

	English	Framework 2018/19	Class 3
	Autumn Term	Spring Term	Summer Term
Content	<p><b><u>Non-Fiction: Reports</u></b> Retrieves and records information from non-fiction texts (KPI - R) Organises paragraphs around a theme (KPI - W) - Recognise difference between fiction / non-fiction. information – newspaper / website / books - Find information in books – key info -index - contents - glossary - Note Making (post it notes) -Websites- navigate -Video clips - Identify presentational features - Compare different types of non-fiction - Writing own reports - subheading/ headings - compile information</p> <p><b><u>Book Study Unit: The Power of Reading</u></b> <i>Books: Noah Barleywater runs away by John Boyne</i> Please refer to the Power of Reading scheme for this unit's planning Understands what they have read independently by drawing inferences such as inferring characters' feelings, thoughts and motives for their actions and justifying inferences with evidence. (KPI – R) In narratives, <u>creates settings, characters and plot</u> (KPI - W)  <ul style="list-style-type: none"> <li>Write in letter in role as Noah</li> <li>Debate over the actions of the main character stealing an apple</li> <li>Find a solution for a character's problem</li> <li>Reflect upon the themes arising from the</li> </ul> </p>	<p><b><u>Non Fiction: Instruction texts</u></b> - Recognise purpose of instructions - Identify key features of instructions - time connectives (order instructions) - Identify support features e.g. bullet points, pictures - Write instruction with images to assist. - Plan and orally rehearse instructional sequence. - Write own instructions for jam sandwiches, favourite games etc. - Follow and correct own instructions - Collaborative group work for set of instructions. - Use 2simple package – cooks and cooking instructions.</p> <p><b><u>Book Study Unit: The Power of Reading</u></b> <i>Books: Tales of Wisdom and Wonder</i> Please refer to the Power of Reading scheme for this unit's planning In narratives, <u>creates settings, characters and plot</u> (KPI - W) Understands what they have read independently by drawing inferences such as inferring characters' feelings, thoughts and motives for their actions and justifying inferences with evidence. (KPI – R) Proof-reads for spelling and punctuation errors. (KPI – W) Expresses time, place and cause using conjunctions (KPI – W)  <ul style="list-style-type: none"> <li>Discuss how local legends and stories may be changed over time</li> <li>The art of oral storytelling</li> <li>Exploring themes in 3 cultural tales</li> <li>Identifying morals in stories</li> <li>Sequencing key events</li> <li>Character role on the walls and hot</li> </ul> </p>	<p><b><u>Non-Fiction: Brochures</u></b> Proof-reads for spelling and punctuation errors. (KPI – W) Uses headings and sub-headings to aid presentation. (KPI – W) <i>Books: , Fliers, Leaflets, Travel Brochures</i> - Look at a selection of brochures for holiday destinations in the UK and around the world - Identify features of language used e.g. description, persuasive, informative - Look at layout and presentation features - Use the internet and other sources to research holiday destinations – bring in examples from home - Children to plan and create their own brochure on paper and then using the computers.</p> <p><b><u>Poetry: Shape Poems and Calligrams</u></b> - Look a variety of shape poems, identifying features of the layout and presentation - Investigate language used and create banks of descriptive words - Create their own versions of a shape poem using a given starting point - Create their own versions based on a self-chosen starting point - Look at a selection of calligrams, looking at layout and presentation and write their own version</p> <p><b><u>Book Study: FLOOD</u></b> <i>Book: FLOOD by Alvaro F. Villa</i>  <ul style="list-style-type: none"> <li>Purpose of wordless picture books</li> <li>Responding to the title and front cover: predictions for story</li> <li>Writing captions for images</li> <li>Creating own flood images using</li> </ul> </p>

