



Brierley English Medium Term Plan: Year 3

Year 3 reading Spine

Narrative	Classics	Drop-and-read	Poems and rhymes	Additional texts available
 <p>Winter's Child by Angela McAllister</p>  <p>Stone Age Boy by Satoshi Kitamura</p>  <p>The Tear Thief (Carol Ann Duffy)</p>	<p>The Tale of Peter Rabbit by Beatrix Potter</p>  <p>The Wind in the Willows</p>  <p>Gobolino the Witch's Cat (Ursula Williams)</p>	 <p>The Creakers by Tom Fletcher</p>  <p>The Iron Man (Ted Hughes)</p>  <p>The Wind in the Willows by Kenneth Grahame</p>	<p>Narrative poems</p> <p>The Puffin Book of Utterly Brilliant Poetry</p> 	 <p>The Golden Wonderflower by Benjamin Flow)</p>  <p>The Tunnel by Anthony Browne</p>  <p>After the Fall by Dan Santat</p>  <p>Egyptian Cinderella by Shirley Climo</p>  <p>Jack and the Baked Beanstalk</p>

Genre and final outcomes	Block 1	Block 2	Block 3
	<ol style="list-style-type: none"> Place value unit Non-fiction: non-chronological report about a topic from last year Non-fiction: non-chronological report about a topic from this year Narrative: retell of part of a familiar story (based on the drop-and-read text 'The Creakers') <p>Week 12 poetry focus: The Puffin Book of Utterly Brilliant Poetry</p>	<ol style="list-style-type: none"> Narrative: first person fantasy story including speech linked to 'Winter's Child' Non-fiction: diary 1 (linked to curriculum area) Non-fiction: diary 2 (linked to 'Stone Age Boy') Narrative: a story which builds tension (linked to the drop-and-read text 'The Iron Man') <p>Week 12 poetry focus: Poetry: poem type: haikus (new skills: similes and syllables)</p>	<ol style="list-style-type: none"> Narrative: fiction to create settings/character/plot linked to the story 'The Tear Thief' Non-fiction: recount linked to a real-life experience (e.g. class trip or experience day based on the Egyptians) Non-fiction: letters 1 (to write a letter for a given purpose) Narrative: linked to the drop-and-read text 'The Wind in the Willows'. 1 to be a letter (letter 2) as a character and the other to be narrative writing based part of the story. <p>Week 12 poetry focus: performance poetry based on poems by Roger McGough</p>

Reading	<i>Use reading within English lessons to build up an understanding of a text type by focusing on text type, language, features, layout, person, tone, purpose and audience. Use these sessions to make links between author intent and making choices as an author when writing. Remember to include a hook and have a clear purpose for writing. Working walls should be used to build up language throughout the unit.</i>		
	Set texts: Examples of non-chronological reports Non-fiction texts linked to the topics which the non-chrons are based on 'The Creakers' by Tom Fletcher Other examples of narrative writing which builds up tension for the reader Poetry: The Puffin Book of Utterly Brilliant Poetry (from the reading spine)	Set texts: 'Winter's Child' by Grahame Baker-Smith Examples of diaries 'The Stone Age Boy' by Satoshi Kitamura Extracts of stories which build tension 'The Iron Man' by Ted Hughes Poetry: poem type: haikus (new skills: similes and syllables)	Set texts: 'The Tear Thief' by Carol Ann Duffy Examples of recounts Non-fiction texts about the Egyptians Examples of letters 'The Wind in the Willows' by Kenneth Grahame Poetry: performance poetry (focus poet: Roger McGough)
Cross curricular Links	Non-chronological report linked to areas of the curriculum	Diary linked to history topic on Stone Age	Recount writing linked to history topic the Egyptians
Written units in detail	<p>Block 1</p> <p>1. Place Value of Punctuation and Grammar Unit (Grammarsaurus) (3 weeks) Three-weeks. Focused on children consolidating the basics of sentence structure and punctuation.</p> <p>2. Non-fiction: non-chronological report 1 (linked to curriculum) (2 weeks) Two-week unit. Children to understand the purpose and features of a non-chronological report and write one linked to a topic they covered last year. Use this unit to apply the work on sentence structure, punctuation and grammar from the place value unit and continue to focus on subject and verb. Independent write: children to write a non-chronological report linked to a topic from last year.</p> <p>3. Non-fiction: non-chronological report 2 (linked to curriculum) (2 weeks) Two-week unit. Children to apply their understanding of non-chronological reports in order to plan and write one linked to a topics from this half term. Independent write: children to write a non-chronological report linked to a topic from this half term</p> <p>4. Narrative: retell of part of a known story (linked to drop-and-read text: 'The Creakers') 4 weeks for 2 pieces from the same text Four-week unit running until the end of week 11. Children to build up language and vocabulary over time linked to the drop-and-read text which has been covered this half term (The Creakers). Children to be very familiar with the story and be able to retell it and talk about it confidently. Children to focus on using story language, using ambitious vocabulary (expanded noun phrases) to describe and build a better awareness of the reader whilst describing character/setting/plot. They should also learn to organise their ideas into paragraphs and begin to use fronted adverbials. Children to practise their SPaG skills whilst writing in the style of the author (e.g. in the case of 'The Creakers', addressing the reader directly and using a formal and humorous tone with rhetorical questions). Choose one part of the story to focus on where children can really focus on building up tension and developing their awareness of the reader. Independent write: children to write their own short narrative in third person linked to one part of a familiar story (the drop-and-read text 'The Creakers'). Greater depth: children could be given children options for which part of the story to focus on.</p> <p>Week 12 poetry focus (1 week) The Puffin Book of Utterly Brilliant Poetry (from the reading spine) There is no hot task needed for this</p> <p>SPaG to be covered in block 1</p> <p>Consolidate from Year 2: The correct use of full stops, capital letters, exclamation marks and question marks Use different types of sentences: statements, questions, exclamations and commands Use commas for lists Use apostrophes for contracted forms and the possessive (singular) Use expanded noun phrases to describe and specify [for example, the blue butterfly] (character description)</p>		

