

Year 3 Scheme of Work – Literacy

Term 1.1 – 7 weeks

Spellings:

Revision year 1 -tch	consonant spellings ph and wh (year 1)	Revision of work from years 1 and 2 Revisit/review suffixes from Year 2: -s, -es, , -er.	Revision of work from years 1 and 2 Revisit/review suffixes from Year 2: -ed, ing	The /n/ sound spelt kn and The /r/ sound spelt wr	Contractions	Homophones
catch	dolphin	Shops	played	knock	can't	hear
fetch	alphabet	cats	stayed	know	won't	here
kitchen	phonics	parks	hoped	knee	didn't	there
notch	elephant	rats	hopping	gnat	shouldnt	their
hutch	when	bushes,	playing	wrap	Couldn't	they're
blotch	where	catches	hoping	write	I'll	past
clutch	which	matches	swimming	wrote	Wouldn't	path
dutch	wheel	runner	biggest	wrong	Wouldn't	won
hatch	while	reader	slowest	written	Hasn't	one
hitch	why	writer	tallest	hidden	Mustn't	

Handwriting:

Week 1 – Revise year 2 - diagonal join to ascender: joining at, all, th
 Week 2 - diagonal join no ascender: joining in, im, cr.
 Week 3 - diagonal join, no ascender to an anti clockwise letter: id, ig, nd
 Week 4- horizontal join, no ascender to an anti clockwise letter: og, oa
 Week 4- - Practising diagonal join to an anticlockwise letter: ea, ed
 Week 5– Practising horizontal letter to the letter e: oe, re
 Week 6 – Practising joining to and from the letter a (diagonal and horizontal):

Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
3.1a Instructions & Explanations T4W Required text Various instructions and explanation texts - instruction text on 'who wants to be a millionaire', explanation text 'How plants grow'.	5	Text: Who Wants to be a Millionaire Instructions Week 1 Imitation L1 – Hook: fake money scattered in classroom, play WWtBaM game L2 - - practice orally learning the text with story map — Grammar focus time connectives activity L3 - Talk the text – tennis – one word/sentence each child - grammar recap - Identify and use imperative (bossy) verbs. L4 – continue learning the text with gestures and actions - Show children an example of instructions with pictures and actions – chn rearrange in order L5 – cold task – children write an instruction (how to brush your teeth) an assessment tool to see what the children already know.- learn text map Week 2 Reading as a Reader	<ul style="list-style-type: none"> - Understand what they read in an instruction and explanation text—what happens in each stage of the game , how it happens and why - Chn need to create some questions - They can read independently by: e. Identifying main ideas drawn from more than one paragraph and summarising these – what happens, when it happens and how it happens – colourful semantics - Retrieve and record information Participate in discussion about texts – look at features of the text. 	Plan their writing by: - Discussing texts similar to that which they are planning to write in order to ... learn from its structure, grammar and vocabulary - box it up, shared writing Draft and write by: - Composing and rehearsing sentences orally, progressively building a varied vocabulary and an increasing range of sentence structures -organising paragraphs around a theme -in non-narrative material, using simple organisational devices such as headings and sub-headings Plan their writing by: - Discussing and recording ideas – Draft and write by: - Composing and rehearsing sentences orally, progressively building a rich vocabulary and an	-listen and respond appropriately to adults and their peers – peer assessment and feedback Pupils should be taught to: - Maintain attention b. ask relevant questions – ask relevant questions of the game/hot seating of presenter and contestant Articulate and justify opinions -Participate in discussions - Give well-structured explanations	- colourful semantics - Graphic organisers - voice recorder - alphabet arc - strategy wall - text to type

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	<p>L1– Comprehension activity/learning words and vocab/word level/phonics - ask questions about the text L2-retell text in own words, formation of nouns using a range of prefixes [for example <i>super-anti-auto-</i>Create a spelling card for the model text.</p> <p>Reading as a Writer L3 –discuss features, grammar vocabulary and Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation - annotate the text L4- make a toolkit with the class, pick a instruction feature from the text, explore it, learn it and use it in some short burst writing - use 5 Ws questions L5- Discuss and compare two game show programmes and children write words and phrases on comparison grid.</p> <p>Week 3 Innovation L1 – chn play games (Jenga, connect 4) and then with a partner orally say the instructions needed to play their chosen game (remind them to use time connectives, bossy verbs) L2 - box up the text as a class using the model text –discussing what happens in each part of the text L3- shared writing - creating new alternative versions using the chosen games – innovate at text and word level L4- Grammar focus - Use powerful verbs when writing instructions. Shared writing using box it up to write opening. L5- As a class discuss success criteria for the writing - orally discuss the plan with partner and begin writing 1st draft -</p> <p>Week 4 Implementation L1- Look at a dull piece (not by a child in your class!) - improve text through talk – complete 1st draft and peer assessment. L2 – use self-assessment and peer assessment to make changes for 2nd draft. L3 – Complete final draft and perform the text to the class Explanation text L4 – read the text ‘How plants grow’- Read, compare and contrast explanations and instructions - – 1st and 3rd person narrative L5 - Discuss the features of an explanation text/diagram, Identify past tense verbs and connectives in a recount</p>	<ul style="list-style-type: none"> - identifying how language, structure and presentation contribute to meaning - Apply their growing knowledge of root words, prefixes and both to read aloud and to understand the meaning of new words they meet - Use further suffixes ...'ation' - Refer to Guided reading MTP 	<p>increasing range of sentence structures – use voice recorder or I pad to record sentence - use text to type – guided writing</p> <p>Grammar - Identify and use imperative (bossy) verbs. Understand difference between command sentences and instructions. Use time connectives. Change sentences from 1st to 3rd person.</p>		
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		<p>Week 5</p> <p>L1 show chn a video of lifecycle of a butterfly – chn perform the life cycle and sequence the stages</p> <p>L2- Revise features of explanations and provide planning sheet with different sections and subheadings - begin planning</p> <p>L3- shared writing – begin Write a first draft of an explanatory text</p> <p>L4 – complete first draft and diagram - self assessment using success criteria and checklist - compare cold task with hot task.</p> <p>L5 – final draft and orally perform the explanation text</p>				
<p>3.1b Creating images (poetry)</p> <p>Follow Hamiltons plans</p> <p>Main texts: Daddy Fell into the Pond, Lone Dog, Bug Chant, Wind Poems</p>	<p>2</p>	<p>Week 1</p> <p>L1- Identifying and using nouns, adjectives and noun phrases - Share the definitions of nouns and adjectives. Point out that descriptive phrases often contain other types of word too, e.g. adverbs and prepositions. - Writing a sentence dictated by a teacher</p> <p>L2- Exploring adjectives and noun phrases</p> <p>As with modelled example, chn sketch a picture for each stanza. Anything they draw must be a noun, so can have a noun phrase built around it.</p> <p>L3- Writing a prose description of a poem’s content</p> <p>Chn compose descriptive paragraphs based on stanzas two and three. Check chn are using adjectives and lots of description.</p> <p>L4- Learning a poem and preparing it for performance</p> <p>Encourage chn to memorise by reciting out loud and repeating each line. Remind them that in a performance it is really important that they articulate each word clearly.</p> <p>L5- Writing a chant based on one already read - Chn brainstorm words which could describe their choice of animal then write their own chant. Remind chn to choose powerful verbs and interesting adjectives and noun phrases.</p> <p>Week 2</p> <p>L1- Analysing a poem they have read</p> <p>Chn work in pairs to find the rhymes and rhythm patterns in the poem</p> <p>The Lone Dog by Irene McLeod. They should also identify adjectives, nouns and noun phrases. Bring the class back together and discuss their findings - Exploring the meaning of unfamiliar words in a poem</p> <p>L2- Writing a detailed and descriptive character profile</p> <p>Chn work with a partner to complete a character profile for their own choice of animal using the frame</p> <p>L3- Writing a poem based on one read</p> <p>Using individual copies of character profiles, chn compose an animal poem with powerful language</p>	<p>-preparing poems to read aloud and perform, showing understanding through intonation, tone, volume and action</p> <p>- using dictionaries to check the meaning of words that they have read</p> <p>-use further suffixes and understand how to use them</p>	<p>. write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>- discussing writing similar to that which they are planning to write, in order to understand and learn from its structure, grammar and vocabulary</p> <p>- organising paragraphs around a theme</p> <p>- creating characters</p> <p>- discussing and recording ideas</p> <p>-creating settings, characters & plot</p> <p>Read aloud their own writing using appropriate intonation</p> <p>Grammar:</p> <p>- choosing nouns appropriately</p> <p>- using adverbs</p>	<p>- speak audibly and fluently</p> <p>-participate in performances</p> <p>-Select and use appropriate registers for effective communication</p> <p>--ORACY – Vary tone of voice for humour/sad parts</p>	<p>–voice recorder</p> <p>-assistive technology</p> <p>- graphic organiser to record</p>

