



## Year 3 English Medium Term Plan – Summer 2 2020-21

<b>This half term's topic</b>	<i>It's All Greek to Me!</i>
<b>Key texts</b>	<i>Mark of the Cyclops: An Ancient Greek Mystery</i> by Saviour Pirotta
<b>Reading aims</b>	<p>* To listen to texts at a level beyond my own reading; to talk about books and use what I already know to understand texts; to talk about the title, main characters and events in a story; to answer questions about what is read to me; to retell key stories through role play and orally, in simple sentences</p> <p>** To answer and ask questions about a text; to know the difference between fact and fiction; to discuss different texts, offering opinions and explanations; to think about the meaning of new words through discussion and making links to known vocabulary; to recite some poems by heart, with appropriate intonation</p> <p>*** To ask relevant questions to get a better understanding of a text; to discuss the texts that I read and listen to; to talk about likes and dislikes of books I've read and give reasons for these opinions; to recognise that the author chooses the vocabulary used carefully; to explain my understanding of a text and explain the meaning of words in context; to read aloud and independently, taking turns and listening to others and to prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>
<b>Writing outcomes</b>	<p>* To combine words to make sentences which makes sense; to use capital letters, full stops, question marks and exclamation marks correctly; to orally compose sentences before writing them; to orally sequence sentences in chronological order; to re-read what I have written to check that it makes sense and make simple changes; to discuss my writing with my teacher; to form lower case letters in the correct direction, starting and ending in the right place and to spell: most of the Y1 CEW/HFW correctly; words with adjacent consonants (e.g. scrap, went, jump); compound words; words with the suffixes –ing, -ed, -er or –est where no change is needed to the root word and words ending in tch and ng</p> <p>** To use the progressive forms of verbs in the past tense; to write for different purposes; to use different sentence forms – statements, questions, exclamations and commands; to plan and discuss the content of writing orally and record my ideas; to orally rehearse structured sequences of sentences; to create a simple plan to support writing; to use new vocabulary drawn from listening to and talking about whole books; to re-read my own writing to check it makes sense and that verbs to indicate time are used correctly; to proof-read to check for errors in spelling, grammar and punctuation; to evaluate my own writing independently, with friends and with an adult; 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 and to spell: most of the Y2 CEW/HFW correctly; words with the /j/ sound – ge, dge, g; words with contractions; words using the suffixes –ment, -ness, -ful and –less and common homophones</p> <p>*** To use the present perfect form of verbs instead of the simple past; to discuss models of writing, noting their structure, grammatical features and vocabulary; to use similar and modelled texts to understand and learn from their structure and apply this to their writing; to compose sentences, orally at first, using a wider range of structures and increasing vocabulary; to use headings and subheadings to aid presentation; to produce non-narrative writing using simple organisational devices such as headings and subheadings; to proof-read to check for errors in spelling, grammar and punctuation; to suggest and make improvements to my own and others' writing; to use the apostrophe for singular and plural possession; to use 'a' or 'an' according to whether the next letter is a consonant or a vowel; 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 and to spell: words with the /ai/ sound spelt ei, eigh or ey; words with the /u/ sound spelt ou; words containing an apostrophe to show regular plural possession; words which are in a word family and words with the /i/ sound spelt y, not just at the end of words.</p>

<b>Year group: 3</b> <i>Objectives adapted from Oak National Academy</i>	<b>Reading: decoding and comprehension</b> <i>These can be oral outcomes. They do not have to be written</i>	<b>Writing: composition</b> <i>You should break down the writing process of longer pieces into stages, and include editing to improve the proofreading process</i>	<b>Writing: grammar, vocabulary and punctuation</b> <i>Grammar can be taught either within reading/writing or as a stand-alone activity</i>	<b>Writing transcription: spelling and handwriting</b> <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 make inferences and ask relevant questions about <i>Mark of the Cyclops</i> based on the front cover	To complete an improvement task for our dilemma stories: - Y1 CEW spelling practice (LJ, FH, CT & TH) - Using 'and' to join two clauses (TH) - Subordinating conjunctions (TW, LC, DG, AH, TJ, SS, GL) - a/an (AS) - Basic punctuation (LC, AR, TM, BM, JC, KL, ES, SS, GL) - Inverted commas (PG, SM, CS & BW)	To explore different forms of the past tense	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 spell most of the Y1 CEW/HFW correctly ** To spell most of the Y2 CEW/HFW correctly *** To spell words with the /ai/ sound spelt ei, eigh or ey.
<i>Week 2</i>	To use dictionaries to check the meaning of new vocabulary	To identify the features of an explanation text	To use different sentence forms – statements, questions, exclamations and commands	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 spell words with adjacent consonants

				<p>** To spell words with the /j/ sound – ge, dge, g</p> <p>*** To spell words with the /u/ sound spelt ou</p>
<i>Week 3</i>	Assessment week	<p>To orally explain a process</p> <p>To plan and draft an explanation text</p>	Assessment week	<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>Spelling: Assessment week</p>
<i>Week 4</i>	To understand the difference between fact and fiction	To continue planning and drafting an explanation text	To understand the two uses of apostrophes, including for plural possession	<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 spell compound words</p> <p>**To spell words with contractions</p> <p>*** To use apostrophes correctly to spell regular plural possessive words</p>
<i>Week 5</i>	To retell an ancient Greek myth	<p>To write an explanation text</p> <p>To proof-read and edit my explanation text</p>	To use 'a' or 'an' correctly	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>*To spell words with the suffixes –ing, -ed, -er or –est where no change is needed to the root word</p> <p>**To spell words using the suffixes –ment, -ness, -ful and –less</p> <p>***To spell words which are in a family correctly</p>
Week 6	To learn a poem about the Ancient Greeks by heart and perform it to an audience	To complete an improvement task for my explanation text	To further revise the correct use of 'a' or 'an'	<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 spell words ending in tch and ng</p> <p>** To spell common homophones</p> <p>***To spell words with the /i/ sound spelt y, not just at the end of words</p>