

Year 3 Scheme of Work – Shared Reading

Unit	Time (Wks)	Activities	Outcomes	Reading Objectives	Differentiation	Reading strategies	Curriculum Links
Previous learning: Year 2- Flat Stanley and exploring other destinations				Next learning: Amina’s Blanket - story about culture			
1.1 Grandpa Chatterji	6	<p>L1- To write a description of Grandpa Chatterji based on what you have read and what you think.</p> <p>L2- Chn to write a menu for Indian/Bengali food and identify key adjectives (knead, flatten, sizzling).</p> <p>L3- Chn to write a diary account of Grandpas day at the fair – what did he see, how did he feel (excitement)</p> <p>L4- Give chn the picture of both grandfathers on page 58- chn to brainstorm the differences and write a sentence summarising the character of both.</p> <p>L5- Hot seating – chn to ask Grandpa Chatterji questions about what he thinks about Britain, weather, grandkids</p> <p>L6- Chn to write a short poem on about poppy flowers – using adjectives, simile - chn perform their poems aloud suing tone, intonation and volume.</p> <p>L7- Ask chn to go over words that they encountered during reading. Remind chn first try and guess what the word means by using clues in the sentence and then use a dictionary to check for the meaning.</p> <p>L8- Give each child a theme from the book and ask them to write a short paragraph explaining the theme presented in the story (ex: culture, different clothes, food, habits)</p> <p>Levelled book reading - 30 min once a week</p>	<p>-add work to the guided reading book</p> <p>- compare and contrast between characters</p> <p>-ask questions to extend understanding</p> <p>-extend knowledge and understanding of vocabulary</p> <p>-use dictionary to find meaning of words.</p> <p>-writing outcomes, write poem. Recount, character description</p> <p>-diary account of events</p> <p>-drama, hot seating</p>	<p>- Predicting what might happen from details stated and implied</p> <p>- Identify how language contribute to meaning</p> <p>- Drawing inferences such as inferring characters’ feelings, from their actions, and justifying inferences with evidence.</p> <p>- Identifying the main ideas drawn from more than one paragraph and summarising these.</p> <p>- Asking questions to improve their understanding</p> <p>- Read aloud and to perform showing understanding through intonation, tone, volume and action.</p> <p>-Using dictionary to check the meaning of words that they have read.</p>	<p>Graphic organiser</p> <p>Colourful semantics</p> <p>Visual</p> <p>-Language bags</p> <p>-Guided writing and reading.</p>	<p>- Looking for clues in the picture and vocabulary in the blurb</p> <p>- practice rereading to check for meaning.</p> <p>- looking for clues</p> <p>- identifying the main points - read the opening paragraph and identify main points</p> <p>- explain how careful readers ask questions when they read because it helps them understand what they’re reading.</p> <p>- Model reading (pg 79) aloud using intonation and tone</p> <p>- re reading sentence to understand word in context – words within a word</p>	<p>-- drama</p> <p>- speaking and listening</p> <p>-writing</p> <p>-science – healthy eating</p> <p>DT – cooking</p>
Previous learning: : Year 1- jolly postman writing postcards and letters, Flat Stanley- letters				Next learning: Diary of a killer Cat y4- Story from an animal perspective			

Year 3 Scheme of Work – Shared Reading

<p>1.2 The Hodge-Heg</p>	<p>6</p>	<p>L1- A letter arrives in class, from Max the Hodgeheg, asking for help to cross the road – chn write a reply back. L2- Word aware - using vocabulary from the extract -in depth L3- Chn to write a diary account of Max’s feelings of not being able to venture out again – what has happened to his speech? Why was he forgetting things? How did this make him feel? (determination) L4- Give chn chapter summary and children scan chapter 5 and write happened in the chapter drawing on key points L5- Hot seating – chn to ask Max questions about what he thinks about roads, humans, the hedgehog race? L6- Chn to write a short poem about Hedgehogs crossing the road – using adjectives, simile -chn perform their poems aloud using tone, intonation and volume. L7- Ask chn to go over words that they encountered during reading. Remind chn first try and guess what the word means by using clues in the sentence and then use a dictionary to check for the meaning. L8- Give chn identifying themes activity (twinkle)</p>	<ul style="list-style-type: none"> - add work to the guided reading book - Use vocabulary to describe MAX and characters -Answer comprehension questions to demonstrate understanding. -to predict what will happen in the story based on what they read -writing outcomes-letter writing, diary account -drama outcomes- role play, hot seating. 	<ul style="list-style-type: none"> - Predicting what might happen from details stated and implied - Identify how language contribute to meaning - Drawing inferences such as inferring characters’ feelings, from their actions, and justifying inferences with evidence - Identifying the main ideas drawn from more than one paragraph and summarising these. - Asking questions to improve their understanding - Read aloud and to perform showing understanding through intonation, tone, volume and action. -: Using dictionary to check the meaning of words that they have read. - Identifying and discussing themes and conventions. 	<ul style="list-style-type: none"> - peer collaboration - modelling -metacognition -colour semantics 	<ul style="list-style-type: none"> - Looking for clues in the picture and vocabulary in the blurb - phonics to read words – brought (ough), blending, problematic y. - inferring meaning from pictures and text - checking meaning - reread a sentence to check it make sense. - reading sentence to understand new words – crouching - skimming for main information to summarise ideas - read to the end and come back to the word - point to each word as you read 	<ul style="list-style-type: none"> --- drama - speaking and listening -writing
<p>Previous learning: Grandpa Chatterji- understanding cultures</p>			<p>Next learning: Y4 Kensuke’s Kingdom, Y5- war Horse</p>				

