



Year 3 Spoken Language Medium-Term Plan

Key objectives

Physical

- Deliberately varies tone of voice in order to convey meaning. E.g. speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of a story.
- Considers position and posture when addressing an audience.

Linguistic

- To be able to use specialist language to describe their own and others' talk.
- To use specialist vocabulary.
- To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.

Cognitive

- To offer opinions that aren't their own.
- To reflect on discussions and identify how to improve.
- To be able to summarise a discussion.
- To reach shared agreement in discussions.

Social and emotional

- To adapt the content of their speech for a specific audience.
- To speak with confidence in front of an audience.

Possible experiences

- Discuss their ideas in different pairs and groups.
- Explain their methods to others.
- Discuss their own and others work and offer oral feedback.
- Take on an expert role e.g. to deliver speech as an archaeologist.
- Become a storyteller for an authentic audience.
- Present to an audience of older or younger students.
- Chair a discussion.
- Hold a class meeting.
- Perform to an audience in a church service.

Year 3 Reading Medium-Term Plan

Suggested Texts				Key Objectives
Class Novel	Sam Wu is not afraid of ghosts (Katie and Kevin Tsang) The Wild Way Home (Sophie Kirtley)	The boy who biked the world (A. Humphreys) The girl who stole and elephant (Nizrana Farook)	The boy who grew dragons (Andy Shepherd) Accidental Trouble Magnet: Book 1 (Planet Omar)	Vocabulary: Using dictionaries to check the meaning of words. Begin to discuss words and phrases that capture the reader's interest and imagination. Discussing their understanding and explaining the meaning of words in context. Identifying how language contributes to meaning. Inference Drawing inferences from characters' feelings, thoughts and motives from their actions. Prediction: Predicting what might happen from details which have been read. Explain Explain how content is related and contributes to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Retrieval: Asking questions to improve their understanding of a text. Retrieve and record information from non-fiction. Summary and comparison: Increasing their familiarity with a wide range of books. Identifying main ideas drawn from more than 1 paragraph and summarising these. Identifying themes in a wide range of books. Structure: Identifying how language, structure, and presentation contribute to meaning. Identifying conventions in a wide range of books. Recognising some different forms of poetry. Impact: Discussing words and phrases that capture the reader's interest and imagination. Performance and discussion: Retelling stories orally and preparing poems and play scripts to read aloud and to perform. Showing understanding of a text through intonation, tone, volume and action. Participate in discussion about books that are read to them and those read by themselves. Taking turns and listening to what others say.
Fiction	Paddington Bear (Michael Bond) How to wash a woolly Mammoth (Michelle Robinson) Coming Home (Michael Morpurgo) Dear teacher (Amy Husband) The Boy Who Was Always Late (John Patrick Norman Hennessy) The First Drawing (Mordacai Gerstein) Jim and the beanstalk (Raymond Briggs) The three Billy Goats Stuff (Bob Hartman) The pea and the princess (Mini Grey) Cave Baby (Julia Donaldson)	Where Ocean meets sky (Fan brothers)	Stone Age Boy (Satoshi Kitamura) Fairytale: The Villian's Version (Kaye Umansky)	
Non-fiction	Mary Anning biography The Pebble in my pocket (Meredith Hooper) Instruction examples	The Lost words (Robert Macfarlane and Jackie Morris) Animal Fact files	Amazing Muslims who change the world (Burhana Islam)	
Poetry and Plays	Even my ears are smiling (Michael Rosen) Nativity Play Script	Shape poetry Michael Rosen poems	I don't like poetry (Joshua Siegal)	
	Harvest Song Christmas Nativity	World Book Day Events	Writing Week	

Year 3 Writing Autumn Medium-Term Plan

Term 1	Term 2	Composition
Character and setting – Paddington Bear <u>Tier 2 vocabulary:</u> <i>prefer, observe, abandon, wander, collect, habit, suitable, scatter, alert, passage</i> <u>Writing outcome:</u> <i>To write a short story with character and setting description</i> <u>Key objectives:</u> - secure use of noun phrases as a descriptive tool - revisit use of capital and full stops - explore and develop plot ideas - introduce coordinating conjunctions - use adverbs of time and manner and prepositions of place	Coming Home – Michael Morpurgo <u>Tier 2 vocabulary</u> <i>journey, fearless, journeyed, pursued, transformed, towering, bitter, storm, approach, sheltered</i> <u>Writing outcome:</u> <i>To write a story based on a journey.</i> <u>Key objectives:</u> - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - using conjunctions, adverbs and prepositions to express time and cause - revisit use of past tense - use apostrophes for singular possession - using and punctuating direct speech	Pre-writing and planning - Use model texts to understand and learn: the structure, vocabulary and grammar of different texts - Discuss and record ideas Drafting and writing - compose and rehearse sentences orally - progressively building a varied and rich vocabulary - use an increasing range of sentence structures - organise paragraphs around a theme - in narratives, have a clear beginning, middle and end with descriptions of settings and characters - in non-narrative material, use some simple organisational devices- headings and sub-headings Revising and redrafting - assess the effectiveness of their own and others' writing and suggesting improvements - propose changes to grammar and vocabulary to improve consistency Editing and checking - proofread for spelling and punctuation errors Publishing and presenting - read their own writing aloud, to a group or the whole class
Instructions <u>Tier 2 vocabulary</u> <i>position, turn, construct, check, release, adjust, place, cover, secure, afterwards</i> <u>Writing outcome:</u> <i>To write a set of instructions</i> <u>Key objectives:</u> - use adverbs of time and manner to add detail - use prepositions - revisit imperative verbs - use paragraphs as a way of grouping related material - use headings and subheadings to organise information clearly	Letters (Formal) <u>Tier 2 vocabulary</u> <i>significant, justification, support, explain, decide, concern, believe, agree, behaviour, problem</i> <u>Writing outcome:</u> <i>To write a persuasive letter.</i> <u>Key objectives:</u> - identify the features of informal letters - use pronouns to avoid repetition - use paragraphs as a way of grouping related material - to write in first and third person - use past tense - check tone and formality when editing	
Grammatical terminology		Transcription
preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')		Handwriting – based on Pen Pals scheme Spelling – based on FFT scheme

