



Dean Bank Primary School Medium Term Plan for English: Year 3



Spring – 11 weeks			
Newspaper Report- 2 weeks			
SPELLING AND VOCABULARY: <ul style="list-style-type: none"> Words where ‘ey’ makes an /ai/ sound Adding the suffix ‘-ly’ 	Key vocabulary: Suffix, prefix, root word, sentences, statements, questions, commands, exclamation, punctuation, conjunctions, coordinating, subordinating	Reading: <ul style="list-style-type: none"> I can read books that are structured in different ways and read for a range of purposes I can draw on what I already know or on background information and vocabulary provided by the teacher I can check that the text makes sense as I read and correct inaccurate reading I can answer and ask questions Handwriting and presentation: <ul style="list-style-type: none"> I can form lower-case letters of the correct size relative to one another I can start using some of the diagonal and horizontal strokes needed to join letters 	Cinderella of the Nile Outcome: News report about Rhodipis going missing
SPOKEN LANGUAGE: <ul style="list-style-type: none"> To listen and respond appropriately to adults and their peers To ask relevant questions to extend their understanding and knowledge 	Grammar and Punctuation Objectives: -begins to use an apostrophe for plural possession -selects words for effect to support purpose and engage readers’ interests	Writing composition: <ul style="list-style-type: none"> I can plan or say out loud what I am going to write about I can use a variety of sentence openers I can write down ideas and/or key words, including new vocabulary I can evaluate my writing with the teacher and other pupils I can re-read to check that my writing makes sense I can proof-read to check for errors in spelling, grammar and punctuation I can organising paragraphs around a theme 	

Recount- 2 weeks			
SPELLING AND VOCABULARY: <ul style="list-style-type: none"> Words that are homophones Challenge Words 	Key vocabulary: Suffix, root word, grapheme, phoneme, apostrophes, punctuation, contraction, contracted form, expanded form, conjunctions, coordinating, subordinating, sentence openers	Reading: <ul style="list-style-type: none"> I can discuss the sequence of events in books and how items of information are related I can recognise simple recurring literary language in stories I can discuss and clarify the meanings of words, linking new meanings to known vocabulary I can use dictionaries to check the meaning of words I can increase my familiarity with a wide range of books Handwriting and presentation: <ul style="list-style-type: none"> I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters 	Cinderella of the Nile Outcome: Retell one of Aesop’s fables

<p>SPOKEN LANGUAGE:</p> <ul style="list-style-type: none"> To use relevant strategies to build their vocabulary 	<p>Objectives:</p> <ul style="list-style-type: none"> -Understands that main clauses are complete ideas -Selects words for effect to support purpose and engage readers' interests -Expresses time, place and cause using conjunctions (e.g. when, before, after, while, so, because) 	<ul style="list-style-type: none"> I can use spacing between words that reflects the size of the letters <p>Writing composition:</p> <ul style="list-style-type: none"> I can compose and rehearse sentences orally I can use a variety of sentence openers I can write down ideas and/or key words, including new vocabulary I can proof-read to check for errors in spelling, grammar and punctuation I can use an apostrophe for singular possession I can add a suffix to words including words with more than one syllable 	
Narrative –cultural – 2 weeks			
<p>SPELLING AND VOCABULARY:</p> <ul style="list-style-type: none"> Words ending in 'al' Words ending in 'le' 	<p>Key vocabulary:</p> <p>Suffix, root word, homophone, expanded noun phrases, noun, adverb, adjective, sentence openers, pronouns</p>	<p>Reading:</p> <ul style="list-style-type: none"> I can read words containing common suffixes I can discuss the sequence of events in books and how items of information are related I can discuss words and phrases that capture the reader's interest and imagination I can make inferences on the basis of what is being said and done I can answer and ask questions <p>Handwriting and presentation:</p> <ul style="list-style-type: none"> I can form lower-case letters of the correct size relative to one another I can start using some of the diagonal and horizontal strokes needed to join letters 	<p>Cinderella of the Nile</p> <p>Outcome: Story based on similar events to the class text</p>
<p>SPOKEN LANGUAGE:</p> <ul style="list-style-type: none"> To speak audibly and fluently with an increasing command of Standard English To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings 	<p>Objectives:</p> <ul style="list-style-type: none"> -Uses an apostrophe for singular possession often. -Uses a range of punctuation with increasing accuracy -Uses a or an according to whether the next word begins with a consonant or a vowel. 	<p>Writing composition:</p> <ul style="list-style-type: none"> I can write for different purposes I can choose different words for effect I can discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar I can create settings, characters and plot in narratives I can use an apostrophe for contraction I can discuss and record ideas I can evaluate my writing with the teacher and other pupils I can re-read to check that my writing makes sense 	
Diaries- 2 weeks			
<p>SPELLING AND VOCABULARY:</p> <ul style="list-style-type: none"> Adding '-ly' when the root word ends in '-le' Adding '-ally' when the root 	<p>Key vocabulary:</p> <p>Grapheme, phoneme, prefix, root word, punctuation, apostrophe, possession, contraction, singular noun, consonant, vowel</p>	<p>Reading:</p> <ul style="list-style-type: none"> I can read most words quickly and accurately without overt sounding and blending I can listen to and discuss a wide range of fiction I can discuss words and phrases that capture the reader's interest and imagination I can predict what might happen on the basis of what has been read so far I can explain and discuss my understanding of books, poems and other material <p>Handwriting and presentation:</p> <ul style="list-style-type: none"> I can use the diagonal and horizontal strokes that are needed to join letters I can use spacing between words that reflects the size of the letters 	<p>The Iron Man</p> <p>Outcome: Diaries in role as the two main characters - Iron Man and Hogarth</p>

