



Year 3 medium term plan Literacy

Planning follows the teaching sequence from reading to writing, ensuring a balance of reading and writing within each unit. Literacy planning is based on high quality literature, poetry and non-fiction texts, which provide inspiration for a final written outcome. Speaking, listening, drama and creative approaches are embedded as key teaching approaches. This ensures speaking and listening objectives are fully covered. Grammar is taught in context and pupils have the opportunity to practice and consolidate skills through discrete games and collaborative activities and explicit sentence level work prior to applying skills in the context of the final written outcome. Spelling is taught discretely however should be practised and driven through the modelling and teaching of writing. I have planned in spelling adjectives which are appropriate to the text being taught, however you must ensure all year group objectives are covered.

Fictional Texts are suggested and approaches drawn from CLPE Book Power Year 3. Please also ensure your order book collections from Islington ELS to support your teaching of each unit.

Grammar terminology to be introduced:

KS1 TERMINOLOGY: *Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, noun, noun phrase, statement, question, exclamation, command, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma.*

Year 3 content to be introduced:

Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas (or speech marks)

Term 1

Term 2

Evidence for Writing moderation: Please ensure you have annotated pieces of writing with what the child can do and what the child's targets are. Also provide details of any support given if an aided piece and note if the piece was unaided. Work should be stuck in progress books once moderated.

Autumn term 1: Baseline assessment (free piece of writing)

Autumn term 2: Big Writing, 1 report

Spring term 1: Narrative/description

Spring term 2: Big Writing, CLJ news report

Summer term 1: persuasive letter CLJ

Summer term 2: Narrative, Big Writing

Evidence must include, supported and independent and come from Literacy, Big Writing and CLJ. Fiction, non-fiction and poetry represented. (photocopies of work in books can be used).



	Fiction	Non Fiction	Poetry
Autumn 1 and 2 8 weeks 7 weeks Other Worlds!	<p>(1) Traditional Tales – Fables 3 weeks</p> <p>Fly Eagle Fly! An African Tale – Retold by Christopher Gregorowski. CLPE YEAR 3</p> <p>Reading outcome(s): increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>identifying themes and conventions in a wide range of books (STORIES WITH MORALS INVOLVING ANIMALS)</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Written outcome: Writing in role Write a new fable to convey a moral/message – link to DREAMS in narratives, creating settings, characters and plot.</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English</p>	<p>1) Report 3 weeks</p> <p>Use Pie Corbett's Talk for Writing across the Curriculum – Dragons. Will need to collect a variety of reports for children to read about the wider curriculum.</p> <p>Reading Outcome: reading books that are structured in different ways and reading for a range of purposes (reading a variety of non-fiction reports to research from)</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p> <p>Asking questions to improve their understanding of a text.</p> <p>retrieve and record information from non-fiction</p> <p>Written outcome: Teacher demonstrates research and note taking techniques using information and ICT texts on a subject and using a spider gram to organise the information. Children then turn this into a report.</p> <p>in non-narrative material, using simple</p>	<p>(1) Vocabulary Building 1 week</p> <p>Fly Eagle Fly</p> <p>Reading Outcome.</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>Written outcome: Read write and perform free verse</p> <p><i>(use Fly Eagle Fly CLPE session 12 and 13)</i></p> <p>Grammar outcome:</p> <p>Spelling outcome: Past tense Verb endings (revision from year 2)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Cross Curricular Link</p> <p>Poetry written based upon a topic in the wider curriculum.</p> </div> <p>(2) Limericks 2 weeks</p> <p><i>Edward Lear – (famous for writing Limericks)</i></p> <p>Reading Outcome preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognizing some different forms of poetry</p> <p>Written outcome: Recite familiar Limericks off by</p>



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Grammar outcome: Use text which is rich in vocabulary to expand children's vocabulary. Revision of 2A sentences, capital letters, commas and full stops.

Also focus on Adverb openers – how did he search? How did the eagle fly?

using commas after fronted adverbials

Introducing paragraphs as a way to group related material.

Spelling outcome:

The suffix –ly

The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply.

The suffix –ly starts with a consonant letter, so it is added straight on to most root words. *sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly).*

Exceptions:

(1) If the root word ends in –y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable. *happily, angrily*

(2) If the root word ends with –le, the –le is changed to –ly.

gently, simply, humbly, nobly

(3) If the root word ends with –ic, –ally is added rather than just –ly, except in the word *publicly*

basically, frantically, dramatically

(4) The words *truly, duly, wholly.*

organizational devices [for example, headings and sub-headings]

Grammar outcome: extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
Introducing paragraphs as a way to group related material.