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	<p>L4- Adding adverbs to modify the verbs in poem Chn think of 5 alternative adverbs to complete each of the sentences given (<i>see resources</i>).</p> <p>L5- Writing a wind poem inspired by Christina Rossetti Using their word collection sheets and the sentences written yesterday for inspiration, chn plan and write their own wind poem. They should make sure it creates a clear image in their reader's head.</p>				
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Term 1.2 – 7 weeks

<p>Spellings:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 16.6%;">Week 1</th> <th style="width: 16.6%;">week 2</th> <th style="width: 16.6%;">week 3</th> <th style="width: 16.6%;">week 4</th> <th style="width: 16.6%;">week 5</th> <th style="width: 16.6%;">week 6</th> </tr> </thead> <tbody> <tr> <td>science/maths (Common exception words)</td> <td>suggested words language/literacy (common exception words)</td> <td>suggested words history/geography/time</td> <td>suggested words</td> <td>Adding vowel suffixes to words with more than one syllable</td> <td>Words with 'y' as /i/</td> </tr> <tr> <td>material</td> <td><i>accidentally</i></td> <td>history</td> <td>February</td> <td>forgetting</td> <td>myth</td> </tr> <tr> <td>natural</td> <td>complete</td> <td>reign</td> <td>business</td> <td>forgotten</td> <td>pyramid</td> </tr> <tr> <td>experiment</td> <td>consider</td> <td>famous</td> <td>rhyme</td> <td>beginning</td> <td>Egypt</td> </tr> <tr> <td>pressure</td> <td>continue</td> <td>island</td> <td>though</td> <td>beginner</td> <td>mystery</td> </tr> <tr> <td>circle</td> <td>decide</td> <td>regular</td> <td>perhaps</td> <td>preferred</td> <td>gym</td> </tr> <tr> <td>centre</td> <td>answer</td> <td>occasionally</td> <td>possible</td> <td>gardener</td> <td>gymnast</td> </tr> <tr> <td>eight/h</td> <td>library</td> <td>often</td> <td>guard</td> <td>limiting</td> <td>Egyptians</td> </tr> <tr> <td>quarter</td> <td>sentence</td> <td>early</td> <td></td> <td>limited</td> <td>mysterious</td> </tr> </tbody> </table>	Week 1	week 2	week 3	week 4	week 5	week 6	science/maths (Common exception words)	suggested words language/literacy (common exception words)	suggested words history/geography/time	suggested words	Adding vowel suffixes to words with more than one syllable	Words with 'y' as /i/	material	<i>accidentally</i>	history	February	forgetting	myth	natural	complete	reign	business	forgotten	pyramid	experiment	consider	famous	rhyme	beginning	Egypt	pressure	continue	island	though	beginner	mystery	circle	decide	regular	perhaps	preferred	gym	centre	answer	occasionally	possible	gardener	gymnast	eight/h	library	often	guard	limiting	Egyptians	quarter	sentence	early		limited	mysterious	<p>Handwriting:</p> <p>Week 1 - Practising diagonal join to an anticlockwise letter: ea, ed</p> <p>Week 1 – practising joining to the letter y: hy, ly</p> <p>Week 2 - Introducing horizontal and diagonal join from f: fr, ft</p> <p>Week 3 - - Capital letter practice: height of ascenders and capitals</p> <p>Week 4- - Capital letter practice: height of ascenders and capitals</p> <p>Week 5- Introducing qu (diagonal join, no ascender)</p> <p>Week 6– introducing joins in a word: ing, ine</p>
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experiment	consider	famous	rhyme	beginning	Egypt																																																								
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circle	decide	regular	perhaps	preferred	gym																																																								
centre	answer	occasionally	possible	gardener	gymnast																																																								
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Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
3.2a Stories by the same Author Required texts: I'll Take You to Mrs Cole & Dinosaurs and	4	<p>Imitation</p> <p>L1 —hook the class by threatening the class during maths that if they misbehave they will go to Mrs Cole – Teacher to dress up as Mrs Cole and come at literacy lesson to take few chn - practice orally learning the text with story map with actions and gestures - Discuss ideas about a story and make predictions.</p> <p>L2 - practice orally learning the text with actions - Cold task writing – on the board write: if you're bad I will</p>	<p>- Develop positive attitudes to reading by:</p> <p>a. listening to and discussing fiction d. increasing their familiarity with books g. discussing words and phrases that capture the reader's imagination - analysing powerful verbs through semantic – synonyms and antonyms and morphology (root words)</p> <p>Understand what they read by:</p> <p>d. predicting what might happen</p>	<p>Plan their writing by:</p> <p>b. Discussing and recording ideas - box it up, recorder, assistive technology, prepare own story map.</p> <p>Draft and write by:</p> <p>composing sentences and building vocabulary and range of sentence structures- Magpieing useful words and phrases onto paper</p>	<p>Pupils should be taught to:</p> <p>- listen & respond appropriate to their peers g-use spoken language to explore ideas</p> <p>-articulate/justify answers & opinions -prediction of the character and story -participate in discussions</p>	<p>-colourful semantics,</p> <p>-graphic organiser</p> <p>-Language for thinking LLK</p>