Year 3 Scheme of Work – Shared Reading

<p>2.1 Amina's Blanket</p>	<p>6</p>	<p>L1- Summarise what you have read so far using the summery aid sheet. L2- Chn to write how adjectives used by the author help grab and hold the reader's attention by bringing things to life through the use of language. L3- Chn to write a diary account of how she was feeling before she went to bed. (excitement) L4- to write down what they understand are the main points on pages 16 – 17 and complete resource 3. L5- Hot seating – chn to ask Amina questions about how it is living in a war-torn country. Children to ask Josie how she felt meeting Amina. L6- Chn to write a short poem on about being caught in a war-torn country – using adjectives, simile -chn perform their poems aloud using tone, intonation and volume. L7- Ask chn explain why they think Josie was convinced that Amina was the girl in the picture. L8- Give each child a theme from the book and ask them to write a short paragraph explaining the theme presented in the story (ex: compassion, empathy, love, and friendship) L9-Chn to write a a list of sentences using the words in a different context to show understanding. L10- Children to write a detailed book review with comments that include parts of the text. See template resource 5.</p>	<p>- add work to the guided reading book -to summarise, predict, clarify and ask questions based on reading -Drama outcomes, hot seating Writing outcomes, write diary account, write poem, writing sentences, book review. -understanding the main points - using adjectives for description.</p>	<p>- Predicting what might happen from details stated and implied. - Discussing word meanings and linking new meanings to words already known. - Making inferences from the text based on what is said and done in the book. - Linking their own experiences to their reading and using these to help understand the text - Identifying the main ideas in a paragraph</p>	<p>- Graphic organiser Colourful semantics Visual -ELKLAN Blank levels - provide adjective word mats - Provide emotion word mats -Metacognitive questions -self regulation</p>	<p>- Looking for clues in the picture and vocabulary in the blurb - inferring meaning from pictures and text - checking meaning - reread a sentence to check it make sense. - reading sentence to understand new words - point to each word as you read.</p>	<p>- speaking and listening -writing</p>
--------------------------------	----------	---	---	---	---	--	---

Year 3 Scheme of Work – Shared Reading

Previous learning: Yr1 -Dogger and missing toy/animal			Next learning: Butterfly lion- exploring the theme of companionship and friendship with an animal				
2.2 Conker	6	<p>L1- write a prediction on what might happen when Nick comes back from school?</p> <p>L2- Chn to write how adjectives used by the author help grab and hold the reader's attention by bringing things to life through the use of language.</p> <p>L3- Chn to write a diary account of how Nick felt after having lost Pooh.</p> <p>L4- Provide children with a template to help summarise the chapter.</p> <p>Children to complete resource 3</p> <p>L5- Hot seating – chn to ask Nick questions about how difficult things have been for him since losing Pooh. How did he feel about the incident with Stevie Rooster?</p> <p>L6- Chn to write a short poem on about Nick's journey so far – using adjectives, simile -chn perform their poems aloud using tone, intonation and volume. Children to use resource 5</p> <p>L7- Ask chn to write a book review using the template provided (see resource 7)</p>	<p>- add work to the guided reading book</p> <p>-to summarise, predict, clarify and ask questions based on reading</p> <p>-Drama outcomes, hot seating</p> <p>Writing outcomes, write poem, book review, diary account</p> <p>-understanding the main points</p> <p>- using adjectives for description.</p>	<p>- Predicting what might happen from details stated and implied.</p> <p>- Identify how language contribute to meaning</p> <p>- Drawing inferences such as inferring characters' feelings, from their actions, and justifying inferences with evidence</p> <p>- Asking questions to improve their understanding</p> <p>- Read aloud and to perform showing understanding through intonation, tone, volume and action.</p> <p>- Checking that the book makes sense to them and exploring the meaning of the words in context.</p>	<p>-- Graphic organiser</p> <p>Colourful semantics</p> <p>Visual</p> <p>-ELKLAN Blank levels</p> <p>- provide adjective word mats</p> <p>- Provide emotion word mats</p> <p>-Metacognitive questions</p> <p>-self regulation</p>	<p>-retelling</p> <p>-visualising</p> <p>- Identifying the Main Idea and Summarization</p> <p>-rereading</p>	<p>- speaking and listening</p> <p>-writing</p>
		Previous learning: Amina's Blanket – exploring themes of loss and survival			Next learning: Y4 Far From Home – sequel to Jim Jarvis sisters - exploring themes of loss, love, survival.		
3.1 Street Child	6	<p>-L1- to annotate cover and blurb with predictions and compare the difference between victorian and modern life.</p> <p>L2- to complete the Shilling Pie sheet on powerful verbs and their effects (Resource).</p> <p>L3- To choose a scene from this chapter and perform a 'freeze frame' - ask the group to write down what they could do to escape the situation.</p> <p>L4- Chn to write a letter as Jim to his two sisters.</p>	<p>- add work to the guided reading book</p> <p>- make predictions using front cover and title using connectives.</p> <p>- to have better understanding of character through character profiles.</p> <p>-Writing outcomes, making playscript, write a letter,</p> <p>- reading, comprehension questions, vocabulary and word aware.</p>	<p>- Predict what might happen.</p> <p>-Discuss the significance of the title.</p> <p>- to identify the effects of language in Chapter 1.</p> <p>-: Making inferences about characters feelings based on clues and evidence in the text.</p> <p>- Identifying the main ideas drawn from more than one</p>	<p>. Graphic organiser</p> <p>Colourful semantics</p> <p>Visual</p> <p>-ELKLAN Blank levels</p> <p>- provide adjective word mats</p> <p>- Provide emotion word mats</p> <p>-Metacognitive questions</p> <p>-self regulation</p>	<p>- -retelling</p> <p>-visualising</p> <p>- Identifying the Main Idea and Summarization</p> <p>-rereading</p>	<p>- speaking and listening</p> <p>-writing</p> <p>-drama</p> <p>-History</p>

