**English Medium Term Planning - Year 3 Summer Term**

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| **Text** | **Objectives** | **Genres** | **Time** |
| Egyptian Cinderella | •To listen to and discuss a wide range of fiction and non-fiction texts.  •To increase familiarity with a wide range of books and retell some of these orally.  •To read further exception words.  •To discuss words and phrases that capture the reader’s interest and imagination.  •To draw inferences and justify them with evidence, predicting what might happen from details stated and implied.  •To write sentences dictated to them that include taught words and punctuation.  •To spell words that are often misspelled.  •To draft and write narratives, creating settings.  • To compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures (see Appendix 2).  • To use conjunctions, adverbs and prepositions to express time and cause.  •To 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.  •To identify main ideas drawn from more than one paragraph and summarise them.  •To identify themes and conventions in a wide range of books.  •To ask questions to improve their understanding of a text.  •To apply their growing knowledge of root words, prefixes and suffixes (see Appendix 1), both to read aloud and to understand the meaning of new words.  • To use dictionaries to check the meaning of words that they have read.  • To check that they understand the text and explaining the meaning in context.  • To discuss the texts that they read and listen to, taking turns to share thoughts.  • To use the first two or three letters of a word to check its spelling in a dictionary.  • To choose nouns or pronouns appropriately to avoid repetition.  • To assess the effectiveness of their own and others’ writing and suggest changes.  • To indicate possession by using an apostrophe with singular and plural nouns.  • To plan their writing by discussing and recording ideas.  • To organise paragraphs around a theme.  • To propose changes to grammar and vocabulary to improve consistency.  • To proofread for spelling and punctuation errors.  • To understand how to use further prefixes and suffixes (see Appendix 1).  • To increase the legibility, consistency and quality of their handwriting.  • To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.  • To learn the grammar in column 1 of Years 3 and 4 (see Appendix 2).  • To use a wider range of conjunctions and include more clauses in a sentence.  • To use the perfect form of verbs to mark relationships of time and cause.  • To use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.  • To read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  • To spell further homophones.  • To write simple sentences, dictated by the teacher.  • To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. | Narrative – Recount | 2 weeks |
| Secrets of a Sun King | •To listen to and discuss a wide range of fiction and non-fiction texts.  •To increase familiarity with a wide range of books and retell some of these orally.  •To read further exception words.  •To discuss words and phrases that capture the reader’s interest and imagination.  •To draw inferences and justify them with evidence, predicting what might happen from details stated and implied.  •To write sentences dictated to them that include taught words and punctuation.  •To spell words that are often misspelled.  •To draft and write narratives, creating settings, characters and plot.  • To compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures (see Appendix 2).  • To use conjunctions, adverbs and prepositions to express time and cause.  •To 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.  •To identify main ideas drawn from more than one paragraph and summarise them.  •To identify themes and conventions in a wide range of books.  •To ask questions to improve their understanding of a text.  •To indicate grammatical and other features by using and punctuating direct speech.  •To apply their growing knowledge of root words, prefixes and suffixes (see Appendix 1), both to read aloud and to understand the meaning of new words.  • To use dictionaries to check the meaning of words that they have read.  • To check that they understand the text and explaining the meaning in context.  • To discuss the texts that they read and listen to, taking turns to share thoughts.  • To use the first two or three letters of a word to check its spelling in a dictionary.  • To choose nouns or pronouns appropriately to avoid repetition.  • To assess the effectiveness of their own and others’ writing and suggest changes.  • To indicate possession by using an apostrophe with singular and plural nouns.  • To read books structured in different ways and read for a range of purposes.  • To plan their writing by discussing and recording ideas.  • To organise paragraphs around a theme.  • To propose changes to grammar and vocabulary to improve consistency.  • To proofread for spelling and punctuation errors.  • To understand how to use further prefixes and suffixes (see Appendix 1).  • To increase the legibility, consistency and quality of their handwriting.  • To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.  • To identify how language, structure and presentation contribute to meaning.  • To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary.  • To revise all of the handwriting curriculum objectives in Years 3–4.  • To learn the grammar in column 1 of Years 3 and 4 (see Appendix 2).  • To use a wider range of conjunctions and include more clauses in a sentence.  • To use the perfect form of verbs to mark relationships of time and cause.  • To use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.  • To read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  • To spell further homophones.  • To write simple sentences, dictated by the teacher.  • To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. | Narrative – setting description | 4 week |
| Charlie and the Chocolate Factory | • To apply their growing knowledge of root words, prefixes and suffixes (see Appendix  1), both to read aloud and to understand the meaning of new words.  • To retrieve and record information from non-fiction.  • To compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures (see Appendix 2).  • To organise paragraphs around a theme.  • To read aloud their writing, using appropriate intonation so the meaning is clear.  • To identify themes and conventions in a wide range of books.  • To ask questions to improve their understanding of a text.  • To identify main ideas drawn from more than one paragraph and summarise them.  • To write simple sentences, dictated by the teacher.  • To draw inferences and justify them with evidence, predicting what might happen from details stated and implied.  • To discuss words and phrases that capture the reader’s interest and imagination.  • To increase familiarity with a wide range of books and retell some of these orally.  • To indicate grammatical and other features by using and punctuating direct speech.  • To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.  • To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary.  • To use dictionaries to check the meaning of words that they have read.  • To spell words that are often misspelled.  • To use the first two or three letters of a word to check its spelling in a dictionary.  • To prepare poems and playscripts to read aloud and to perform.  • To listen to and discuss a wide range of fiction and non-fiction texts.  • To learn the grammar in column 1 of Years 3 and 4 (see Appendix 2).  • To plan their writing by discussing and recording ideas.  • To draft and write non-narrative material, using simple organisational devices.  • To proofread for spelling and punctuation errors.  • To assess the effectiveness of their own and others’ writing and suggest changes.  • To propose changes to grammar and vocabulary to improve consistency.  • To recognise some different forms of poetry.  • To identify how language, structure and presentation contribute to meaning.  • To revise all of the handwriting curriculum objectives in Years 3–4. | Narrative – | 6 weeks |