**Year 3 English Medium-Term Plan**

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| **Terms 1 and 2** | **Terms 3 and 4** | **Terms 5 and 6** |
| **Block 1 Postcards (2 weeks)*** Identify key features of postcards including address and paragraphs,
* Plan and write own postcard.

Grammar focus:* Use time prepositions.
* Plan noun phrases.
* Write sentences with adjectives
 | **Block 1 (Fiction) Myths and Legends (4 weeks)**  * Read a range of myths, legends, fables and traditional tales, identify and discuss common themes, for example good over evil, wise over foolish, etc.
* Sequence the key events using lists, maps and storyboards and describe the key characters with reference to the text.
* Using a familiar story theme, children plan and write own stories in style of myth/legend/fable, etc.

Grammar focus:Use powerful verbs/ Begin to recognise the concept of a verb.Understand that writing can be 3rd or 1st person.Use and punctuate direct speech.  | **Block 1 (Fiction**) **Adventure and Mystery (4 weeks)*** Read and analyse examples of adventure and mystery stories.
* Discuss characters feelings and their behaviour.
* Recount a particular part of the story as a letter.
* Plan and write a longer story with a logical sequence of events, conflict and resolution.

Grammar focus:1. Extend sentences using adverbials and fronted adverbials 2. Use commas to separate fronted adverbials3. Use and punctuate direct speech |
| **Block 2 (Fiction) Stories from familiar settings (3 weeks)*** Read short stories and serialised longer stories and review the main features of the characters, plot and setting.
* Compare settings and analyse words and phrases used for description.
* Plan and write a story with description of setting, beginning, middle and end

Grammar focus:-Using and recognising adjectives, nouns, adverbs, verbs and pronouns | **Block 2 (Non-Fiction) Instructions (3 weeks)*** Read and compare examples of instructional texts.
* Review the common features and make judgements about how effective the instructions are.
* Analyse more complicated instructions and identify organisational devices to make them easier to follow.
* Research a particular area and work in small groups to prepare a set of oral instructions.
* Prepare clear, written instructions.

Grammar focus:Show relationships of time, reason and cause, through subordination and connectives. Compose sentences using adjectives, verbs and nouns for precision, clarity and impact | **Block 2 (Non-fiction) Reports (4 weeks)*** Demonstrate research and note-taking techniques using information texts and online resources.
* Analyse broadcast information to identify presentation techniques and language.
* Analyse report text and demonstrate how to write a non-chronological report.
* Write own reports based on notes from several sources.

Grammar focus:Extend the range of sentences with more than one clause by using a wider range of conjunctions Use conjunctions, adverbs and prepositions to express time and cause.  |
| **Block 3 (Non-Fiction) Information texts (3 weeks)*** Research a particular area e.g. The Ancient Egyptians using reference materials (books, online resources).
* Read and evaluate a wide range of information text, particularly focusing on structure and language.
* Decide how to present information and make informed choices by using structures from different text types.
* Produce an appropriate information text for the chosen subject area.

Grammar focus:Extend the range of sentences with more than one clause by using a wider range of conjunctions Use conjunctions, adverbs and prepositions to express time and cause.  | **Block 3 (Non-Fiction) Authors and Letters (3 weeks)*** Choose an author, and read a selection of their works.
* Discuss responses as a class. Demonstrate how to write book reviews.
* Children explore work by own favourite authors, discuss and express preferences.
* Investigate letter writing and focus on planning and writing a letter to an author.

Grammar focus:Continue work on tense in verbs.Use prepositions to express time or place.Write sentences with more than one clause using a wider range of conjunctions. | **Block 3 (Poetry) Performance Poetry (2 weeks)*** Read and discuss a range of performance poems, identifying distinctive features such as repetition, rhyme, rhythm, alliteration and the use of oral language based on speech.
* Select a poem with a distinctive pattern and, using this as a framework, model how to construct a poem using the same model and rhythm but with a different subject or focus.
* Children work in groups to decide on the focus of their poem and gather ideas and possible words and phrases to include. They make use of rhyming dictionaries, either printed or on screen.
* Groups then rehearse and perform their poems and evaluate each other's contributions.

Grammar focus:1. Use adverbs and fronted adverbials2. Use commas after fronted adverbials\* |
| **Block 4 (Fiction) Dialogue and Plays (3 weeks)*** Read and discuss stories, identifying the different characters and voices
* Identify the features and conventions of written dialogue, demonstrate and then write dialogue. Compare this with a play based on the same story.
* Write and perform play scripts based on familiar stories

Grammar focus:Understand and use adverbs.Use and punctuate direct speechUse powerful verbs | **Block 4 (Poetry) Language Play (2 weeks)*** Read, discuss and analyse a range of poems that play with language.
* Provide opportunities for children to perform some of their favourite examples considering volume, pace, expression and the use of different voices.
* Select a particular form and, in shared composition with the children, build up a poem that follows a model seen in the examples read earlier.
* Children to devise and write their own poems.
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| **Block 5** **(Poetry) Shape Poetry and Calligrams (2 weeks)*** Read and make comparisons between poems
* Compose calligrams using word processing programmes and explore the effects created
* Compose shape poems using language effects and decisions about form.

Grammar focus:Use possessive apostrophe with singular/plural nouns Extend the range of sentences with more than one clauseUse a wide range of conjunctions |  |  |
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