Spelling outcome: The suffix - ous

Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.

Sometimes there is no obvious root word.

–our is changed to –or before –ous is added.

A final 'e' of the root word must be kept if the sound of 'g' is to be kept.

If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e. /dʒ/

heart and experiment trying to write their own Limericks

Grammar outcome: Revision

Spelling outcome: Focus on punctuation - some of his Limericks involve speech marks.

Cross Curricular Links

Research/notetaking and report writing linked to the wider curriculum.

Stone Age

Re - non chron reports about religions/festivals

Science reports

Cross Curricular Links : History – Stone Age to Iron Age -Writing in role

Art – improve mastery of techniques – descriptions to accompany art using the text for evidence.

PSHCE – writing about hopes and Dreams for



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2) Writing and performing a play 2 – 3 weeks

Step inside a story by Julia Donaldson

Reading Outcome: Children read a range of play scripts reading books that are structured in different ways and reading for a range of purposes
drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
identifying how language, structure, and presentation contribute to meaning.

2) **Instructions** 2 weeks

Pie Corbett's how to trap a dragon and other examples of instructional texts

Reading Outcome: retrieve and record information from non-fiction

Written Outcome: Write and evaluate a range of instructions including directions. in non-narrative material, using simple organizational devices [for example, headings and sub-headings, bullet points, numbering]

Grammar outcome. Time connectives – revision of the idea of a command.

Spelling outcome: the prefix – anti as in anti-clockwise (linked to directions)]

The /sure/ and /ture/ endings as in treasure, measure

/Adventure/ nature picture

Cross Curricular links

Numeracy – Directions treasure hunt

Science/History/DT – How to questions?



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	<p>Written Outcome: Children write a play script based upon a familiar fable – The Hare and the Tortoise</p> <p>Grammar Outcome: Presentational features</p> <p>Spelling Outcome: THE PREFIX IM – impossible, impatient, immature, imperfect</p>		
<p>Spring 1 and 2 6 weeks 5 weeks</p> <p>Eruptions</p>	<p>1)Traditional Tales – fairy tales (alternative versions) 3 weeks Original version of The Boy Who Cried Wolf Updated version The Boy Who Cried Wolf by Tony Ross Also the Boy Who Cried Ninja by Alex Latimer David Wiesner: The Three Pigs The True Story of the Three Little Pigs by David Wiesner Reading Outcome: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. identifying themes and conventions in a wide range of books. drawing inferences such as inferring characters' feelings, thoughts and</p>	<p>Report (newspaper) 4 weeks. Use a visual text (Literacy Shed) so children can watch something unfolding. Collect First news for children to read, discuss and comprehend. Reading Outcome: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or (newspapers articles and television/radio reports) Drawing inferences Identifying main ideas from more than one paragraph and summarizing these Written outcome: Write a news or sport report of an 'unfolding event (commentary) including detail in ways that will engage the reader /viewer assessing the effectiveness of their own and others' writing and suggesting improvements</p>	<p>1)Poetry – Vocabulary Building 1 – 2 weeks The Puffin Book of Fantastic First Poems Edited by June Crebbin and other poetry books: Teaching Poetry 4-8 – My Baby Brother Alan Peat Reading Outcome: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Written outcome: Read, write and perform free verse (no rhyming structure) based upon characters using rich and varied vocabulary Grammar outcome: Use my Baby Brother to re-enforce punctuation and the difference between a question, statement, exclamation or command Spelling outcome: Use My Baby Brother - Possessive apostrophe – singular nouns – also revise</p>



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motives from their actions, and justifying inferences with evidence
Written outcome: Write a traditional tale from a key character's perspective, thus altering the version or change one aspect of the traditional tale giving it a modern twist.
discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
organising paragraphs around a theme
in narratives, creating settings, characters and plot.
proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
Grammar outcome: Use of speech marks for direct speech.
Presentational features – new line for each person talking.
Spelling outcome: Homophones – tail/tale great/grate here/hear wether/whether– revision of year 2 homophones and new ones introduced

Retelling / story books based on RE stories/PSHCE Roman Stories

Grammar outcome: Use of the present perfect form of verbs.

Revision of speech marks for quotations.