word ends in '-ic'		Writing composition: <ul style="list-style-type: none"> I can discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar I can re-read to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form I can organise paragraphs around a theme I can create settings, characters and plot in narratives 	
SPOKEN LANGUAGE: <ul style="list-style-type: none"> To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 	Objectives: <ul style="list-style-type: none"> -Begins to select words for effect. -Begins to use paragraphs to group related material -Begins to use apostrophes for plural possession 		
Poetry- 1 week			
SPELLING AND VOCABULARY: Adding '-ly' when the words do not follow the spelling patterns Challenge Words	Key vocabulary: Grapheme, phoneme, adjectives, adverbs, paragraphs, related material, apostrophes, punctuation, possession, contraction, singular, plural	Reading (Comprehension/ Understanding texts): <ul style="list-style-type: none"> I can sound out unfamiliar words accurately, automatically and without undue hesitation I can make inferences on the basis of what is being said and done I can identify how language, structure, and presentation contribute to meaning I can recognise the purpose what I read eg travel brochures I can retrieve and record information from non-fiction Handwriting and presentation: <ul style="list-style-type: none"> I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined 	The Iron Man Outcomes: Poem based on the class text
SPOKEN LANGUAGE: <ul style="list-style-type: none"> To articulate and justify answers, arguments and opinions To gain, maintain and monitor the interest of the listener (s) 	Objectives: <ul style="list-style-type: none"> -Uses a varied and rich vocabulary -Structures and organises writing with a beginning, middle and end across a range of text types -Uses the possessive apostrophe with regular plural words 	Writing composition: <ul style="list-style-type: none"> I can discuss and record ideas I can use contractions for singular possession I can discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar I can read aloud what I have written with appropriate intonation to make the meaning clear I can begin to assess the effectiveness of my own and others' writing and suggest improvements I can use paragraphs to group related materials 	
Narrative- adventure – 2 weeks			
SPELLING AND VOCABULARY:	Key vocabulary: Suffix, root word, syllable, apostrophes, singular, plural, possession, contraction,	Reading (Comprehension/ Understanding texts): <ul style="list-style-type: none"> I can sound out unfamiliar words accurately, automatically and without undue hesitation I can make inferences on the basis of what is being said and done 	The Iron Man Outcome:

<ul style="list-style-type: none"> • Words ending in ‘-er’ when the root word ends in ‘ch’ • .Words where ‘ch’ makes a /k/ sound 	<p>direct speech, inverted commas, speech marks</p>	<ul style="list-style-type: none"> • I can identify how language, structure, and presentation contribute to meaning • I can retrieve and record information from non-fiction • I can summarise the information within 1 or more paragraphs I have read <p>Handwriting and presentation:</p> <ul style="list-style-type: none"> • I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined 	<p>Story based on adventure of a robot</p>
<p>SPOKEN LANGUAGE:</p> <ul style="list-style-type: none"> • To articulate and justify answers, arguments and opinions • To gain, maintain and monitor the interest of the listener (s) 	<p>Objectives:</p> <ul style="list-style-type: none"> • -Begins to use an apostrophe for plural possession • -Begins to use inverted commas to punctuate direct speech. 	<p>Writing composition:</p> <ul style="list-style-type: none"> • I can discuss and record ideas • I can organise paragraphs around a theme • I can create settings, characters and plot in narratives • I can read aloud what I have written with appropriate intonation to make the meaning clear • I can use a range of punctuation • I can begin to assess the effectiveness of my own and others’ writing and suggest improvements 	