer term, we would expect them to be secure in these skills.
Skills Phase	<p>Use the correct verb form to write in the past tense.</p> <p>Write expanded noun phrases (2 adjectives + a noun separated by a comma).</p> <p>Identify and use prepositions.</p>	<p>Select suitable adjectives to fit the mood.</p> <p>Use subordinating conjunctions 'when' and 'however'.</p> <p>Understand subject/verb agreement (was/were)- starter.</p> <p>Select and use appropriate adverbs (ly).</p> <p>Understand that paragraphing can be used when changing setting.</p> <hr/> <p>Select suitable adjectives to fit the mood.</p> <p>Use apostrophes for possession.</p>	<p>Use verbs forms for present tense.</p> <p>Begin to use the progressive tense.</p> <p>Use commas in a list (starter- revision).</p> <p>Use apostrophes for possession to include plural nouns.</p> <p>Select and use appropriate pronouns.</p> <hr/> <p>Begin to use inverted commas to show words that someone has said.</p> <p>Use verb forms for past tense (starter- revision).</p> <p>Begin to use past progressive tense.</p>	<p>Use apostrophes for both possession and omission (starter-revision).</p> <p>Select appropriate adverbs.</p> <p>Use both co-ordinating and subordinating conjunctions (include since and as).</p> <p>Use apostrophes for omission.</p> <hr/> <p>Use inverted commas to punctuate direct speech.</p> <p>Understand that 'ly' adverbs can move to the start of a sentence.</p> <p>Know that adverbials should be followed by a comma.</p>	<p>Introduce similes.</p> <p>Understand that 'ly' adverbs can move to the start of a sentence.</p> <p>Know that adverbials should be followed by a comma.</p> <p>Use a full range of subordinating conjunctions.</p> <p>Use prepositions (starter- revision).</p> <hr/> <p>Use paragraphing (introduction, what I want, conclusion).</p> <p>Understand the 4 sentences types (statement, question, command and exclamation).</p>	<p>Use a combination of past and present tense to show comparisons.</p> <p>Use adjectives to show factual information.</p> <p>Use a range of conjunctions.</p> <hr/> <p>Inverted commas to show character speaking.</p> <p>Children will use adverbs of manner including fronted adverbials.</p> <p>Use prepositional phrases.</p> <p>Use similes.</p>

	Use subordinate conjunction 'as'.	Understand that paragraphing can be used to change events (introduction 5Ws, what happened, what the outcome is/ what's happening now). Identify and use adverbials of time with commas after these.	Use first person (starter- revision). Use the progressive tense.
--	-----------------------------------	---	---

Editing

Children will develop as **editors** continuing to develop the year 2 skills of reading their work aloud to a peer or an adult and refining tense and punctuation.

In addition, in Year 3, children will learn how to edit **person** by checking that **1st and 3rd person pronouns** are consistent throughout a piece of writing. Children will also **begin** to suggest **vocabulary level changes** such as verbs and adjectives to be **more specific** for the reader.

Spelling

Low Ash spelling scheme

At Low Ash we know that learning to spell is an essential skill, and in order for children to become successful writers they need to spell accurately. Within school, children will learn the rules and conventions of the spellings, alongside systems and strategies needed to become confident spellers. In Reception, Year 1 and Year 2 the children have daily read, write, inc lessons where they learn phonemes and graphemes and high frequency words. In Years 2, 3, 4, 5 and 6 the children will also be taught spelling, which focuses on acquiring knowledge of spelling conventions patterns and rules.