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<p>all that Rubbish</p>	<p>take you to... chn to think of a neighbour's place and then imagine what it might turn out to be like L3 – practice orally learning the text with actions- Grammar: Write punctuated dialogue L4 - practice orally learning the text with actions- Grammar: Write extended punctuated dialogue L5- drama bringing key parts of the story to life/ hot seating Mrs Cole – Reading as a Reader - Paired Reading & Comprehension</p> <p>Week 2</p> <p>Reading as a Reader L1 – Word aware (word from the model text) read dinosaurs and all that rubbish and compare difference and similarities – venn diagram Reading as a Writer L2- Word aware - Grammar: Extend given sentences, using conjunctions to express time, cause and place [for example, <i>when, before, after, while, so, because</i>] L3 – Grammar - Use conjunctions to express time, place and cause L4 - Shared writing –write a toolkit with the children. Find examples of the features in the toolkit Change the toolkit into a grid. As a class find examples of the skills/features listed in the toolkit in the model text, or similar texts. Record the examples in the grid for future 'magpie' use! Innovation L5- Talk the text – chn summarise the story on five fingers – display the story map and give chn post it notes - children change parts of the story (Mrs Cole/the boy /chore mum asked/threaten and stick it on the story map – chn orally tell the story to a partner with the alternative changes.</p> <p>Week 3</p> <p>Innovation L1 – chn make a simple story map using the characters and setting – alternative ideas from previous lesson. L2- Shared writing of teachers version of box it up – chn begin their box it up – of the beginning using prompts provided and ideas gathered so far</p>	<p>Understand what they read by: e. identifying main ideas drawn from more than one paragraph and summarising these h. 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 – comparing two stories by the same author for similarities and differences.</p> <p>Guided treading MTP for objectives and strategies</p>	<p>Creating settings, characters, and plot – use visuals of character and settings, act out the characters from their story, hot seating. b. organising paragraphs around a theme</p> <p>Grammar expressing time, place and cause using conjunctions, e.g. when, so, before, after, while, because - verbally rehearse using conjunctions and 5 ws questions. Extending the range of sentences with more than one clause - Chn sort conjunction cards according to function, -Model starting next paragraph. Use powerful verbs - Chn work in groups to brainstorm ideas for powerful verbs</p>	<p>– discuss books that they have read with the same author - hot seating</p> <p>Oracy- debate about positive and negative points of view of Mrs Cole – divide class -</p>	<p>-ELKLAN questions Modelling</p>
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		<p>L3- Shared writing of teachers version of box it up – chn begin their box it up – of the middle using prompts provided and ideas gathered so far L4- Shared writing of teachers version of box it up – chn begin their box it up – of the end using prompts provided and ideas gathered so far L5- share plan with a response partner and make changes where needed- draw simple story map of their plan – Peer assessment.</p> <p>Week 4 L1- shared writing - model how to transition plan to the first draft through modelling and magpie. Provide success criteria of features of the writing/grammar and personal targets and chn begin first draft. L2 – Shared writing. -model plan and frst draft transition– continue first draft remind of success criteria and rereading L3 –Complete first draft remind of success criteria and rereading L4 - self assessment using the checklist, proof read and edit. L5- final draft/ perform story to the class and compare cold task with hot task.</p>				
<p>Non-fiction 2: Non-Chronological Reports (Hamilton plans)</p> <p>Main text: DK Children’s Book of Sport</p>	2	<p>Week 1 L1- Identify examples of report writing features- Chn look at non-fiction books about sport for examples of the features of reports, and mark with sticky-notes. L2-Write a sentence dictated by a teacher Chn transcribe the sentences read by an adult before moving on to the grammar activity word classes and clauses L3- Use present tense and third person In pairs, chn discuss and rewrite the Informal Report (<i>see resources</i>), changing it into third person and present tense. L4- Add suffixes to verbs using spelling rules Chn look through non-fiction books about sport to find verbs, some of which may already have a suffix. Chn use these words as a starting point for completing the Suffixes activity (<i>see resources</i>), writing their original word in a different colour.</p>	<p>-Develop positive attitudes to reading & understanding of what they read by: -reading books structured in different ways - Participate in discussion, taking turns and listening to what others say</p>	<p>- discussing and recording ideas - in non-narrative material, using simple organisational devices such as headings and sub-headings - composing and rehearsing sentences orally use further suffixes and understand how to add them -use the first two or three letters of a word to check its spelling in the dictionary</p> <p>Grammar:</p> <p>- extending the range of sentences with more than one clause extending range of sentences with more than one clause</p>	<p>- use spoken language to develop understanding - consider and evaluate different viewpoints - gain and maintain interest of the listener(s); i. participate in presentations</p>	<p>--colourful semantics, -graphic organiser -Language for thinking -ELKLAN questions Modelling</p>

