

Year 3 English Medium Term Plan

Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
<p>Shape Poetry <i>Shape poems including I Like this Poem by Kaye Webb Read Me, Read Me First and The Works</i> Children will be immersed in shape poems and will read, recite and discuss a variety of poems. Identify features of poetry including alliteration, rhythm & rhyme, verse, onomatopoeia words, and poetic language. Explore and create calligrams and write their own poems using their senses. Read and write their own shape poems about fruit and animals.</p>	<p>Fantasy Stories <i>Mr Benn, Where the Wild things are, Dangle</i> Read stories about fantasy worlds, for example imaginary lands, space, animal homes.. Watch film clips of stories with a fantasy setting. Children identify the key features and express views about, for example, how they created a sense of excitement.. Explore story ideas about magical objects using discussion and role-play. Children then write their own version of the story. using or adapting the class ideas.</p>	<p>Dialogue and plays <i>Short animated film Scratch and Sniff! Laurel and Hardy</i> Study plays and dialogue. Explore the features of plays including stage directions and dialogue. Compare dialogue and play scripts, then write and perform a play script, based on a silent film. Draft and write dialogue by composing and rehearsing sentences orally with partners. Building a varied and rich vocabulary to create plot and setting.</p>
<p>Setting Descriptions. <i>Hobbit, Harry Potter, Narnia and in the woods.</i> Children to read and evaluate setting descriptions. Use descriptive language to explore images and 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 known places.</p>	<p>Character descriptions <i>The Twits, Gangsta Granny, Mr Stink</i> Read character descriptions of characters from Roald Dahl and David Walliam’s books. Discuss adjectives, similes and expanded noun phrases. Create and write their own descriptions of characters. Evaluate and edit their own writing by suggesting improvements</p>	<p>Non-chronological reports Identify features of a non-chronological report – headings, subheadings, opening paragraph, facts, paragraphs, conclusion, , pictures with labels and/or captions. Read and research various topics including dinosaurs and British wildlife exploring their habitats, diet and characteristics.</p>
<p>Independent piece Children to showcase their own writing, editing and re-drafting skills as they write a description on a setting.</p>	<p>Independent piece Children to use a film piece as a stimulus for their own ideas and writing of a fantasy story.</p>	<p>Independent piece Children to write a non-chronological report about the nearly extinct woolly mammoth!</p>
<p>Stories with familiar settings. <i>The Tiger who came to tea, Three little pigs, Little Red Riding Hood.</i> Read short stories and review the main features of the characters, plot and setting. Discuss views, response and preferences as a class. Compare settings and analyse words and phrases used for description. Plan and write a story with description of setting, beginning, middle and end. Open with description of setting to set scene. Clear beginning, middle and end.</p>	<p>Poetic language and word play. <i>'It's raining pigs and noodles' by Jack Prelutsky and 'The Magic Box' by Kit Wright.</i> Children will enjoy these imaginative poems which will inspire learning about powerful verbs, verb tenses, adverbs and adverbial phrases. Children use the poems they read as models for writing their own verses & poems. Read, recite and perform poems as a class including tongue twisters and riddles.</p>	<p>Folk/traditional tales and stories from different cultures. <i>Seasons of Splendour by Madhur Jaffrey The Tiger Child by Joanna Troughton</i> Children will explore folk tales and myths from different cultures before performing their own oral re-telling and written adaptations. Use adverbial clauses to make their writing more interesting and use commas to organise their writing.</p>
<p>Instructional writing. <i>Various instructions</i> Children will learn about instructions including recipes. Identify features of instructional writing and read and write their own instructions for instance building a snowman and making cakes.</p>	<p>Discussion Texts Discuss a range of topics and statements e.g. playtimes should be longer, then decide whether they agree or disagree. Take part in class discussions share their ideas and giving reasons for their opinions. Write a discussion text giving both points of views then sum up with their own opinion. Write correctly punctuated sentences using a range of conjunctions.</p>	<p>Author <i>Roald Dahl</i> Using the much loved stories of Roald Dahl, children practise simple, compound & complex sentences with powerful verbs. They explore the various characters and scenarios from his stories with a focus on James and the Giant Peach and George’s Marvellous Medicine .Write diary entries, newspaper reports about story events.</p>
<p>Independent piece Children will use their knowledge of the features of instructional writing to write their own instructions.</p>	<p>Independent piece Children will write their own discussion texts backing up their statements with evidence.</p>	<p>Independent piece Use their imagination and knowledge of Roald Dahl’s books to write a new chapter for one of his books.</p>

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