Year 3 Scheme of Work – Shared Reading

		<p>L5- Children to complete the character profile for each character introduced so far.</p> <p>L6- to write a child's typical day at the workhouse, what kind of jobs did they do, how early the children have to wake up, what kind of food do they eat.</p> <p>L7- Chn to add a few lines to the original play script and read the new script to the rest of the class using tone, intonation and volume.</p> <p>L8- To research about Dr Barnardos</p>	<p>- To empathise with a character and explore possible reasons for his actions and consider decisions he might make</p> <p>- Discuss and evaluate how authors use language</p> <p>Spoken outcome: Ask relevant questions to extend understanding and build vocabulary , Articulate and justify answers and opinions</p>	<p>paragraph and summarising these.</p> <p>- Asking questions to improve their understanding</p> <p>-: Read aloud and to perform showing understanding through intonation, tone, volume and action.</p> <p>-: Identifying and discussing themes and conventions.</p>	-		
<p>Previous learning: Yr2- The Giraffe and the Pelly and Me – Book by the same author</p>				<p>Next learning: Kensuke's Kingdom – story from the same author</p>			
<p>3.2 Charlie and the Chocolate Factory</p>	6	<p>L1- Write a diary entry, by Charlie, about his feelings on the day of going into the chocolate factory. Focus on using time connectives in their writing.</p> <p>L2- Design the front and back of their own Golden Ticket to Willy Wonka's chocolate factory. It should have a message from Willy Wonka using the words 'congratulations' and 'instructions'</p> <p>L3- Write a description of Willy Wonka. Use sentence starters on the board; The man had.....His face was When I looked closer I noticed that The coat he wore was</p> <p>L4- Write a letter from one Charlie to their friend about their first impressions of the factory.</p> <p>L5- As a group choose one of the characters to interview. Think of three questions as a group. Then write answers to the questions individually.</p> <p>L6- write a time line of the story from beginning to end - and moral of the story.</p>	<p>- add work to the guided reading book</p> <p>- make predictions using front cover and title using connectives.</p> <p>-To identify and write adjectives for details and descriptions.</p> <p>- write character profile and develop inference.</p> <p>- to retell the story and summarise the beginning, middle and end.</p> <p>- To develop reading longer text and to read for meaning</p> <p>- writing outcome, book review, poster, character profile</p>	<p>- Predicting what might happen from details stated and implied</p> <p>- Using dictionaries to check the meaning of words that they have read</p> <p>- Identifying the main ideas drawn from more than one paragraph and summarising these</p> <p>- Drawing inferences such as inferring characters' feelings from their actions, and justifying inferences with evidence</p> <p>- identifying themes and conventions</p> <p>- Discussing words and phrases that capture the reader's interest and imagination</p>	<p>- Graphic organiser</p> <p>Visual</p> <p>-ELKLAN Blank levels</p> <p>- provide adjective word mats</p> <p>- Provide emotion word mats</p> <p>-Metacognitive questions</p> <p>-self regulation</p> <p>-</p>	<p>- predict what might happen next – read the next paragraph to check</p> <p>- reading unknown words - Scan the pages and find a unknown word (list strategies – word within a word/read sentence for clue</p> <p>— inference looking for clues add those clues to what we already know or have read</p> <p>- inference looking for clues add those clues to what we already know or have read</p> <p>- Strategy check - 'analytical question' students to ponder over what they have learnt. What does the author want me to understand from this material</p>	<p>-- speaking and listening</p> <p>-writing</p> <p>-Drama</p>

Year 3 Scheme of Work – Shared Reading

							- Visualising: read a section of text – ask children to think about what pictures they see in their head)	
--	--	--	--	--	--	--	---	--