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		<p>L5- Take notes to plan a report With a partner, chn make notes on information found. They write key facts and interesting snippets of information. Remind chn that these are notes – they do not have to be in full sentences. They are to be used next week when chn write own reports. They will remind chn what they have found out.</p> <p>Week 2 L1- Begin to write a non-fiction report Chn use Planning Frames to support them as they write their report. Use ICT if possible, enabling easy editing. During session ask chn to share work-in-progress. Discuss features they have used well, and improvements. L2- Extend sentences using conjunctions - Chn continue to use the correct structure and language to complete their report L3- Edit writing to extend sentences, using conjunctions - Chn edit their reports to ensure that they include sentences extended with additional clauses. Observe chn as they write; share and celebrate good use of conjunctions and support those finding this difficult. L4- Rehearse sentences verbally Chn choose from a selection of people (see <i>resources</i>). What would each person think about banning football? Would they be for or against it? Chn adopt each role, saying what that person might think. L5- Use persuasive language In pairs, chn prepare a mini-talk (about a minute long) which tries to persuade people that football should or shouldn't be banned in the playground.</p>		<p>-using conjunctions to express time or cause</p>		
<p>Extended writing</p>	<p>1</p>	<p>Extended writing outcomes: Teachers can choose from the following lists when they are planning writing. Teachers are responsible for ensuring that children have the opportunity to write in different styles and genres. In each half term teachers must ensure children have had the following writing opportunities: 1. A fiction/poetry opportunity 2. A non-fiction opportunity</p>	<p>Fiction: - Write alternative ending to stone age boy – links to History -tell me a story - Twinkle</p> <p>Poetry - Insect theme poetry - Link to Art</p> <p>Non-fiction: - Thank you letter to Mrs Cole –</p>			

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Teachers provide opportunities for children to write about real life experiences where possible, for example recounts of trips, outings, important events to them, storytelling.

Personal: Recount of school trip/holiday

Term 2.1 – 6 weeks

Spellings:

week 1	week 2	week 3	week 4	week 5	week 6
To spell words with a short /u/ sound spelt with 'ou'	To spell words with a /k/ sound spelt with 'ch'	Prefix 'de'	Prefix 'bi'	prefixes 'mis'	Prefixes 'dis'
young	scheme	defuse	bicycle	misuse	Disagree
touch	chorus	destroy	bimonthly	mistrust	Disloyal
double	chemist	despair	biceps	misplace	Disobey
abound	echo	destructive	bifocal	mistreated	Disobedient
trouble	character	describe	binoculars	misspell	Discover
country	ache	descend	bisect	misplace	Disarm
about	chaos	degrade	biplane	misplaced	Discomfort
account	anchor	decide	bilingual	misbehave	Disbelief
aloud	stomach	demand	biopsy	mistrust	Displeased
amount	orchid			mispronounce	Disadvantage

Handwriting:

Week 1 - practising joining to and from r (horizontal and diagonal: ur, ry)
 Week 2 - diagonal join from s, ascender, and descender: su, sp.
 Week 3- Week 5 - diagonal join from s to descender letter: sp.
 Week 4 – practising joining to and from the letters s: sh, es
 Week 5 - Introducing (diagonal join, no ascender): rr, ss, ff

Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
3.4b Poems to express Emotions (T4W) Required Text: Michael Rosen's A to Z	3	Week 1 Imitation L1- Hook - play what's in the box by placing objects that chn have to guess with their eyes closed – put unknown objects like toy insect, slimy, etc- discuss emotions chn felt in putting their hands in the unknown – fear, scared, nervous, worried, excited. Cold Task – chn select an emotion and write a poem about a time they felt this emotion (new school – nervous – scared- going doctors. Upset- moving houses – rehearse sentence orally before writing	- Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume, and action. - Discuss their understanding and explain the meaning of words in context. - Identify how language contributes to meaning. -Discuss a wide range of poetry. -Discuss words and phrases that capture the reader's interest and imagination. - Participate in discussion about poetry.	- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - Compose and rehearse sentences orally, building a varied and rich vocabulary. - Discuss and record ideas. -Compose and rehearse sentences orally.	-- Listen and respond appropriately to adults and their peers. - Speak audibly and fluently. --Participate in performances. -Maintain attention and participate actively in collaborative conversations. -Gain and maintain the interest of listeners.	- Modelling - Pair work. - Field Trip - Learning journal template -colourful semantics

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	<p>L2 – Story map – detention tension-chn perform with actions and gestures. Read GRRR aggressively - discuss the emotion and why the poet is feeling like this – missing words activity.</p> <p>L3- Story map – detention tension-chn perform with actions and gestures – Give children Mother and Daughter in Conversation - Children then write this conversation as punctuated dialogue with reporting clauses.</p> <p>L4 - Story map – detention tension-chn perform with actions and gestures -Provide each child with an emotion card – they must think of the time they felt this emotion – drama freeze frame and tap.</p> <p>L5-word aware- talk the story map – discuss the word tension and how the author portrays this – comprehension activity based on detention/tension.</p> <p>Week 2 Reading as Reader</p> <p>L1 - Warm up activity rhyming words we may need in our own writing - Identify key language feature/s by annotating the model text – verbs – rhyming, stanza-past and present tense.</p> <p>L2 - Read Empty House and discuss the emotions it provokes (<i>fear, anxiety, panic</i> etc.) Compare the emotions in detention tension – Venn diagram</p> <p>Reading as a Writer.</p> <p>L3- Shared writing – write a toolkit using the model text . As a class find examples of the skills/features listed in the toolkit in the model text, or similar texts. Record the examples in the grid for future ‘magpie’ use! -. Chn pick a skill from the toolkit and short burst writing using the toolkit- Compose and rehearse sentences orally before writing.</p> <p>L4- Read ‘Jelly Fuss’ - children tell their partner about a time something went wrong at school and how they felt strong or changing emotions (tell them that it is okay to exaggerate or add in a few extra details for effect).</p> <p>L5- Talk the text – tennis – one word/sentence each- begin to think about changing parts of the poem– provide chn with different scenarios and emotion they discussed previous lesson – explain they will write their own version of the poem – detention/tension changing</p>	<p>Apply their growing knowledge of root words, prefixes and suffices, both to read aloud and to understand the meaning of new words.</p>	<p>-Organise paragraphs around a theme.</p> <p>-Discuss writing similar to that which they are planning to write and record their ideas.</p> <p>-Assess the effectiveness of their own writing.</p> <p>- Plan writing by discussing and recording ideas.</p> <p>-Read aloud their own writing to a group.</p> <p>- Discuss writing similar to that which they are planning to write.</p> <p>- Assess the effectiveness of their own writing, suggesting improvements through changes to grammar and vocabulary.</p> <p>-Proof-read writing.</p> <p>Grammar:</p> <p>-Punctuate direct speech.</p> <p>-Use the past tense consistently in contrast to present.</p> <p>- Choosing nouns and pronouns appropriately for clarity and cohesion.</p> <p>-Using adverbs to express cause.</p>		<p>- 5 w’s</p> <p>-Voice recorder</p> <p>-visual aids</p> <p>-picture story plan</p> <p>-Graphic organiser</p> <p>-Alphabet arc</p> <p>-Assistive technology</p> <p>-Text to type</p>
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Year 3 Scheme of Work – Literacy