Year 3 English Writing Spring Medium-Term Plan

Term 1	Term 2	Composition
Narrative - Ocean meets Sky <i>Tier 2 vocabulary</i> imagine, wonder, float, dream, far, mystical, glide, cloud, drift, explore <u>Writing outcome:</u> To write a story based on and inspired by a book. <u>Key objectives:</u> • secure use of noun phrases as a descriptive tool • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • use short sentences for effect • use a range of sentence openers • introduce present perfect tense • secure use of capital letters and full stops	Non-chronological report <i>Tier 2 vocabulary</i> diet, lifespan, survive, locate, protect, protective, curved, camouflage, adapted, region <u>Writing outcome:</u> To write a non-chronological report about animals <u>Key objectives:</u> • develop use of technical language • use headings and subheadings to aid presentation • introduce paragraphs as a way of grouping related material • proofread for spelling and punctuation errors • revisit use of question marks • identify and use formal and informal language • use conjunctions to aid cohesion Figurative Poetry - The Lost words <i>Tier 2 vocabulary</i> appear, silent, hidden, light, soft, gentle, shape, quiet, watch, wild <u>Writing outcome:</u> To write a kenning poem and a short descriptive narrative <u>Key objectives:</u> • Identify and create kennings as a poetic device • Use powerful verbs for description • Create expanded noun phrases for precision • Use conjunctions to join words and clauses • Use adverbs and prepositions to add detail • Use a range of sentence openers • Compose and rehearse sentences orally before writing • Continue to build a rich and varied vocabulary	Pre-writing and planning - Use model texts to understand and learn: the structure, vocabulary and grammar of different texts - Discuss and record ideas Drafting and writing - compose and rehearse sentences orally - progressively building a varied and rich vocabulary - use an increasing range of sentence structures - organise paragraphs around a theme - in narratives, have a clear beginning, middle and end with descriptions of settings and characters - in non-narrative material, use some simple organisational devices- headings and sub-headings Revising and redrafting - assess the effectiveness of their own and others' writing and suggesting improvements - propose changes to grammar and vocabulary to improve consistency Editing and checking - proofread for spelling and punctuation errors Publishing and presenting - read their own writing aloud, to a group or the whole class
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Grammatical terminology: <i>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</i>		Handwriting – based on Pen Pals scheme Spelling – based on FFT scheme

Year 3 English Writing Summer Medium-Term Plan

	Term 1	Term 2	Composition
	Narrative – The Stone Age Boy <u>Writing outcome:</u> <i>To write a new version of a story.</i> <i>Tier 2 vocabulary</i> uncover, ancient, gather, hunt, build, shelter, tool, change, danger, bold <u>Key objectives:</u> - secure use of noun phrases as a descriptive tool - Use powerful verbs to add detail - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - use conjunctions, adverbs and prepositions to express time and cause use paragraphs as a way of grouping related material - using and punctuating direct speech - accurately use apostrophes for possession and contraction - continue to build a rich and varied vocabulary. - Punctuate direct speech accurately Non-chronological reports <i>Tier 2 vocabulary</i> outline, characteristics, species, habitat, habits, dangerous, myth, scale, territory, adapt <u>Writing outcome:</u> <i>To write a non-chronological report about a dragon</i> <u>Key objectives:</u> - develop use of technical language - use headings and subheadings to aid presentation - introduce paragraphs as a way of grouping related material - proofread for spelling and punctuation errors - identify and use formal and informal language link ideas across paragraphs	Biographies <u>Writing outcome:</u> <i>To write a biography about a fictional character.</i> <i>Tier 2 vocabulary</i> cruel, twisted, schemed, deceived, resentful, ruthless, tormented, betrayed, ambitious, corrupted <u>Key objectives:</u> - Organise writing into paragraphs - Write in chronological order using adverbials of time - Use coordinating and subordinating conjunctions - Use expanded noun phrases to add detail - Use adverbs and adverbials of time to show when events happen - Use apostrophes for singular possession and commas in a list accurately - Use consistent tense (past and present perfect) - Use formal tone and third person	Pre-writing and planning - Use model texts to understand and learn: the structure, vocabulary and grammar of different texts - Discuss and record ideas Drafting and writing - compose and rehearse sentences orally - progressively building a varied and rich vocabulary - use an increasing range of sentence structures - organise paragraphs around a theme - in narratives, have a clear beginning, middle and end with descriptions of settings and characters - in non-narrative material, use some simple organisational devices- headings and sub-headings Revising and redrafting - assess the effectiveness of their own and others' writing and suggesting improvements - propose changes to grammar and vocabulary to improve consistency Editing and checking - proofread for spelling and punctuation errors Publishing and presenting - read their own writing aloud, to a group or the whole class
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