	<p>Use a dictionary to check spellings</p> <p>Also:</p> <p>Use fronted adverbials</p> <p>Use a wider range of ambitious vocabulary</p> <p>Choose appropriate nouns or pronouns to avoid repetition</p> <p>Begin to organise paragraphs around a theme</p> <p>Use simple organisational features (e.g. sub-headings) for example in the non-chronological report</p>
	<p>Block 2</p> <p>1.Narrative- linked to the class text 'Winter's Child' (3 weeks)</p> <p>Children to be able to write in first-person and apply and continue to build upon their narrative skills including the use of fronted adverbials, expanded noun phrases and paragraphing. Children to begin to include speech and punctuate this correctly. Children to retell one part of the story with a focus on describing a character or a setting (e.g. the winter scene in the story).</p> <p>Independent write: children to retell part of a fantasy story, written in the first person and including speech.</p> <p>Greater depth: children to write from a different character's viewpoint</p> <p>2. Diary 1 – (2 weeks) (e.g. Diary of a Roman Soldier)</p> <p>This unit could be based on knowledge of a curriculum are e.g. the Romans. Children to recap their skills and knowledge of diary writing from last year and practise writing in first person, picking out key events for the reader and describing their thoughts and feelings.</p> <p>Independent write: children to write a first-person diary</p> <p>3. Diary 2 – (2 weeks) linked to Stone Age Boy</p> <p>Children to continue to build on their diary writing skills and apply to a different topics.</p> <p>Independent write: children to write a first-person diary</p> <p>Greater depth: children could write more than one entry (from different dates)</p> <p>4. Narrative with a focus on building tension, linked to the drop-and-read text 'The Iron Man' (4 weeks – 2 pieces from the same text)</p> <p>Children to revisit using dialogue and punctuating speech correctly. Children to consolidate use of paragraphs and begin to work on making links across paragraphs. Children to become more ambitious in their choices of vocabulary through their use of expanded noun phrases and fronted adverbials. Practise applying SPaG skills through focusing on small parts of the story. The illustrated version by Chris Mould could be used in addition to the original version.</p> <p>Independent write: children to write part of a story in third person and including dialogue. Children could be given options on which part of the story they wish to focus on.</p> <p>Greater depth: alternative character to focus on/point of view.</p> <p>Week 12 poetry focus</p> <p>Children to focus on the poem type haikus (new skills: similes and syllables)</p> <p>No hot task needed for this</p> <p>SPaG to be covered in block 2</p> <p>Consolidate from Year 2:</p> <p>Use the present and past tenses correctly and consistently including the progressive form</p> <p>Use subordination (using when, if, that, or because)</p> <p>Use co-ordination (using or, and, or but)</p> <p>Use a dictionary to check spellings</p> <p>Use speech (dialogue in the story)</p> <p>Also:</p> <p>Use a wider range of conjunctions to extend sentences</p> <p>Begin to organise paragraphs around a theme</p> <p>Punctuate speech</p>

Block 3**1. Narrative 3 weeks 1 piece based on 'The Tear Thief' (3 weeks)**

Children to continue to build on and apply their narrative skills. Children to become more secure in using paragraphs and including dialogue (see Year 3 writing objectives for more detail).

Independent write: children to write part of a familiar story

2. Non-fiction: recount based on a real-life experience (e.g. based on a class trip linked to the Egyptians) (2 weeks)

Children to recap (from last year) the features, layout, language and purpose of a recount, including looking at and comparing examples of recounts.

Children to build up language and be able to talk confidently about a real-life experience (such as a class trip or experience day) and use photos to order and describe events and talk about favourite parts and what they learnt.

Independent write: to write a recount about a real-life experience

3. Non-fiction: letters 1 (2 weeks)

Children to understand the features, layout, language and purpose of a letter and read and compare different letters.

Independent write: children to be given a purpose for writing a letter

4. Narrative linked to the drop-and-read text 'The Wind in the Willows' (4 weeks 2 pieces from the same text) (1 piece to be a letter as a character)

Children to revisit using dialogue and punctuating speech correctly. Children to consolidate use of paragraphs and begin to work on making links across paragraphs. Children to become more ambitious in their choices of vocabulary through their use of expanded noun phrases and fronted adverbials. Practise applying SPaG skills through focusing on small parts of the story.

Independent write: Children to write two pieces linked to the same text, one of which needs to be in the form of a letter and the other to write part of a story in third person and including dialogue. Children could be given options on which part of the story they wish to focus on.

Greater depth: alternative character to focus on/point of view.

Week 12 poetry focus (1 week)

Children to focus on performance poetry (focus poet: Roger McGough) (useful links: CLPE and [Roger McGough - Children's Poetry Archive](#)) The children could perform a poem as part of class assembly.

No hot task needed for this

SPaG to be covered in block 3

Consolidate from previous terms

Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

Begin to use conjunctions, adverbs and prepositions to express time and cause

Use simple organisational features (e.g. sub-headings) for example in the non-chronological report