		<p>the scenario and emotion- refer back to previous lesson and chn change specific words – tension-angry – detention - going on red, etc.</p> <p>Innovate Week 3 L1- -word aware– begin box it up to write alternative poem using the model poem using their chosen emotion and scene. L2 - Revise verbs used in detention tension and read Jelly Fuss’ -highlighting verbs - chn think of verbs to add to their poem – continue box it up L3 – complete box it up and peer/assessment L4 – Begin first draft L5 – As a class look at a dull piece (not by a child in your class!) – improve using success criteria – continue writing first draft.</p> <p>Week 4 Implementation L1 -display a WAGOL and highlight good things happening in class – chn write second draft on Big Write based on teacher feedback.</p>				
<p>3.4a Non-Fiction 1: Persuasive Writing</p> <p>Main texts: Advertisements in magazines and on TV</p>	<p>2</p>	<p>Week 1 L21- Role play using persuasive techniques -Cut up toy cards (<i>plan resources</i>) and organise chn into mixed ability pairs. Ask each group to pick two cards. Give chn thinking time to try to brainstorm reasons why someone should buy that toy. L2- Discuss the features of ‘good’ and ‘bad’ toys -Ask chn what makes a ‘good’ toy. They discuss in pairs and feedback their ideas to the class- Plan a toy to write about L3- Create a TV advert- Keep chn in the same pairs as yesterday. Tell chn that they are going to be creating their own TV adverts! L4- Create a persuasive advert Using their drama adverts from yesterday as their starting point, chn work in pairs to create a written advert that might be seen in a magazine.</p> <p>Week 2 L1- Write compound sentences Cut up the simple sentences about toys (<i>see resources</i>). Place them on</p>	<p>- identifying how language, structure, and presentation contribute to meaning Participate in discussion about texts, taking turns and listening to what others say - discussing words and phrases that capture the reader’s interest -identifying themes and conventions - apply their growing knowledge both to read aloud and to understand the meaning of new words they meet</p>	<p>- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary -Discussing and recording ideas - discussing and recording ideas -composing and rehearsing sentences orally, progressively building a varied, rich vocabulary/ range of sentence structures - composing and rehearsing sentences orally, progressively building a varied and rich vocabulary, etc. -In non-narrative texts, using simple organisational devices</p>	<p>- participate in role play - participate in discussions -use spoken language to explore ideas - select and use appropriate registers for communication -articulate and justify arguments and opinions - give well-structured narratives</p>	<p>- Modelling - Pair work. - Field Trip - Learning journal template</p>

Year 3 Scheme of Work – Literacy

		<p>chn’s tables face down. Chn pick one sentence, read it and they think about how that sentence can be turned into a compound sentence by using a joining word: <i>and, or or but</i>.</p> <p>L2- Create complex sentences, recognising whether these add information about time or cause Give chn a list of simple sentences (<i>see resources</i>). They read each sentence and think of a subordinate clause to add to the sentence to give a reason or to add more detail.</p> <p>L3-Plan a persuasive argument Organise chn into similar ability pairs or groups of 3. Recap the task for chn and explain that they will have to brainstorm arguments to persuade parents that children of 7 years or over should have the right to decide their own bedtime at the weekend. Chn jot down their ideas</p> <p>L4- Begin to write an open Letter. While chn are writing their letters, remind them to use at least one complex sentence in their letter. Can they use at least one compound sentence?</p> <p>L5- Finish writing their letters .Chn finish their letters in their pairs, taking it in turns to do some writing.</p>		<p>such as headings and sub-headings - organising paragraphs around a theme Proof-read for spelling and punctuation errors Read aloud their own writing</p> <p>Grammar: extending a range of sentences with more than one clause by using a wider range of connectives -using conjunctions</p>		
Extended writing	1	<p>Extended writing outcomes: Teachers can choose from the following lists when they are planning writing. Teachers are responsible for ensuring that children have the opportunity to write in different styles and genres. In each half term teachers must ensure children have had the following writing opportunities</p> <ol style="list-style-type: none"> 1. A fiction/poetry opportunity 2. A non-fiction opportunity <p>Teachers provide opportunities for children to write about real life experiences were possible, for example recounts of trips, outings, important events to them, storytelling</p>	<p>-Word Aware. Fiction: Rewrite a known story.What if the three little pigs were the three little wolves instead, and the big bad pig wanted to eat them for his dinner?</p> <p>-tell me a story - Twinkle</p> <p>Poetry - Seerah poem using emotion-Islamic studies</p> <p>Non-fiction: -Vocano Explanation text– Geogrpahy -Hodgeheg diary entry</p>			
Term 2.2 – 7 weeks						
Spellings:				Handwriting: Week 1 -, letters, when adjacent to one another, are best left unjoined		

Year 3 Scheme of Work – Literacy

week 1	week 2	week 3	week 4	week 5
Words ending with the /g/ sound spelt -gue	words ending with the /k/ sound spelt -que (French in origin)	prefix 're',	Words with the /g/ sound spelt gy	Words with the /g/ sound spelt sgh
league	antique	redo,	they	weight
tongue	unique	refresh,	obey	eight
argue	applique	return,	abbey	eighth
catalogue	barbeque	reappear	alley	freight
colleague	boutique	review	attorney	eighteen
dialogue	cheque	revise	barleys	height
fatigue	mosque	revenge	bluey	neighbour
prologue	mystique	reaction	bogey	sleigh

Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
3.6a Classic fiction- (T4W) Required text: Main text: Fantastic Mr Fox	5	<p>Week 1 Imitation L1 –Hook the class with props from Roald Dahl – an urgent letter arrives to the class from Fantastic Mr Fox about their homes being demolished- ask chn to predict what the story might be about- learn the story map with gestures and actions. L2 - practice orally learning the text with story map with actions and gestures — cold task chn write a story about animals taking food against farmers/gardeners, ect L3 – practice orally learning the text with actions - Discuss blurb, opening chapters and main characters of a book, Listen to a story opening - Use role play to familiarise themselves with characters and plot. L4 - practice orally learning the text with actions- Write sentences using the past tense consistently- Revise present and past continuous/progressive forms. L5- Word aware (word from the model text) practice orally learning the text with actions- Understand how dialogue is punctuated. Write a dialogue between two of the characters from a book.</p> <p>Week 2</p>	<p>- Develop positive attitudes to reading and understanding of what they have read by: -listening to a wide range of fiction - increasing their familiarity with a wide range of books Understand what they read by: - drawing inferences ... -discussing words and phrases that capture interest/ imagination Participate in discussion about books, taking turns ... -checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - identifying main ideas and summarising these</p> <p>apply their growing knowledge to understand new words they meet -use further prefixes and suffixes/understand how to add them</p>	<p>ba, bo, b-ling Week 2 - letters, when adjacent to one another, are best left unjoined pa,ph, pixie Week 3 - letters, when adjacent to one another, are best left unjoined, j-elly, j-ingle Week 4- letters, when adjacent to one another, are best left unjoined, g-oat,g-ame Week 5 - letters, when adjacent to one another, are best left unjoined f-urry,f-ox</p> <p>- Plan their writing by: -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary -discussing and recording ideas Draft and write by: -composing and rehearsing sentences orally (including dialogue) - in narratives, creating settings, characters and plot Draft and write by: -organising paragraphs around a theme - in narratives, creating settings, characters and plot</p> <p>Evaluate and edit by: -assessing the effectiveness of their own writing and suggesting improvements -proposing changes to grammar and vocab to improve consistency</p>	<p>-Pupils should be taught to: -listen and respond appropriately to adults and peers -participate in discussions and role play -select and use appropriate registers - maintain attention and participate actively in collaborative conversations -use spoken language to develop understanding -participate in discussions</p>	<p>- Modelling - Pair work. - Field Trip - Learning journal template</p>

Year 3 Scheme of Work – Literacy

	<p>Reading as a Reader L1 – Read the text -reciprocal reading - learn the text through actions and gestures. Summarise a story they have heard - Use hot-seating to explore characters - Describe a character. L2- Watch the film version of Fantastic Mr Fox - Compare book and film versions of a story. L3- Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i>]. Annotate the structure and language features of the story and use of a and an.</p> <p>Reading as a Writer L4- Word aware – words ending in ly suffix. L5- Shared writing –write a toolkit with the children. Find examples of the features in the toolkit Change the toolkit into a grid. As a class find examples of the skills/features listed in the toolkit in the model text, or similar texts. Record the examples in the grid for future ‘magpie’ use! – chn choose a feature and write in the role of the writer.</p> <p>Week 3 Innovation L1- retell the story and summarise - Provide chn with large pieces of paper and coloured pencils. They decide the family of animals that will feature in their story and the setting. The nasty humans could be a couple that keep an immaculate garden, etc. L2- Talk the text – tennis – one word/sentence each – display the story map and give chn post it notes to the chn to change parts of the story -chn create new story map with the changes. L3- Word aware - shared writing begin story plan using the planning template - Plan and discuss a story in the style of Fantastic Mr Fox magpie words and ideas - Chn plan their stories using a story map with pictures and words, keeping in mind a clear beginning. L4- Chn continue with the plan using box it up prompt sheet – middle - Look again at the story-pegs and discuss what chn are writing next. Explain that this is the meaty part of the story where the action happens. They will need to write about how the horrible humans know the animals have been stealing from them, maybe with a close encounter.</p>		<p>-Proof-read for spelling and punctuation errors -Read aloud their own writing</p>		
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Year 3 Scheme of Work – Literacy

	<p>L5- Chn complete their story by meeting some more animals that the family can help and then having a big feast to celebrate their victory. Once finished, they edit it to remove errors. Encourage chn to read it ALOUD to a partner or to themselves.</p> <p>Week 4 Implementation</p> <p>L1 -As a class Look at a dull piece (not by a child in your class!) – improve using the SC – revise using past tense correctly - Begin writing first draft of the story (beginning). L2 – Word aware - explain using paragraphs - continue first draft –(middle) L3 – Shared writing - continue first draft (ending) – chn peer assess/self-assess using checklist. L4- Revise the perfect form of the past tense: how and when to use it- display a WAGOL and highlight good things happening in class – chn begin second draft L5 - Continue second draft</p> <p>Week 5 L1- Go over teacher feedback from second draft and begin final draft L2 – Complete final draft and evaluate against the cold task – chn discuss the progress they have made. L3- word aware – vocabulary development (semantics and morphology) L4/L5- recap grammar -</p>				
<p>3.1b Performance Poetry</p> <p>Required texts: Various audio and visual performance poems Cool Cat by Mike Jubb, Picnic Time on the M25 by Paul Cookson, No Word of a</p>	<p>2</p> <p>Week 1 L1- Listen to, read aloud and discuss performance poems – read poems aloud – discuss free verse poems L2- Cool Cat by Mike Jubb & Picnic Time on the M25 discuss rhyme and rhythm - Read informal language and rewrite in standard English – L3- Revise conjunctions for time and cause -Use conjunctions to express time and cause L4- Explain how prefix ‘in’ is modified - Group reading – read poems and discuss features L5- Listen to No Word of a Lie again. Look at the structure of poem/contractions- Write additional lines for a familiar poem</p> <p>Week 2</p>	<ul style="list-style-type: none"> - Apply their growing knowledge to understand the meaning of new words - informal language/slang to ‘translate’ into standard English - Chn can work in pairs to change formal language into informal - use contractions - Develop positive attitudes to reading and understanding of what they read by: - preparing poems to read aloud, showing understanding through intonation, tone, volume and action, discussing words and phrases that capture reader’s interest/imagination - Annotate poem as chn suggest features, e.g. varied line lengths, exaggeration, vivid 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary - Chn add four, six or eight lines to Word of a Lie poem in the same style- use -imaginative words and powerful verbs to exaggerate. plan – shared writing and magpie vocabulary. Grammar focus: -Identify and use negative prefixes - prefixes that have negative meanings dis- & mis- to identify the root words 	<ul style="list-style-type: none"> -listen and respond appropriately to adults and their peers Give well-structured explanations - listen to some free verse poems and explain that they are written to be performed and therefore listened to, rather than being simply read. -Chn should compose and rehearse their lines orally before writing them down - perform their end poem to the class. 	<ul style="list-style-type: none"> –voice recorder –assistive technology - graphic organiser to record

