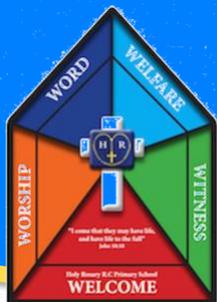


# Year 3 - Spring Term

Key Learning			
Unit	Fables	Poems with a Structure	Persuasion: Letters
<b>Outcome</b>	Fable based on a structure.	Poem/s with a structure e.g. shape, calligrams.	Persuasive letter.
<b>Duration</b>	2-3 weeks.	1-2 weeks.	2-3 weeks.
<b>Key Learning Reading</b>	<ul style="list-style-type: none"> <li>Use prefixes to understand meanings e.g. <i>un-</i>, <i>dis-</i>, <i>-mis-</i>, <i>re-</i>.</li> <li>Take account of punctuation, when reading.</li> <li>Retell a range of fables.</li> <li>Identify and discuss themes e.g. <i>weak and strong</i>, <i>wise and foolish</i>.</li> <li>Discuss their understanding of the text.</li> <li>Make predictions based on details.</li> <li>Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and discuss a range of poems with a structure e.g. <i>shape</i>, <i>calligrams</i>, <i>concrete</i>.</li> <li>Read a range of poems and use intonation, tone and volume when reading aloud.</li> <li>Discuss their understanding of poems read.</li> <li>Analyse and evaluate poems looking at language, structure and presentation.</li> <li>Identify, discuss and collect favourite words and phrases which capture the reader's interest.</li> <li>Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and discuss a range of letters including persuasive letters.</li> <li>Read a range of letters including persuasive letters.</li> <li>Analyse and evaluate letters by looking at language, structure and presentation.</li> <li>Discuss their understanding of the text.</li> <li>Discuss the purpose of paragraphs.</li> <li>Identify a key idea in a paragraph.</li> <li>Evaluate how specific information is organised within a persuasive letter.</li> </ul>
	<ul style="list-style-type: none"> <li>Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock</i>, <i>an open box</i>.</li> <li>Select, generate and effectively use adverbs e.g. <i>suddenly</i>, <i>silently</i>, <i>soon</i>, <i>eventually</i>.</li> <li>Read and analyse fables in order to plan and write their own versions.</li> <li>Create and develop characters for a fable.</li> <li>Discuss and record ideas for planning.</li> <li>Generate and select from vocabulary banks e.g. <i>noun phrases</i>, <i>powerful verbs</i>, <i>synonyms for said</i> appropriate to text type.</li> <li>Group related material into paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and collect word families e.g. <i>medical</i>, <i>medicine</i>, <i>medicinal</i>, <i>medic</i>, <i>paramedic</i>, <i>medically</i> to extend vocabulary.</li> <li>Identify and discuss the purpose, audience, language and structures of poetry for writing.</li> <li>Discuss and record ideas for planning.</li> <li>Generate and select from vocabulary banks e.g. <i>noun phrases</i>, <i>powerful verbs</i>, <i>synonyms</i>.</li> <li>Discussing and proposing changes with partners and in small groups.</li> <li>Improving writing in the light of evaluation.</li> <li>Use appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul>	<ul style="list-style-type: none"> <li>Use perfect form of verbs using <i>have</i> and <i>had</i> to indicate a completed action e.g. <i>In Year Three we <b>have</b> been researching the different foods which are healthy.</i></li> <li>Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if</i>, <i>so</i>, <i>although</i>.</li> <li>Explore and identify main and subordinate clauses in complex sentences.</li> <li>Read and analyse letters in order to plan and write their own.</li> <li>Identify and discuss the purpose, audience, language and structures of persuasive letters.</li> <li>Discuss and record ideas for planning.</li> <li>Group related material into paragraphs.</li> </ul>

