

Year 3 Medium Term plan 2023-2024

Summer

Week	Unit	Book	Outcome	Writing Focus	Grammar & Punctuation
1	Fiction	Ottoline and the Yellow Cat	Diary entry	Different sentence types Different sentence lengths	Emotive language First person Rhetorical question Conjunctions
2					
3					
4	Non fiction	Ancient Greece	Formal Letter Writing	Subheadings Headings 5 W's	Relative clauses Present perfect tense Conjunctions Sentences of 3 Topic sentences Prefix/suffix Determiners
5					
6					
Half term					
1	Poetry	N/A	Calligrams	Layout Poem format	Similes Metaphors
2	Non-fiction Windrush	Coming to England	Comparative text	Different sentence types Different sentence lengths Formality Cohesion	Comparative conjunctions Paragraphs Perfect form verbs
3					
4					
5					
6	Non fiction	N/A	Instructional writing	Method Format/layout Title	Imperative verbs Time conjunctions Adverbs

				Short phrases Numbered steps	
7	Transition and catch up time				

	NC Speaking & Listening	NC Reading	NC Writing
Fiction	<p><i>Spoken language:</i></p> <ul style="list-style-type: none"> - listen and respond appropriately to adults and their peers - ask relevant questions to extend their understanding and knowledge - use relevant strategies to build their vocabulary - articulate and justify answers, arguments and opinions - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - maintain attention and participate actively in collaborative conversations, staying on 	<p><i>Reading - comprehension:</i></p> <ul style="list-style-type: none"> - develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks identifying themes and conventions in a wide range of books discussing words and phrases that capture the reader's interest and imagination - understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives 	<p><i>Writing - composition:</i></p> <ul style="list-style-type: none"> - plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas - draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) in narratives, creating settings, characters and plot - evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements

	<p>topic and initiating and responding to comments</p> <ul style="list-style-type: none"> - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - speak audibly and fluently with an increasing command of Standard English - participate in discussions, presentations, performances, role play, improvisations and debates - gain, maintain and monitor the interest of the listener(s) - consider and evaluate different viewpoints, attending to and building on the contributions of others - select and use appropriate registers for effective communication. 	<p>from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>- 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.</p>	<ul style="list-style-type: none"> - proof-read for spelling and punctuation errors - 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. <p>Writing - vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none"> - develop their understanding of the concepts set out in English Appendix 2 by: expanded noun phrases to describe and specify [for example, the blue butterfly] - use and understand the grammatical terminology in English Appendix 2 in discussing their writing. - indicate grammatical and other features by: using and punctuating direct speech
Non-fiction	<p>Spoken language:</p> <ul style="list-style-type: none"> - listen and respond appropriately to adults and their peers 	<p>Reading - comprehension:</p> <ul style="list-style-type: none"> - develop positive attitudes to reading and understanding of what they read by: 	<p>Writing - composition:</p> <ul style="list-style-type: none"> - plan their writing by: discussing writing similar to that which they are planning to write in order to understand

	<ul style="list-style-type: none"> - ask relevant questions to extend their understanding and knowledge - use relevant strategies to build their vocabulary - articulate and justify answers, arguments and opinions - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - consider and evaluate different viewpoints, attending to and building on the contributions of others 	<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books - understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning - retrieve and record information from non-fiction - 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. 	<ul style="list-style-type: none"> and learn from its structure, vocabulary and grammar discussing and recording ideas - draft and write by: <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in non-narrative material, using simple organisational devices [for example, headings and sub-headings] - evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proof-read for spelling and punctuation errors - read aloud their own writing, to a group or the whole class, using appropriate intonation
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			and controlling the tone and volume so that the meaning is clear.
Poetry	<p><i>Spoken language:</i></p> <ul style="list-style-type: none"> - listen and respond appropriately to adults and their peers - articulate and justify answers, arguments and opinions - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - speak audibly and fluently with an increasing command of Standard English - participate in discussions, presentations, performances, role play, improvisations and debates - gain, maintain and monitor the interest of the listener(s) 	<p><i>Reading - comprehension:</i></p> <ul style="list-style-type: none"> - develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination - understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence identifying how language, structure, and presentation contribute to meaning 	<p><i>Writing - composition:</i></p> <ul style="list-style-type: none"> - plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas - draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) - evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements - 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.

	<p>- consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>- select and use appropriate registers for effective communication.</p>	<p>- 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.</p>	
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