Year 3 Scheme of Work – Literacy

<p>Lie by Jackie Kay</p>	<p>L1- Play The Dragon Who Ate our School – chn join in - Add description using adjectives, conjunctions and descriptive clauses L2- Listen to Write-A-Rap Rap and discuss- Generate rhymes and investigate how they are spelt in Write-A-Rap Rap L3- listen to Cool and The Dragon Who Ate our School - discuss beat, Plan a rap in pairs L4- Look at rhyme schemes in some of the raps. Working in their pairs, chn write the first draft of their rap L5- Discuss how chn should edit & redraft their poems, Chn read their rap aloud and, as they go, they can edit and redraft their rap</p>	<p>adjectives, powerful verbs, use of capitals, rhyme, narrative Guided reading MTP</p>	<p>and how prefixes change the word to positive/negative – depth work on vocabulary morphology -chn add words to the root word tree Revise and use nouns, adjectives, and noun phrases. - Divide the class into groups of three to describe a jungle animal using the different parts of speech (brown monkey jumps happily) . -.Use conjunctions to express time and cause. Indicating possession using possession apostrophes with singular nouns.</p>	<p>-ORACY – Vary tone of voice for humour/sad parts</p>	
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Term 3.1 – 5 weeks

Spellings:

Homophones and near-homophones	Words with the /?/ sound spelt ch (mostly French in origin)	Words ending in 'ation'	Suffix - y	Suffix - ly	Suffix - ally	Words ending in 'sure'
accept	chef	Sensation	stormy	humbly	Finally	sure
except	chalet	Sensational	cloudy	legibly	Usually	Measure
affect	brochure	International	windy	Sadly	academically	Treasure
effect	machine	Information	breezy	Completely	actually	Enclosure
ball	chaperon	Admiration	snowy	Costly	ally	Pleasure
bawl	creche	Interaction	rainy	Eerily	anually	assure
berry	chandelier	Adoration	musty	Proudly	comically	leisure
bury	chauffeur	eradication	juicy	Ghastly	brutally	pressure
brake	chiffon	exploration	rocky	Angrily	diagonally	premeasure
break	crochet		creamy	weirdly	digitally	composure

Handwriting:

Week 1 - Parallel ascenders: tl, ll
 Week 2 - Relative sizes of letters: silent letters
 Parallel ascenders: bb
 Week 3 - Relative size and consistency: ly
 Week 4 - Relative size and consistency: less
 Week 5- Relative size and consistency: ful
 Week 6- Speed and fluency practice: er, est

Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
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Year 3 Scheme of Work – Literacy

<p>3.5a Recounts (T4W)</p> <p>Required text: The Magical Garden of Claude Monet and The Journey</p>	<p>5</p>	<p>Imitation L1- Hook - Set the class as the Kumaon Mountains, include artifacts, outfits, food for children to explore the culture of the Kumaon Mountains – learn the story map with gestures and actions. L2 – Story map –perform with actions and gestures/ tennis/group – cold task – children write a recount of their favourite holiday/school trip/weekend etc. L3- Word Aware - Story map –chn perform with actions and gestures. L4 – Grammar -using the text discuss how prepositions and conjunctions can be used to express time, cause, and place. L5- Story map –chn perform with actions and gestures-- Learn about the people who live in the Kumaon Mountains – by watching a video, use hot-seating to explore their lives in more detail – chn write their hot-seating conversations as direct speech.</p> <p>Week 2</p> <p>Reading as a Reader L1 –. Watch a video of domestic work of children in rural village and read the hard copy of the recount and children to timeline the events - such as introduction, information of raju, his problem (washing kit), school day, when he got home, next morning, cricket match. L2- read the full recount and provide reciprocal reading roles, summarise, questioner, clarifier and predictor- chn discuss using these roles - comprehension activities. L3- Begin to understand features and purpose of recounts- Look at how recounts are structured Identify key language feature/s by annotating the model text ('text marking'). Use this to develop awareness of grammatical features (past tense, chronological order, time connectives). Reading as a Writer L4 – Word aware - Grammar: Extend sentences using a range of prepositions and conjunctions. L5- Shared writing –write a toolkit with the children. Find examples of the features in the toolkit Change the toolkit into a grid. As a class find examples of the skills/features listed in the toolkit in the model text, or</p>	<p>-Understand what they have read by: -identifying main ideas and summarizing. -Identifying how structure and presentation contribute to meaning. - Discuss range of non-fiction. Retrieve and record information - discuss a wide range of non-fiction b. read books that are structured in different ways.</p>	<p>-Plan their writing by: a. discussing writing similar to that which they are planning to write b. discussing and recording ideas Draft and write by: a. composing sentences orally -Use simple organisational devices -Plan their writing by: b. discussing and recording ideas Draft and write by: a. composing and rehearsing sentences orally (including dialogue) - Organising paragraphs around a theme Evaluate and edit by: a. Assessing effectiveness of their own and other' writing, suggesting improvements. B. proposing changes. -Read aloud their writing - organise paragraphs around a theme d. In non-narrative, use simple organisational devices Read writing aloud to the class Plan their writing by: discussing and recording ideas.</p> <p>Grammar:</p> <p>- Use conjunctions, adverbs and prepositions to express time and cause -Use and punctuate direct speech -Use and punctuate direct speech</p>	<p>- Use relevant strategies to build vocab - give well-structured descriptions/ explanations. - Use spoken language to explore ideas - participate in discussions, role-play, improvisations - Ask relevant questions to extend their understanding - Use spoken language to develop understanding</p>	
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Year 3 Scheme of Work – Literacy

	<p>similar texts. Record the examples in the grid for future 'magpie' use! – chn choose a feature and write in the role of the writer.</p> <p>Innovation</p> <p>Week 3</p> <p>L1- Chn research Kumaon, where it is, the Himalayan mountains, continent - watch village life in Kumaon https://www.youtube.com/watch?v=oG0XPenU3uM – children build adjectives to help create sentences to describe the mountain and village.</p> <p>L2- Watch video of children in villiage life of girls and boys – children to role play a day in the life of a boy/girl in Kumaon mountain.</p> <p>L3- Talk the text– display the story map and give chn post it notes and change parts of the story to show a recount of a child cooking, going to school, sports etc. – include a problem, what the child is looking orward to.</p> <p>L4– Word aware looking at adverbs - shared writing begin recount plan using the planning template- magpie words and ideas.</p> <p>L5 – using the story map from last lesson, ask chn to briefly map out their recount in chronological order. Remind the children about using time connectives to help organise the chronology. Children discuss their new plan with a partner.</p> <p>Week 4</p> <p>Implementation</p> <p>L1- shared writing begin story plan using Box it up template to plan recount of in the day of a life... introduction and information about character.</p> <p>L2- Chn continue with the plan using box it up - the problem and what the child is looking forward to.</p> <p>L3 -box it up- the routine of cooking, school etc</p> <p>L4 – Continue box it up.</p> <p>L5 – Continue box it up and peer assess.</p> <p>Week 5/6</p> <p>Week 5/6- -Finish first draft/</p>				
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Year 3 Scheme of Work – Literacy