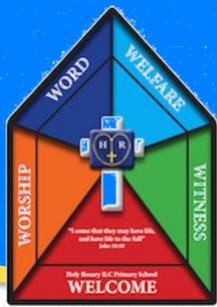
# Year 3 - Spring Term



## Key Learning ( Cont )

<p><b>Key Learning Writing</b></p>	<ul style="list-style-type: none"> <li>Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box</i>.</li> <li>Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, eventually</i>.</li> <li>Read and analyse fables in order to plan and write their own versions.</li> <li>Create and develop characters for a fable.</li> <li>Discuss and record ideas for planning.</li> <li>Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, synonyms for said</i> appropriate to text type.</li> <li>Group related material into paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary.</li> <li>Identify and discuss the purpose, audience, language and structures of poetry for writing.</li> <li>Discuss and record ideas for planning.</li> <li>Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, synonyms</i>.</li> <li>Discussing and proposing changes with partners and in small groups.</li> <li>Improving writing in the light of evaluation.</li> <li>Use appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul>	<ul style="list-style-type: none"> <li>Use perfect form of verbs using <i>have</i> and <i>had</i> to indicate a completed action e.g. <i>In Year Three we <b>have</b> been researching the different foods which are healthy.</i></li> <li>Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, so, although</i>.</li> <li>Explore and identify main and subordinate clauses in complex sentences.</li> <li>Read and analyse letters in order to plan and write their own.</li> <li>Identify and discuss the purpose, audience, language and structures of persuasive letters.</li> <li>Discuss and record ideas for planning.</li> <li>Group related material into paragraphs.</li> <li>Discuss and propose changes with partners and proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</li> <li>Discuss and propose changes with partners and in small groups.</li> <li>Improve writing in the light of evaluation.</li> </ul>
<p><b>Suggested Texts</b></p>	<ul style="list-style-type: none"> <li>Aesop's Fables by Michael Rosen.</li> <li>Penguin and Ostrich YouTube clip (<b>here</b>).</li> <li>Little Fables – The Lion and the Mouse YouTube clip (<b>here</b>).</li> <li>Aesop's Fables – BBC School Radio</li> <li>The Hare and the Tortoise – BBC Learning Zone</li> <li>Sesame Street: Kermit Reports News on the Tortoise and the Hare YouTube clip</li> <li>The Sun and the Wind – BBC Learning Zone</li> <li>The Town Rat and the Country Rat – BBC Learning Zone</li> </ul>	<ul style="list-style-type: none"> <li>Snake Glides by Keith Bosley.</li> <li>The Raindrop by John Travers Moore.</li> <li>Word Whirls and other Shape Poems by John Foster.</li> <li>Kenn Nesbitt's Poetry 4 Kids – How to write concrete poetry (<b>here</b>).</li> <li>Angela's Poems – Shape Poems or Calligram</li> <li>Young Writers – Shape Poems (<b>here</b>).</li> <li>Pie Corbett – Writing a Shape Poem YouTube clip (<b>here</b>).</li> </ul>	<p><b>Letters</b></p> <ul style="list-style-type: none"> <li>Rumblewick Letters: My Unwilling Witch by Hiawyn Oram.</li> <li>Dear Greenpeace by Simon James.</li> <li>Dear Teacher by Amy Husband.</li> <li>The Jolly Postman by Allan Ahlberg.</li> <li>Letters to Edward by Wendy Body.</li> <li>Little Wolf's Book of Badness by Ian Whybrow.</li> <li>An Introduction to Letter Writing – Reading Rockets website</li> </ul> <p><b>Persuasion</b></p> <ul style="list-style-type: none"> <li>Talk for Writing across the Curriculum: How to teach non-fiction writing 5-12 years by Pie Corbett.</li> </ul> <p><b>Adverts</b></p> <ul style="list-style-type: none"> <li>Aquafresh toothpaste advert – YouTube clip</li> <li>Rice Krispies 1996 advert – YouTube clip</li> </ul>

# Year 3 - Spring Term



## Key Learning

Unit	Novel as a Theme	Recount: Diaries
<b>Outcome</b>	Story based on a plot structure from the focus text.	Diary entries which include those written: from own experience, in role as a character.
<b>Duration</b>	3-4 weeks.	1-2 weeks.
<b>Key Learning Reading</b>	<ul style="list-style-type: none"> <li>Use knowledge of root words to understand meanings of words.</li> <li>Use intonation, tone and volume when reading aloud.</li> <li>Listen to and discuss a range of fiction.</li> <li>Regularly listen to whole novels read aloud by the teacher.</li> <li>Use dictionaries to check meanings of words they have read.</li> <li>Sequence and discuss the main events in stories.</li> <li>Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.</li> <li>Explain the meaning of unfamiliar words by using the context.</li> <li>Raise questions during the reading process to deepen understanding e.g. <i>I wonder why the character ...</i></li> <li>Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</li> <li>Use point and evidence to structure and justify responses.</li> <li>Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs</i></li> </ul>	<ul style="list-style-type: none"> <li>Listen to and discuss a range of diaries.</li> <li>Read a range of recounts: diaries.</li> <li>Analyse and evaluate texts looking at language, structure and presentation e.g. <i>diaries</i>.</li> <li>Identify discuss and collect favourite words and phrases which capture the reader's interest and imagination.</li> <li>Discuss their understanding of the text.</li> <li>Make predictions based on details stated.</li> <li>Use point and evidence to structure and justify responses.</li> <li>Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles</i>.</li> </ul>
<b>Key Learning Writing</b>	<ul style="list-style-type: none"> <li>Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon</i>.</li> <li>Explore, identify and create complex sentences using a range of conjunctions e.g. <i>since, until, in case</i>.</li> <li>Read and analyse narrative in order to plan and write own version.</li> <li>Identify and discuss the language and structures of narrative for writing.</li> <li>Create and develop settings for narratives.</li> <li>Create and develop characters for narrative.</li> <li>Create and develop plots based on a model.</li> <li>Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs</i>, appropriate to text type.</li> <li>Group related material into paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Use the determiner 'a' or 'an' according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box</i>.</li> <li>Read and analyse diaries in order to plan and write own versions.</li> <li>Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</li> <li>Identify and discuss the language and structures of diaries for writing.</li> </ul>
<b>Suggested Texts</b>	<ul style="list-style-type: none"> <li>The Iron Man by Ted Hughes.</li> <li>The Iron Woman by Ted Hughes.</li> <li>The Iron Giant DVD.</li> </ul>	<ul style="list-style-type: none"> <li>Range of diary extracts.</li> <li>My Secret Scrapbook Diary - Little Red Riding Hood - Fairy Tale Diaries by Kees Moerbeek.</li> <li>The Diary of Dennis the Menace by Stephen Butler.</li> <li>Diary of a Wimpy Kid by Jeff Kinney.</li> </ul>