

## Year Three - Autumn Term One

<b>Genre</b> Shape poetry & Setting descriptions <b>Name of Texts</b> Various poems & setting descriptions The Same Inside – Poems about Empathy and Friendship <b>Class Reader</b> The Magic Finger The Twits		<b>Teaching and Learning</b> <b>Shape Poetry:</b> Read and respond to shape poems & friendship poems– explain what they like about a poem referring to particular words and phrases and the subject of the poem. Discuss the choice of words and their impact. Identify where example language is used to create a specific effect in a poem. Develop their understanding of alliteration, rhyme, and onomatopoeia words. Plan write and edit their own poems. Write a poem that uses language to create an effect. <b>Setting Descriptions:</b> Use speaking and listening skills to take part in group discussion Successfully draft a narrative setting. Used descriptive language to explore images Understand how language can be used to create atmosphere in narrative texts. Compare a range of story settings, and to select words and phrases that describe scenes; Write short descriptions of familiar places; Write a description in the style of a familiar story; Investigate and collect sentences/phrases for story openings and endings. Use some of these formal elements in re-telling and story writing;				
Curriculum Links:	Ongoing	Reading Focus Progression of Skills	Writing Focus Progression of Skills	Active English	Active Spelling	Tier 2 Words
Stone Age writing – sentences and paragraphs.	Spelling- Y3/4 words and homophones and ei/ch ' words Handwriting – Use diagonal and horizontal joins that are needed to join letters.	Listen to and discuss a wide range of fiction and poetry. Recognise some different forms of poetry. Increase their familiarity with a wide range of books. Discussing words and phrases that capture the reader's interest and imagination. 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. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Predict what might happen from details stated and implied. Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Use expanded noun phrases for adding description in narratives. Composing and rehearsing sentences orally, progressively building a rich and vocabulary and write compound sentences. Begin to organise paragraphs around a them and create settings Demarcate most sentences with capital letters, full stops. Use conjunctions, adverbs and prepositions to express time and cause (and place). Propose changes in vocabulary to consistency. Self-check their own work for given spelling, punctuation and grammar. Proofread for spelling and punctuation errors	Nouns Adjectives Expanded noun phrase Verbs Adverbs Punctuation: full stops, capital letters, exclamation marks, question marks, inverted commas. Apostrophes for omission of a letter.	Week 1 – Double the final consonant when adding a suffix -ed, ing, er Week 2- Adding the suffix -ly Week 3- ou Week 4 – ch ('k') Week 5 – gue Week 6 – y for 'i'	Caption Conditions Factors Features Reason & Reasoning Accurately Meanwhile Affects Demonstrates Examine Illustrates Portrayed Proves Resolves
<b>Phonics:</b> Revise sound chart Phase three sounds Split diagraphs.		<b>Reading Explorers:</b> Friendship Recipe What's Up Doc? All at Sea The Loch Ness Monster Monkey Business The Wormy Spaghetti				

