

	English	Framework 2019/20	Class 3
	Autumn Term	Spring Term	Summer Term
Content	<p>Book Study Unit: The Power of Reading (5 WEEKS) <i>Books: Tales of Wisdom and Wonder</i> Please refer to the Power of Reading scheme for this unit's planning</p> <p>In narratives, creates settings, characters and plot (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)</p> <ul style="list-style-type: none"> • Discuss how local legends and stories may be changed over time • The art of oral storytelling • Exploring themes in 3 cultural tales • Identifying morals in stories • Sequencing key events • Character role on the walls and hot seating • Writing alternate endings for stories <p>Non-Fiction: The Power of Reading (5 WEEKS) <i>Books: One Plastic Bag</i> Please refer to the Power of Reading scheme for this unit's planning.</p> <p>Develops 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. (KPI-R) Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (KPI-R)</p>	<p>Book Study Unit: The Power of Reading (6 WEEKS) <i>Books: Noah Barleywater runs away by John Boyne</i> Please refer to the Power of Reading scheme for this unit's planning</p> <p>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, creates settings, characters and plot (KPI - W)</p> <ul style="list-style-type: none"> • Write in letter in role as Noah • Debate over the actions of the main character stealing an apple • Find a solution for a character's problem • Reflect upon the themes arising from the book in written form • Compare the issues in the text to real life, linking to emotions • Write effective speech, using the text as a model • Create a word bank for an emotion poem • Write an emotion based poem • Consider how language can be used to offer support and write a sympathy card or paragraph to Noah <p>Poetry and Poets (2 WEEKS) <i>Books: Poetry Pie by Roger McGough</i> Please refer to the Power of Reading scheme for this unit's planning.</p> <ul style="list-style-type: none"> • To explore and understand the importance of poetry as a genre. • To know how to listen and respond to a wide range of poems from a single poet collection. • To understand that poems are written for different reasons. 	<p>Book Study: The Power of Reading (4 WEEKS) <i>Book: FLOOD by Alvaro F. Villa</i></p> <ul style="list-style-type: none"> • Purpose of wordless picture books • Responding to the title and front cover: predictions for story • Writing captions for images • Creating own flood images using different materials • Instructions for flood-proofing your house • Dialogue and hot seating for characters • Diary entry as a character • Poems about the storm • Newspaper report/radio broadcast about the flood • Writing the ending <p>Non-Fiction: Brochures (3 WEEKS) <i>Holiday Brochures</i> 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></p> <ul style="list-style-type: none"> • 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.

Some of these objectives were extracted from the National Curriculum. Please ensure you refer to the National Curriculum 2014 throughout the year as it contains further objectives and information to support your Literacy teaching.

	<p>Predicting what might happen from details stated and implied (KPI-R) Retrieves and records information from non-fiction (KPI-R) Organises paragraphs around a theme (KPI - W) Uses headings and sub-headings to aid presentation (KPI-W) <i>Use contents pages and indexes to locate information.</i> Write for a range of real purposes and audiences as part of their work across the curriculum in a variety of genres.</p> <ul style="list-style-type: none"> • Explore and describe the setting of the text. Link to use of cultural language. • Read the opening paragraphs and sketch/describe what they hear. • Discuss and explore the environmental message of the book. • Research the properties of plastic- create leaflets or information pages about plastic. Try to create a balanced view. • Research and record what happens to plastic when it is 'recycled'- link to what happened to the village in the text. • Create 'action plans' to help the village clear the plastic bags before reading the ending of the book. • Hold a debate on the question: 'should all plastic bags be banned?' • Write a persuasive advert selling the recycled purses. • Design a bag for the village using sustainable materials. Describe the product and why it is good. <i>Could link to advertising using other media too.</i> <p>Poetry to Perform (1 WEEK) <i>Books: Poems to Perform by J Donaldson</i> Please refer to the Power of Reading scheme for</p>	<ul style="list-style-type: none"> • To interpret poems for performance. • To gain and maintain the interest of the listener through effective performance of poems. • To be able to recognise different poetic forms, such as rhyming couplets, clerihews, riddles, concrete poems. • To recognise how a poet uses poetry as a voice to express their own feelings and views. • To draft, compose and write poems based on real and personal experiences using language with intent for effect on the reader. <p>Non-Fiction: Instruction texts (2 WEEKS) <i>Book: Making the past into presents by Jo Brooker</i> Retrieves and records information from non-fiction (KPI-R) Uses headings and sub-headings to aid presentation (KPI-W) Expresses time, place and cause using conjunctions (KPI – W) Proof-reads for spelling and punctuation errors. (KPI – W)</p> <ul style="list-style-type: none"> • Recognise purpose of instructions. • Identify key features of instructions- annotate on examples. • Word bank of time conjunctions and imperative verbs and discuss how they affect clarity of instructions. • Identify any other support and layout features e.g. bullet points, pictures and suggest why they are used. • Follow and evaluate sets of instructions- can attempt to rewrite or improve given instructions. • Follow a set of incomplete instructions and try to complete- discuss how the lack of verbs and layout features might affect the 	<p>Letters and Authors (3 WEEKS) <i>Books:</i></p> <ul style="list-style-type: none"> • Analyse letters written for a specific purpose – formal and informal. • Identify language features and conventions in 'advice letters' • Write letters for a purpose and in response to a problem (advice letter). • Research an author of choice and present information to class. • Write a letter to this author • Write a postcard to a new Year 3
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	<p>this unit's planning</p> <ul style="list-style-type: none"> To make choices in selecting poems for anthologies. To explore, interpret and respond to poetry. To explore rhythm, rhyme and pattern in a range of poems. To respond to and play with language in poetry. To use poetry as a stimulus for art. To perform in response to poetry. To compose and perform own poetry. 	<p>success.</p> <ul style="list-style-type: none"> Write own instructions for making a specific object. <i>Could make into a class book and follow each other's' instruction examples.</i> Possible linked Big Write, if time: https://www.literacyshed.com/shirtmachine.html 'The Shirt Machine' or Wallace and Gromit 'The Wrong Trousers'- Make own invention and create a diagram and set of instructions for construction and use. 	
Spelling Phonics	<p>Proof-reads for spelling and punctuation errors. (KPI- W) <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>Proof-reads for spelling and punctuation errors. (KPI- W) <i>Spell common words correctly including exception words and others words that have been learnt. 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>Proof-reads for spelling and punctuation errors. (KPI- W) <i>Spell common words correctly including exception words and others words that have been learnt. 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>Begin to use joined handwriting throughout independent writing.</p> <p>Pen pals Term 1 Units 1-10</p>	<p>Begin to use joined handwriting throughout independent writing. <i>Increase the legibility, consistency and quality of their handwriting. 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></p> <p>Pen pals Term 2 Units 11-20</p>	<p>Increase the legibility, consistency and quality of their handwriting. <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></p> <p>Pen pals Term 3 Units 21-20</p>
Grammar	<p>Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel. (KPI –W)</p> <p>PUNCTUATION capital letters, commas and full stops</p>	<p>Introduces inverted commas to punctuate direct speech. (KPI – W)</p> <p>PUNCTUATION inverted commas for speech CONJUNCTIONS while, so, because</p>	<p>Uses present perfect form of verbs instead of the simple past. (KPI – W)</p> <p>TENSE past TENSE present perfect</p>

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	CONJUNCTIONS when, before, after PUNCTUATION commas for lists	PUNCTUATION exclamation marks and question marks	PUNCTUATION inverted commas for speech
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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