

## Year 3 English Medium Term Plan 2016-2017

Term 1	Term 2	Term 3
<p><b>Block 1 (Fiction) Short story</b></p> <p><b>The Beasties by Jenny Nimmo</b></p> <p>Children will explore ideas for short stories based on a model. They will learn about adjectives, adverbs, pronouns compound and complex sentences to make their writing more interesting.</p> <p>Grammar focus: Using and recognising adjectives, nouns, adverbs, verbs and pronouns</p>	<p><b>Block 1 (Fiction) Stories about imaginary worlds</b></p> <p><b>Fantastic Mr Fox</b> by Roald Dahl (plus DVD)</p> <p>Using Fantastic Mr Fox, children familiarise themselves with features of narrative; finding examples from the book &amp; through role play &amp; hot-seating. Focus on direct speech &amp; use the features &amp; format they have seen to plan &amp; write their own fantastic stories!</p> <p>Grammar focus: Introduce the idea of tense in verbs. Use pronouns for cohesion and to avoid repetition and ambiguity. Use dialogue punctuation.</p>	<p><b>Block 1 (Non Fiction) Plays and Dialogues</b></p> <p><b>Plays for children</b> adapted from Roald Dahl</p> <p>Define proverbs and work out the meanings. Identify and use adverbs and powerful verbs. Create characters using description, stage directions and dialogue. Compare dialogue and playscripts, then write and perform playscripts, one based on a proverb and one on a Roald Dahl chapter.</p> <p>Grammar focus: Understand and use adverbs. Use and punctuate direct speech Use powerful verbs</p>
<p><b>Block 2 (Fiction) Stories from other cultures</b></p> <p><b>Seasons of Splendour</b> by Madhur Jaffrey <b>The Tiger Child</b> by Joanna Troughton</p> <p>Children will explore Indian folk tales and myths before performing their own oral re-telling and written adaptations. Use adverbial clauses to make their writing more interesting and use commas to organise their writing.</p> <p>Grammar focus: Using and recognising adjectives, nouns and prepositional phrases Use prepositions to express time, place and cause</p>	<p><b>Block 2 (Poetry) Traditional poems</b></p> <p><b>A Child's Garden of Verses</b> by Robert Louis Stevenson</p> <p>Explore the poems of Robert Louis Stevenson and write a class poem using rhyming couplets. Revise verb tenses and learn about prepositions. Explore the poem Windy Nights and learn it by heart. Produce a class book containing poems written by the children.</p> <p>Grammar focus: Introduce the idea of tense in verbs. Use prepositions to express time or place. Write sentences with more than one clause using a wider range of conjunctions.</p>	<p><b>Block 2 (Non-fiction) Persuasive writing</b></p> <p><b>Advertisements in magazines and on TV</b> Children explore and discuss adverts. They find key features of persuasive writing and use these with a twist, to persuade people NOT to buy! Using compound and complex sentences the children will then write a persuasive letter about their bedtime!</p> <p>Grammar focus: Use a wide range of conjunctions to extend sentences to include more than one clause Use commas after or before phrases and clauses. Use and punctuate direct speech.</p>
<p><b>Block 3 (Non-fiction) Instructions and explanations</b></p> <p>Various instruction and explanation texts – provided</p> <p>Chn will learn about instructions and explanations based around the glitzy world of the game show! Learn about features of explanations before going on to write their own based on a game show.</p> <p>Grammar focus: Use grammatical terminology specifically choosing and using powerful verbs Understand that writing can be first or third person.</p>	<p><b>Block 3 Historical fiction – letters from evacuees</b></p> <p><b>The lion and the Unicorn</b></p> <p><b>Chn will learn about the structures of letters. They will read examples. They will plan their writing into paragraphs using pronouns to avoid repetition. Work will continue on rich vocabulary and varied sentence types. They will use prepositions for time, place and cause.</b></p> <p>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.</p>	<p><b>Block 3 (Poetry) Traditional poems</b></p> <p><b>Going to the Fair</b> by Charles Causley and <b>The Puffin Book of Fantastic First Poems</b></p> <p>Read a selection of traditional poems by Charles Causley and Eleanor Farjeon with children. Explore the vocabulary of sounds and study the use of adjectives and adverbs/adverbials as descriptions. Children write poetry inspired by Sounds in the Evening and I am the Song.</p> <p>Grammar focus: 1. Use adverbs and fronted adverbials 2. Use commas after fronted adverbials</p>
<p><b>Block 4 (Fiction) Stories by the same author</b></p> <p><b>I'll Take you to Mrs Cole</b> by Nigel Gray &amp; Michael Foreman <b>Dinosaurs &amp; All that Rubbish</b> by Michael Foreman</p> <p>Using the delightful illustrations &amp; books of Michael Foreman, children practise simple, compound &amp; complex sentences with powerful verbs. They then create their own stories based around I'll Take You to Mrs Cole.</p> <p>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. Use and punctuate direct speech.</p>	<p><b>Block 4 Myths and legends</b></p> <p><b>The Orchard Book of Greek Myths</b> by Geraldine McCaughrean <b>Greek Myths</b> by Marcia Williams <b>The Hamilton Book of Traditional Tales</b></p> <p>Become familiar with a range of Greek Myths. Use them to study powerful verbs, verb tenses, use of 1st &amp; 3rd person, paragraphs &amp; ways of showing dialogue. Children draw story maps to learn a Greek Myth off by heart &amp; to retell another myth in written form.</p> <p>Grammar focus: Use powerful verbs/ Begin to recognise the concept of a verb. Understand that writing can be 3<sup>rd</sup> or 1<sup>st</sup> person. Use and punctuate direct speech.</p>	<p><b>Block 4 (Fiction) Adventure Stories</b></p> <p><b>The Hodgeheg</b> by Dick King-Smith</p> <p>Using The Hodgeheg chn look for examples of adverbs and adverbials (prepositional phrases). They memorise a section of dialogue and use it as a basis for their own writing. In the second week the focus is on complex and compound sentences as children write an animal adventure story.</p> <p>Grammar focus: 1. Extend sentences using adverbials and fronted adverbials 2. Use commas to separate fronted adverbials 3. Use and punctuate direct speech</p>