		<ul style="list-style-type: none"> - teacher provides feedback - go over feedback with the teacher and TA - Display a child's text – what tools are they using from the toolkit? Highlight good things happening in the class. - Proof reading/editing/peer marking and target setting - Final draft/ perform story to the class/ add illustrations. 			
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Term 3.2 – 6 weeks

Spellings:					<p>Handwriting:</p> <p>Week 1 - Consistency in spacing: anti</p> <p>Week 2 - Consistency in spacing: ex</p> <p>Week 3 - increase the legibility, consistency, and quality of their handwriting -</p> <p>Week 4 - increase the legibility, consistency, and quality of their handwriting -</p> <p>Week 5 - increase the legibility, consistency, and quality of their handwriting -</p>
Week 1	week 2	week 3	week 4	week 5	
Words ending in ' and 'ture'	Words ending in 'sion' as /zhun/	Homophones	Words ending in 'tion'	Revision	
furniture	division	heel	invention	knee	
picture	invasion	heal	injection,	gnat	
nature	confusion,	he'll	action,	chemist	
adventure	decision	saw	hesitation	mail	
architecture	collision	sore	completion	male	
capture	television	soar	ablution	Sensational	
departure	conclusion	groan	abolition	International	
facture	discussion	grown	cancellation	Usually	

Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
3.3a Fiction 1: Adventure Stories T4W Required txt: Hodgeheg	6	Week 1 Imitation L1 – Hook: an urgent letter arrives and Ms Hana brings it - letter from Max who needs urgent help to cross the road – chn reply back to the letter helping Max cross the road – L2 – chn would have read the story in guided reading – chn to discuss what they know about Max and his family and their problems- practice orally learning the text with story – teacher read chapter 1	<ul style="list-style-type: none"> -Develop positive attitudes to reading and understanding of what they read by: -listening to and discussing a range of fiction -discussing words and phrases that capture the reader's interest and imagination Understand what they read by: - drawing inferences - predicting what might happen 	-Draft and write by: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - organising paragraphs around a theme -in narratives, creating settings, characters, and plot	<ul style="list-style-type: none"> - participate in performances -select and use appropriate registers for effective communication - participate actively in collaborative conversations - speak audibly - participate in performances 	<ul style="list-style-type: none"> - Modelling - Pair work. - Field Trip - Learning journal template -colourful semantics

Year 3 Scheme of Work – Literacy

	<p>L3 - Talk the text – tennis – one word/sentence each child - grammar focus- Revise the rules of punctuating dialogue. L4 – continue learning the text with gestures and actions - Use adverbs and fronted adverbials to extend sentences - teacher read chapter 2 L5 — cold task chn write a quick story about an adventure they would like to go to.</p> <p>Week 2</p> <p>Reading as a Reader L1–Revise chapter 3 – revise compound words (hodgeheg) – Quick-fire drama activities to explore key parts of the model and bring it ‘off the page’ L2- Chn brainstorm animals with compound words- reading comprehension activities linked with the model – literal and inferential questions L3 - Identify key language feature/s by annotating the model text – language (adverbs – fronted adverbials) structure Reading as a Writer L4 –quick play a synonym game - how many words they can make of a word from the book - Shared writing – share write a toolkit with the children and as a class find examples of the skills/features listed in the toolkit in the model text. L5- retell the story briefly - Pick as skill from the toolkit, explore it, learn it and use it in some short burst writing inspired by the model:</p> <p>Week 3 Innovate L1- Talk the text – tennis – one word/sentence each – chn summarise the story on five fingers – display the story map and give chn post it notes - children change parts of the story (animal /problem/family/vocabulary) and stick it on the story map. L2–Define compound sentences - Children focus on how different settings are described in the book, e.g. the road as a ‘sea of noise,’ and how everyday items are described, e.g. the telephone box, the road, the policeman. Children write a description of an everyday</p>	<p>- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far -Apply their growing knowledge both to read aloud and to understand the meaning of new words they meet</p>	<p>Grammar: -using fronted adverbs Indicate grammatical and other features by: -using and punctuating direct speech -using fronted adverbials Indicate grammatical and other features by: a. using commas after fronted adverbials - extending the range of sentences with more than one clause by using a wider range of connectives, e.g. when, if, because, although</p>	<p>- 5 w’s -Voice recorder -visual aids -picture story plan -Graphic organiser -Alphabet arc -Assistive technology -Text to type</p>
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Year 3 Scheme of Work – Literacy

	<p>item from a garden setting, as if they are a hedgehog – the rest of the class try to guess what the item is.</p> <p>L3- Define complex sentences - give chn pictures of different animals and they brainstorm the problems they might face – description/family</p> <p>L4- Vocabulary game using model text – shared writing box it up – problem and journey one – magpie words and ideas</p> <p>L5- Warm up activity involving a sentence pattern – continue box it</p> <p>Week 4 – implementation</p> <p>L1- sentence play with compound sentence - continue box it up</p> <p>L2- sentence play with complex sentences subordinating conjunctions – complete box it up and discuss plan with a talk partner -make amendments.</p> <p>L3- warm up vocabulary play – fronted adverbials – chn make story map of their new story</p> <p>L4 - hot task shared writing – Look at a dull piece (not by a child in your class!) –use SC to improve – chn begin first draft</p> <p>L5 – warm up spelling pattern - continue first draft</p> <p>Week 5/6-</p> <ul style="list-style-type: none"> -Finish first draft/ - teacher provides feedback - go over feedback with the teacher and TA - Display a child’s text – what tools are they using from the toolkit? Highlight good things happening in the class. - Proof reading/editing/peer marking and target setting - Final draft/ perform story to the class/ add illustrations. 				
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