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	<p>book in written form</p> <ul style="list-style-type: none"> <li>• Compare the issues in the text to real life, linking to emotions</li> <li>• Write effective speech, using the text as a model</li> <li>• Create a word bank for an emotion poem</li> <li>• Write an emotion based poem</li> <li>• Consider how language can be used to offer support and write a sympathy card or paragraph to Noah</li> </ul> <p><b>Poetry to Perform</b></p> <ul style="list-style-type: none"> <li>- Read about and identify actions for animals from around the world e.g. elephants stamping</li> <li>- Use a thesaurus to develop word banks of extra sounds</li> <li>- Create own poetry to perform based on animals around the world</li> <li>- Present poems to class.</li> </ul>	<p>seating</p> <ul style="list-style-type: none"> <li>• Writing alternate endings for stories</li> </ul> <p><b>Poetry: Language Play</b></p> <ul style="list-style-type: none"> <li>- Read and analyse range of poetry and express opinions</li> <li>- Recognise rhyme in poems and follow ABAB pattern.</li> <li>- Tongue Twisters use of alliteration</li> <li>- Onomatopoeia</li> </ul>	<p>different materials</p> <ul style="list-style-type: none"> <li>• Instructions for flood-proofing your house</li> <li>• Dialogue and hot seating for characters</li> <li>• Diary entry as a character</li> <li>• Poems about the storm</li> <li>• Newspaper report/radio broadcast about the flood</li> <li>• Writing the ending</li> </ul> <p><b>Letters and Authors (Approx. 2 weeks)</b></p> <p><i>Books: Dr Kingfisher, Day the Crayons Quit</i></p> <ul style="list-style-type: none"> <li>- Analyse letters written for a specific purpose – formal and informal.</li> <li>- Identify language features and conventions in ‘advice letters’</li> <li>- Write letters for a purpose and in response to a problem (advice letter)</li> <li>- Research an author of choice and present information to class.</li> <li>- Write a letter to this author</li> </ul> <p>-Write a postcard to a new Year 3</p>
Spelling Phonics	<p><b>Proof-reads for spelling and punctuation errors. (KPI- W)</b></p> <p><i>Spell words as accurately as possible using phonic knowledge and others knowledge of spelling such as morphology and etymology.</i></p> <p>Please use the National Curriculum 2014 word list for your spelling tests.</p>	<p><b>Proof-reads for spelling and punctuation errors. (KPI- W)</b></p> <p><i>Spell common words correctly including exception words and others words that have been learnt.</i></p> <p><i>Spell words as accurately as possible using phonic knowledge and others knowledge of spelling such as morphology and etymology.</i></p> <p>Please use the National Curriculum 2014 word list for your spelling tests.</p>	<p><b>Proof-reads for spelling and punctuation errors. (KPI- W)</b></p> <p><i>Spell common words correctly including exception words and others words that have been learnt.</i></p> <p><i>Spell words that are often misspelt.</i></p> <p>Please use the National Curriculum 2014 word list as additional words in your spelling tests.</p>
Handwriting	<p><b>Begin to use joined handwriting throughout independent writing.</b></p> <p>Pen pals Term 1</p>	<p><b>Begin to use joined handwriting throughout independent writing.</b></p> <p><b>Increase the legibility, consistency and quality of their handwriting.</b></p>	<p><b>Increase the legibility, consistency and quality of their handwriting.</b></p> <p><b>Use the diagonal and horizontal strokes that are needed to join letters and understand which</b></p>

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	Units 1-10	<i>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</i>  Pen pals Term 2 Units 11-20	<i>letters, when adjacent to one another, are best left un-joined.</i>  Pen pals Term 3 Units 21-20
Grammar	Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel. (KPI –W)	Introduces inverted commas to punctuate direct speech. (KPI – W)	Uses present perfect form of verbs instead of the simple past. (KPI – W)
Guided Reading	Retrieves and records information from non-fiction texts (KPI - R) Understands what they have read independently by predicting what might happen from details stated and implied. (KPI – R).	Understands what they have read independently by drawing inferences such as inferring characters' feelings, thoughts and motives for their actions and justifying inferences with evidence. (KPI – R) Understands what they have read independently by predicting what might happen from details stated and implied. (KPI – R).	Understands what they have read independently by predicting what might happen from details stated and implied. (KPI – R).
Class Novel	Develops positive attitudes to reading and understanding what they have read by: Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (KPI)  The BFG – R Dahl The Hundred Mile an Hour Dog The Famous Five – E Blyton The Tunnel – A Browne	Develops positive attitudes to reading and understanding what they have read by: Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (KPI)  Horrid Henry - F Simon Little House in the Big Woods – L Ingalls Wilder Story of Babar – J de Brunhoff The Hodgeheg – DK Smith	Develops positive attitudes to reading and understanding what they have read by: Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (KPI)  Winnie the Pooh – AA Milne Oliver – B Siff The Borrowers –M Norton Swallows and Amazons – A Ransome

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