Has been sentenced to 3 years imprisonment rather than he was sentenced to 3 years.

Spelling outcome: Possessive apostrophe with plural words and revision of the possessive apostrophe with singular words
Girls' boys' childrens' babies' men's mice's

Newspaper report about volcanoes
Also apply previously taught genres – reports/instructions
Explanations (year 2)

contractions

Poetry based upon volcanoes

Roman invasions

Structure – haiku, tanka and kennings 1 week

<http://www.kidsonthenet.org.uk/create/kennings.cfm>

<http://poetryzone.woodshed.co.uk/challenge4.htm>
#kenning

Reading Outcome: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally recognising some different forms of poetry [for example, free verse, narrative poetry]

Written outcome: Read and write Haiku, tanka and kennings.

plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

draft and write:

composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

Evaluate

read their own writing aloud to a group or the whole class, using appropriate intonation and controlling



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			<p>the tone and volume so that the meaning is clear Grammar outcome: Revision of the verb tenses. Spelling outcome: Endings tion, sion, sсион, cian</p> <p>Strictly speaking, the suffixes are -ion and -ian. Clues about whether to put t, s, ss or c before these suffixes come from the last letter or letters of the root word.</p> <p>-tion is the most common spelling. It is used if the root ends in t or te.</p> <p>-ssion is used if the root word ends in ss or -mit.</p> <p>-sion is used if the root word ends in d or se. Except attend – attention, intend – intention.</p> <p>-cian is used if the root word ends in c or cs.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Lots of opportunities to exploit these spellings in cross curricular - explosion – invasion, eruption.</p> </div>
<p>Summer 1 and 2 6 weeks 7 weeks</p> <p>Adventures</p>	<p>Adventure Stories 3 weeks Heroic stories Michael Morpurgo Tom's Sausage Lion. (Follow CLPE BOOK POWER Year 3)</p> <p>Reading Outcome: Discuss themes and issues which arise, enabling children to make connections with their own lives. To develop critical responses to story through drama and roles play</p> <p>Written outcome: To write in role – To write an adventure story focusing on plot.</p> <p>Grammar outcome: Focus on all</p>	<p>Persuasion - persuasive letter writing – 3 weeks Michael Morpurgo Tom's Sausage Lion.</p> <p>Reading Outcome: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Written outcome: Present the point of view of Michael in the form of a letter, linking points persuasively and selecting style and vocabulary appropriate for the reader.</p>	<p>Take one Poet 2 weeks Hot Like Fire and other poems by Valerie Bloom</p> <p>Reading Outcome: Read a collection of poems by a particular poet. Read, perform, discuss themes and style and personally respond. Recite poems off by heart.</p> <p>Recognise how poets select words and use patterns of rhythm, rhyme and sound to create effects.</p> <p>Written Outcome: To compose own poems</p> <p>Grammar Outcome: Look for opportunities to revise previously taught objectives in the context of poetry</p> <p>Spelling Outcome: Revision of the apostrophe</p>



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aspects of year 3 grammar –
sentence structure – ly openers, time
connectives, -
conectives/conjencions,
paragraphing - punctuation
Spelling outcome: ly suffix revision

Cross Curricular

Writing in role – King Alfred

Adventure stories of the Saxons

Art and Design - George and the
Dragon

**Author Study Anthony Browne – 5
weeks**

**Use Clpe Book Power Year 3, for
guidance – Gorilla, The Tunnel, Me
and You, Into the Forest.**

Reading Outcome: identifying
themes and conventions in a wide
range of books
drawing inferences such as inferring
characters' feelings, thoughts and
motives from their actions, and
justifying inferences with evidence
predicting what might happen from
details stated and implied
participate in discussion about both
books that are read to them and those

**Grammar outcome: Cause and effect
connectives – therefore, as a result**

Rhetorical questions/statements/commands

Spelling outcome: Revision of homophones

Persuasive letters – link to the
wider curriculum – persuading the
Saxons to invade/stop invading

Review previously taught genres in CLJ
apply to wider curriculum

Instructions

Reports

Newspaper reports



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they can read for themselves, taking turns and listening to what others say

Written outcome: To write in role
To plan. Compose, edit and publish stories.

Grammar outcome: Focus on sentence structure – openers and connectives,
Paragraphs and all year 2 and 3 punctuation.

Spelling Outcome: Revision of previously taught spelling rules.
Focus on all high frequency words and go over spellings class are misspelling.