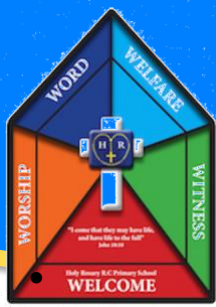
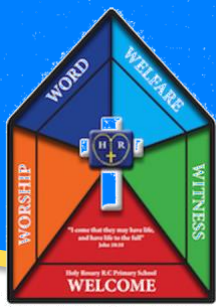


# Year 3 - Summer Term



Key Learning			
Unit	Story as a Theme	Poems on a Theme	Discussion
<b>Outcome</b>	Narrative based on text read.	Poem learned by heart for performance; create a poem linked to theme with a structure.	Discussion presenting different points of view.
<b>Duration</b>	3-4 weeks.	1-2 weeks.	2-3 weeks.
<b>Key Learning Reading</b>	<ul style="list-style-type: none"> <li>Regularly listen to whole novels read aloud.</li> <li>Use dictionaries to check meanings of words they have read.</li> <li>Sequence and discuss the main events in stories.</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 she...</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, guided groups, book circles.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of root words to understand meanings of words.</li> <li>Read poems for a range of purposes e.g. <i>enjoyment</i>.</li> <li>Recognise some different forms of poetry e.g. <i>narrative, free verse</i>.</li> <li>Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.</li> <li>Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.</li> </ul>	<ul style="list-style-type: none"> <li>Read discussion texts.</li> <li>Discuss their understanding of the text.</li> <li>Analyse and evaluate texts looking at language, structure and presentation e.g. <i>discussion texts</i>.</li> <li>Read books and texts for a range of purposes.</li> <li>Identify a key idea in a paragraph.</li> <li>Evaluate how specific information is organised within a discussion text.</li> <li>Use point and evidence to structure and justify responses.</li> <li>Develop and agree on rules for effective discussion.</li> </ul>
<b>Key Learning Writing</b>	<ul style="list-style-type: none"> <li>Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i>.</li> <li>Use inverted commas to punctuate direct speech (speech marks).</li> <li>Read and analyse narrative in order to plan and write their own versions.</li> <li>Create and develop plots based on a model.</li> <li>Group related material into paragraphs.</li> <li>Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing.</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>Read and analyse poetry in order to plan and write their own versions.</li> <li>Identify and discuss the purpose, audience, language and structures of poetry for writing.</li> <li>Generate and select from vocabulary banks appropriate to text type.</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>Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, although</i>.</li> <li>Read and analyse discussion texts in order to plan and write their own versions.</li> <li>Identify and discuss the purpose, audience, language and structures of discussion texts for writing.</li> <li>Discuss and record ideas for planning.</li> <li>Generate and select from vocabulary banks e.g. <i>technical language</i>, appropriate to discussion texts.</li> <li>Group related material into paragraphs.</li> </ul>
<b>Suggested Texts</b>	<ul style="list-style-type: none"> <li>Stig of the Dump by Clive King.</li> <li>Stone Age Boy by Satoshi Kitamura.</li> <li>Oogo the Cave Boy by Christy Davies.</li> <li>Stone Girl, Bone Girl by Laurence Anholt.</li> <li>Fossil Girl by Catherine Brighton.</li> <li>Stone Soup by Heather Forest (<i>American</i>).</li> </ul>	<ul style="list-style-type: none"> <li>The Old Dry Stone Wall by Ann Perrin YouTube clip (<a href="#">here</a>).</li> <li>My Teacher Is a Dinosaur: And Other Prehistoric Poems, Jokes, Riddles and Amazing Facts.</li> <li>Caveman Manners and Other Polite Poems by David Steinberg.</li> </ul>	<ul style="list-style-type: none"> <li>Range of discussion texts.</li> <li>Uniform vs non-uniform clip from the BBC Bitesize website (<a href="#">here</a>).</li> <li>Ideas for content linked to cross-curricular contexts, such as volcanoes on the CBBC Newsround website (<a href="#">here</a>).</li> </ul>

# Year 3 - Summer Term



Key Learning		
Unit	Folk Tales	Recount: Biography
<b>Outcome</b>	Innovation of The Lancashire Giant. Presentation of innovated narrative to an audience using props, images, actions	Biography of a regional/local hero.
<b>Duration</b>	3-4 weeks.	2-3 weeks.
<b>Key Learning Reading</b>	<ul style="list-style-type: none"> <li>Use prefixes to understand meanings e.g. 'un-', 'dis-', 'mis-', 're-'.</li> <li>Listening to and discussing a range of fiction.</li> <li>Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm's Fairy Tales, Rudyard Kipling Just So Stories.</li> <li>Sequencing and discussing the main events in stories.</li> <li>Identifying and discussing themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.</li> <li>Identifying and discussing conventions e.g. numbers three and seven in fairy tales, magical sentence repeated several times.</li> <li>Raising questions during the reading process to deepen understanding e.g. I wonder why the character...</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and discussing a range of biographies.</li> <li>Reading a range of biographies.</li> <li>Discussing the purpose of paragraphs.</li> <li>Identifying a key idea in a paragraph.</li> <li>Evaluating how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.</li> <li>Navigating texts in print and on screen.</li> </ul>
<b>Key Learning Writing</b>	<ul style="list-style-type: none"> <li>Identify, select, generate and effectively use prepositions for where e.g. <i>above</i>, <i>below</i>, <i>beneath</i>, <i>within</i>, <i>outside</i>, <i>beyond</i>.</li> <li>Use inverted commas to punctuate direct speech (speech marks).</li> <li>Read and analyse narrative in order to plan and write their own versions.</li> <li>Create and develop plots based on a model.</li> <li>Discuss and propose changes with partners and in small groups.</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>Explore and identify main and subordinate clauses in complex sentences.</li> <li>Explore, identify and create complex sentences using a range of conjunctions e.g. <i>while</i>, <i>after</i>, <i>before</i>.</li> <li>Discussing and recording ideas for planning.</li> <li>Grouping related material into paragraphs.</li> <li>Using headings and sub headings to organise information.</li> </ul>
<b>Suggested Texts</b>	<ul style="list-style-type: none"> <li>Regional folk tales e.g. The Lancashire Giant – Espresso.</li> <li>The Three Wishes.</li> <li>The Old Lady who lived in a Vinegar Bottle.</li> <li>The Tin Forest by Helen Ward.</li> </ul>	<ul style="list-style-type: none"> <li>Range of simple biographies including print and film versions.</li> <li>Stories from School Years - BBC Class Clips (<a href="#">here</a>).</li> </ul>