

## Year Three - Autumn Term One

<p><b>Genre</b> Shape poetry &amp; Setting descriptions</p> <p><b>Name of Texts</b></p> <p>Various poems &amp; setting descriptions</p> <p>The Same Inside – Poems about Empathy and Friendship</p> <p><b>Class Reader</b></p> <p>The Magic Finger</p> <p>The Twits</p>	<p><b>Teaching and Learning</b></p> <p><b>Shape Poetry:</b></p> <p>Read and respond to shape poems &amp; friendship poems– explain what they like about a poem referring to particular words and phrases and the subject of the poem. Discuss the choice of words and their impact. Identify where example language is used to create a specific effect in a poem. Develop their understanding of alliteration, rhyme, and onomatopoeia words. Plan write and edit their own poems. Write a poem that uses language to create an effect.</p> <p><b>Setting Descriptions:</b></p> <p>Use speaking and listening skills to take part in group discussion Successfully draft a narrative setting. Used descriptive language to explore images Understand how language can be used to create atmosphere in narrative texts. Compare a range of story settings, and to select words and phrases that describe scenes; Write short descriptions of familiar places; Write a description in the style of a familiar story; Investigate and collect sentences/phrases for story openings and endings. Use some of these formal elements in re-telling and story writing;</p>					
Curriculum Links:	Ongoing	Reading Focus	Writing Focus	Active English	Active Spelling	Tier 2 Words
<p>Stone Age writing – sentences and paragraphs.</p>	<p>Spelling- Y3/4 words and homophones and ei/ch ' words</p> <p>Handwriting – Use diagonal and horizontal joins that are needed to join letters.</p>	<p><b>Progression of Skills</b></p> <p>Listen to and discuss a wide range of fiction and poetry. Recognise some different forms of poetry.</p> <p>Increase their familiarity with a wide range of books.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Predict what might happen from details stated and implied.</p> <p>Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p><b>Progression of Skills</b></p> <p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Use expanded noun phrases for adding description in narratives.</p> <p>Composing and rehearsing sentences orally, progressively building a rich and vocabulary and write compound sentences.</p> <p>Begin to organise paragraphs around a them and create settings</p> <p>Demarcate most sentences with capital letters, full stops.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause (and place).</p> <p>Propose changes in vocabulary to consistency. Self-check their own work for given spelling, punctuation and grammar.</p> <p>Proofread for spelling and punctuation errors</p>	<p>Nouns</p> <p>Adjectives</p> <p>Expanded noun phrase</p> <p>Verbs</p> <p>Adverbs</p> <p>Punctuation: full stops, capital letters, exclamation marks, question marks, inverted commas.</p> <p>Apostrophes for omission of a letter.</p>	<p>Week 1 – Double the final consonant when adding a suffix -ed, ing, er</p> <p>Week 2- Adding the suffix -ly</p> <p>Week 3- ou</p> <p>Week 4 – ch ('k')</p> <p>Week 5 – gue</p> <p>Week 6 – y for 'i'</p>	<p>Caption</p> <p>Conditions</p> <p>Factors</p> <p>Features</p> <p>Reason &amp; Reasoning</p> <p>Accurately</p> <p>Meanwhile</p> <p>Affects</p> <p>Demonstrates</p> <p>Examine</p> <p>Illustrates</p> <p>Portrayed</p> <p>Proves</p> <p>Resolves</p>
<p><b>Phonics:</b></p> <p>Revise sound chart</p> <p>Phase three sounds</p> <p>Split diagraphs.</p>		<p><b>Reading Explorers:</b></p> <p>Friendship Recipe What's Up Doc?</p> <p>All at Sea The Loch Ness Monster</p> <p>Monkey Business The Wormy Spaghetti</p>				

