



Year 3 English Medium Term Plan – Summer 1 2020-21

Half-term plan for topic/book		<i>Use the force!</i>		
Book to read to the class		<p><i>The Firework Maker's Daughter</i> by Philip Pullman (to finish)</p> <p><i>The Iron Man</i> by Ted Hughes</p>		
Reading aims		<ul style="list-style-type: none"> • To discuss our enjoyment of a wide range of books • To use dictionaries to check the meaning of new vocabulary • To discuss words and phrases that capture the reader's interest and imagination • To answer VIPERS questions (focusing on predicting, summarising and vocabulary) • To prepare a poem to read aloud and to perform, showing understanding through intonation, tone, volume and action (<i>The Coming of the Iron Man</i> by Brenda Williams) 		
Writing outcomes		<ul style="list-style-type: none"> • To plan and write the opening, build up, climax and ending of a narrative • To learn to edit our writing effectively • To explore how to move the action along by writing a scene with speech • To write a diary entry • To create a piece of blackout poetry • 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 		
Year group: 3	Reading: decoding and comprehension	Writing: composition	Writing: grammar, vocabulary and punctuation	Writing transcription: spelling and handwriting
<i>Objectives adapted from Oak National Academy/ Literacy Shed</i>	<i>These can be oral outcomes. They do not have to be written</i>	<i>You should break down the writing process of longer pieces into stages, and include editing to improve the proofreading process</i>	<i>Grammar can be taught either within reading/writing or as a stand-alone activity</i>	<i>Handwriting 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>
<i>Week 1</i>	To discuss our enjoyment of a wide range of books	To generate ideas before writing a story	To revise our understanding of simple, compound and complex sentences	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

				<p>unjoined and to increase the legibility, consistency and quality of their handwriting</p> <p>To practise spelling words with the prefix un-, dis-, mis- or non-</p>
Week 2	To use dictionaries to check the meaning of new vocabulary	<p>To plan a setting description</p> <p>To write a setting description as part of the opening of a story</p>	To revise our understanding of expanded noun phrases (within planning a setting description lesson)	<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 continue to practise spelling words with the prefix un-, dis-, mis- or non- (including test)</p>
Week 3	To discuss words and phrases that capture the reader's interest and imagination	<p>To explore how to move the action along by writing a scene with speech</p> <p>To plan and write a build up</p>	To practise writing speech	<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 spelling more words with the prefix un-, dis-, mis- or non-</p>
Week 4	To answer VIPERS questions about <i>The Firework Maker's daughter</i> (focus on summarise)	<p>To plan the climax of our stories</p> <p>To write the climax of our stories</p>	To understand the two functions of apostrophes (taught as a starter within writing lesson)	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 continue to practise spelling more words with the prefix un-, dis-, mis- or non- (including test)
Week 5	To predict what might happen in <i>The Iron Man</i> from details stated and implied	To write the end of our narrative	To learn how to edit our work effectively	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
Week 6	To answer VIPERS questions about <i>The Iron Man</i> by Ted Hughes	To write a diary entry	To revise and apply our understanding of the two functions of apostrophes	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
Week 7	To prepare a poem to read aloud and to perform, showing understanding through intonation, tone, volume and action (<i>The Coming of the Iron Man</i> by Brenda Williams) To answer VIPERS questions about <i>The Iron Man</i> by Ted Hughes (focus on vocabulary)	To create a piece of blackout poetry	To answer VIPERS questions about <i>The Iron Man</i> by Ted Hughes (focus on vocabulary)	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