



Medium Term Plan English Year 3 2018-19

Comprehension – Use when applicable *Collins Comprehension Book 3/Nelson International Comprehension 3/Scholastic Comprehension ages 5-7*, focusing on comprehension texts which match a genre.

Grammar and punctuation – Use when applicable *Nelson Grammar International Book 3* and reinforce topics using *Collins Grammar Book 1*. Emphasise grammar topics during genre writing sessions.

Block	Genre	Genre Description	Genre Objectives / Key Skills	
			Reading & Writing	Speaking & Listening
1	Personal Recounts and Narrative	Children will review the features of personal recount writing. They will share personal recounts both orally and in written form, thinking about ways to make their recount more interesting for their audience. Students will then apply these skills to recounting the story of 'I don't believe it, Archie!' before writing their own account of something that happens to Archie.	<ul style="list-style-type: none"> • Write a range of personal recounts and stories using a beginning, middle and end. • Use capital letters, full stops, past tense and time connectives correctly in sentences. • Spell words using 'ei', 'ey', 'ai', 'ear' sounds and use the correct homophone for the context • Monitor their own reading comprehension, and re read if meaning breaks down. 	<ul style="list-style-type: none"> • Listen to others recounts and be able to share the information with someone else • Ask questions to clarify meaning when speaking. • Speak loudly and clearly when role playing a narrative text.
Reading and Writing				
2	Letters	Children investigate letter writing and plan and write both formal and informal letters.	<ul style="list-style-type: none"> • Identify formal and informal letters by their features and tone. • To write formal and informal letters for a variety of purposes, using appropriate tone. • Create adverbs using the -ly suffix • Correctly use grammatical patters in a sentence to 	<ul style="list-style-type: none"> • Discuss in a group the main features of letter writing • Actively respond to others feedback about appropriate word choices. • Orally share their work

			indicate its function as a statement or question.	with confidence in front of the class.
3	Adventure and mystery Oliver and the Seawigs	Children begin to understand the features of adventure and mystery stories. They think about the characteristics of an adventure story hero and how to create a journey for an adventure story. They learn to write a narrative in which a conflict is resolved. They will also learn to use appropriate expression, tone, volume and use of voices when reading the stories they have produced.	<ul style="list-style-type: none"> • To write a story with an opening, build-up, climax, resolution and ending. • To use a variety of different openings – write new openings for sentences. • To develop episodes for an adventure story. • To use the correct verb in sentences. • Identify and use speech marks in writing. • Choose adjectives, simile and precise nouns to describe. 	<ul style="list-style-type: none"> • To identify features of fiction texts. • To recognise questions and choose appropriate answers. • Use the language of possibility to investigate and reflect on feelings, behaviour or relationships. • Use some drama strategies to explore stories or issues
Writing Assessment				
4	Information Texts	Children are introduced to the organisational features of information texts, including contents, index, glossary, diagrams, captions, hyperlinks and bullet points. Children are shown how to find key words in reports and how to take notes. Children then use these notes to produce reports and posters.	<ul style="list-style-type: none"> • To plan and write a report organised into paragraphs. • To use technical words to do with the subject. • To include subheadings – some written as questions to interest the reader. • To include an introductory paragraph. • To write captions for pictures and diagrams. • To use layout, format and illustrations for different purposes. • To signal sequence, place and time to give coherence 	<ul style="list-style-type: none"> • Identify how different texts are organised, including reference texts, magazines and leaflets, on paper and on screen. • Identify the presentational features used to communicate the main points in a broadcast.
5	Poetry		•	▪

5	Poetry and plays	<p>Discuss with the children any play they have seen and discuss the difference between watching a performance and reading a book. Children read “The Three Billy Goats Gruff” as a storybook and a play script and discuss the differences and similarities. Children discuss the features of a play script and the teacher explains what stage directions are. Children practise different play scripts and perform to children in KS1 when ready.</p> <p>Children are introduced to some of the different features of poetry and write their own poetry.</p>	<ul style="list-style-type: none"> • To write stage directions in brackets • To make sure scripts have a narrator and cast names on the left • To make sure the play script has scenes • To use adverbs and powerful verbs • Write acrostic, shape and onomatopoeia poems using different literary devices for effect. 	<ul style="list-style-type: none"> ▪ Sustain conversation, explain or give simple reasons for their views or choices ▪ Use the language of possibility to investigate and reflect on feelings/relationships ▪ Present events and characters through dialogue to engage the interest of an audience ▪ Use some drama strategies to explore stories ▪ Identify and discuss qualities of others’ performances
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