<u>ch</u>	spelt 'ch' and 'tch'	<u>Church</u> <u>watch</u>
<u>j</u>	spelt 'j' and 'g' and 'dge'	Jury <u>nudge</u> magic
<u>m</u>	spelt 'm' and 'mb'	<u>Hem</u> <u>numb</u>
<u>k</u>	spelt 'ch' and 'que'	<u>Stomach</u> <u>critique</u>
<u>n</u>	spelt 'gn' and 'kn'	<u>Gnome</u> <u>know</u>
<u>r</u>	spelt 'wr'	<u>write</u>
<u>s</u>	spelt 'se' and 'st'	<u>listen</u> <u>promise</u>
<u>g</u>	spelt 'gue'	<u>rogue</u>
<u>oa</u>	spelt 'ow' and 'oe' and 'o-e' and 'oa'	<u>bowl</u> <u>toe</u> stone boat
<u>oo</u>	spelt 'ue' and 'u-e' and 'ew' and 'u'	blue <u>brute</u> <u>grew</u> arguing
<u>u</u>	spelt 'oul' and 'u' 'oo'	<u>could</u> <u>mud</u> wood
<u>ai</u>	spelt 'ay', 'ey', 'ai', 'a-e', 'ea', 'ej', 'eigh'	slay obey rain take vein sleigh
<u>ee</u>	spelt 'ee', 'y', 'ie', 'ey', 'ea'	tree happy relief key eat
<u>igh</u>	spelt 'ie', 'y', 'i-e', 'i'	lie dry smile find
<u>sh</u>	spelt 'tion', 'sion', 'ssion', 'cian', 'cial'	motion conversion discussion magician special
<u>zh</u>	spelt 'sion', 'sure'	revision measure
<u>i</u>	spelt 'y' elsewhere than at the end of words	Egypt

suffixes -ly -ous -ing -er -ed -less -ful -ure

calmly curious hoping prefer hoped hopeless hopeful pressure

prefixes dis- mis- im- in- il-

disappear misbehave impossible incapable illegal

See tricky words list for additional words.

Poetry

Poetry writing outcome for Topsy Turvey World by William Brightly Rands



'Twas the night before Christmas by Clement Clark Moore



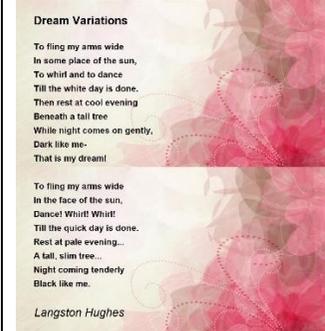
Dream Variations by Langston Hughes

Dream Variations

To fling my arms wide
In some place of the sun,
To whirl and to dance
Till the white day is done.
Then rest at cool evening
Beneath a tall tree
While night comes on gently,
Dark like me-
That is my dream!

To fling my arms wide
In the face of the sun,
Dance! Whirl! Whirl!
Till the quick day is done.
Rest at pale evening...
A tall, slim tree...
Night coming tenderly
Black like me.

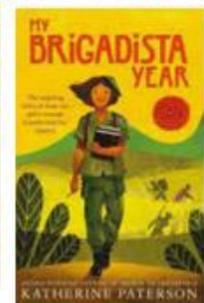
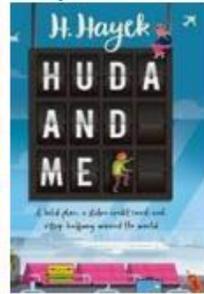
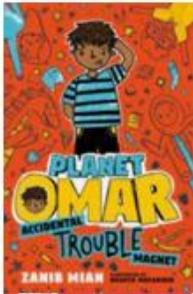
Langston Hughes



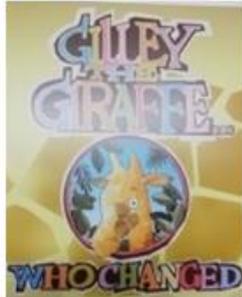
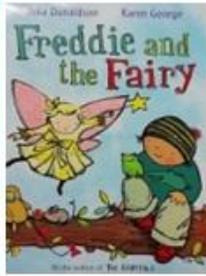
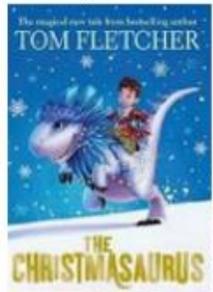
SMSC texts

LKS2

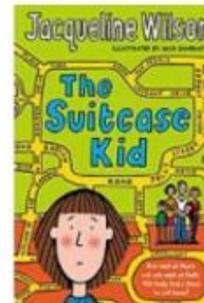
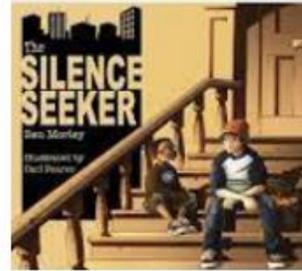
Cultural diversity/BAME



Physical disabilities



Different types of families



Neurodiversity/Mental Health