<p><b>Block 5 (Non-fiction) Information texts</b></p> <p><b>DK Children’s Book of Sport</b></p> <p>Children study the structure &amp; language features of non-chronological reports before planning, researching &amp; finally composing their own sports report. At the end of the plan the class explore persuasive language &amp; different points of view, ending in a debate.</p> <p>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.</p>	<p><b>Block 5 (Poetry) Performance poems</b></p> <p>Various performance poems</p> <p>Listen to a range of performance poems &amp; explore the features that poets use. Children identify &amp; use conjunctions that indicate time &amp; cause. Investigate negative prefixes, informal language &amp; rhymes. Children write extra lines to one of poems &amp; then a rap.</p> <p>Grammar focus: Use and recognise nouns, adjectives and adjectival phrases. Use conjunctions to express time or cause. Use possessive apostrophe with singular and plural nouns</p>	<p><b>Block 5 (Non-fiction) Non-chronological reports</b></p> <p>Selection of websites about computer games</p> <p>Non-chronological report writing is no longer a boring topic! This plan is based around computer and video games where children will read reviews, play games and will be itching to write their own game reports! Pronouns and tense activities are thrown in too!</p> <p>Grammar focus: Use the perfect form of verbs to mark relationships of time and cause Use commas after or before phrases and clauses. Use pronouns to avoid repetition or ambiguity and to add clarity and cohesion.</p>
<p><b>Block 6 (Poetry) Humorous poems</b></p> <p><b>The Truth about Teachers</b> by Paul Cookson <b>The Works</b> chosen by Paul Cookson <b>Read Me and Laugh</b> chosen by Gaby Morgan</p> <p>Children will enjoy these humorous poems about teachers which will inspire learning about powerful verbs, verb tenses, adverbs and adverbial phrases. Children use the poems they read as models for writing their own verses &amp; poems.</p> <p>Grammar focus: Choosing and using powerful verbs Understand and use adverbs, adverbials and fronted adverbials. Use and understand grammatical terminology</p>	<p><b>Block 6 Non-fiction Recounts</b></p> <p><b>The Day I Swapped my Dad for Two Goldfish</b> by Neil Gaiman &amp; Dave McKean <b>Diary of a Killer Cat</b> by Anne Fine</p> <p>Explore <b>The Day I Swapped my Dad for Two Goldfish</b>. Act out swap stories; learn about adverbials &amp; recounts using past tense &amp; 1st person &amp; chronological order. Write a new version of <b>The Diary of a Killer Cat</b> using recount features &amp; complex sentences.</p> <p>Grammar focus: Use adverbs and adverbials (prepositional phrases which act as adverbs). Create complex sentences. Use commas after or before phrases and clauses. Use and punctuate direct speech.</p>	<p><b>Block 6 (Poetry) Shape poems: Playing with form</b></p> <p><b>I Like this Poem</b> by Kaye Webb <b>Read Me, Read Me First</b> and <b>The Works</b></p> <p>During this unit children will be immersed in shape poems. They read, recite and discuss a variety before writing their own, including poems using possessive apostrophes and relative clauses.</p> <p>Grammar focus: Use possessive apostrophe with singular/plural nouns Extend the range of sentences with more than one clause Use a wide range of conjunctions</p>