



Year 3 English Medium Term Plan – Spring 2

Half-term plan for topic/book	<i>Light up your life!</i>
Book to read to the class	<i>The Skies Above My Eyes</i> by Charlotte Guillain and Yuval Zommer <i>The Firework Maker's Daughter</i> by Philip Pullman <i>The Owl Who Was Afraid of the Dark</i> by Jill Tomlinson
Reading aims	To listen to and discuss a range a range of fiction, poetry, non-fiction and reference books To explore what is meant by genre and themes To draw inferences such as inferring characters' feelings, thoughts and motives from their actions To apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet. (Focus on silent letters)
Writing outcomes	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 unjoined and to increase the legibility, consistency and quality of their handwriting To plan their writing by exploring writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar To write by: organising paragraphs around a theme; in narratives, creating settings, characters and plot; using and punctuating direct speech To write by extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, as, because To use commas after fronted adverbials

<p>Year group: 3</p> <p><i>Objectives outlined are from Oak National Academy/ Literacy Shed</i></p>	<p>Reading: decoding and comprehension</p> <p><i>These can be oral outcomes. They do not have to be written</i></p>	<p>Writing: composition</p> <p><i>You should break down the writing process of longer pieces into stages, and include editing to improve the proofreading process</i></p>	<p>Writing: grammar, vocabulary and punctuation</p> <p><i>Grammar can be taught either within reading/writing or as a stand-alone activity</i></p>	<p>Writing transcription: spelling and handwriting</p> <p><i>Hand writing should be taught daily until correct letter formation is embedded. It should then be taught regularly to ensure accurate joining. Spelling is cumulative and needs to be taught daily</i></p>
<p><i>Weeks 1 and 2</i></p>	<p>To engage with a text (<i>The Firework Maker's Daughter</i> by Philip Pullman)</p> <p>To answer questions on the text orally</p> <p>To analyse a character</p> <p>To explore a main theme</p> <p>To explore genre</p> <p>To make inferences about characters' feelings, thoughts and motives from their actions, using evidence to justify these</p> <p>To analyse the structure of stories</p>	<p>To design a firework and describe the way it moves using adverbs</p> <p>To answer questions on a text in written form</p> <p>To write in character, thinking about their feelings, thoughts and motives</p> <p>To use rich and varied vocabulary in order to describe fire</p> <p>To write a setting description</p> <p>To organise paragraphs around a theme</p> <p>To write a missing chapter (<i>Children will write a missing chapter or a character's backstory that could be included in the Firework-Maker's Daughter. They will draw on all learning from this unit to achieve this</i>)</p>	<p>To design a firework and describe the way it moves <u>using adverbs</u></p> <p>To use fronted adverbials to improve my sentences</p> <p>To use a dictionary and/or a thesaurus in order to extend and improve my vocabulary</p> <p>To extend sentences by using more than one clause</p>	<p>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 unjoined and to increase the legibility, consistency and quality of their handwriting</p> <p>To practise using the correct letter formation when writing</p>

<p><i>Week 3</i></p>	<p>To engage with a text</p> <p>To answer questions on the text orally</p> <p>To analyse a character</p> <p>To explore a main theme and generate and explore additional themes</p>	<p>To answer VIPERS questions on a text in written form</p>	<p>To explore figurative language</p>	<p>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 unjoined and to increase the legibility, consistency and quality of their handwriting</p> <p>To practise using the correct letter formation when writing</p>
<p><i>Weeks 4 and 5</i></p>	<p>To share and discuss a story</p> <p>To explore the features of a persuasive letter</p>	<p>To explore the features of a persuasive letter</p> <p>To devise a character and describe how they are feeling</p> <p>To express opinions and give reasons for them</p> <p>To use commands and rhetorical questions to persuade</p>	<p>To investigate, practise and apply knowledge of silent letters</p> <p>To explore conjunctions</p> <p>To develop a rich understanding of words associated with negative emotions</p> <p>To correctly punctuate commands and rhetorical questions</p>	<p>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 unjoined and to increase the legibility, consistency and quality of their handwriting</p> <p>To practise using the correct letter formation when writing</p>