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|  |  English  | Framework 2017/18 | Class 3 |
|  | Autumn Term | Spring Term | Summer Term |
| **Content** | **Non-Fiction: Reports** **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 **Book Study Unit: The Power of Reading***Books: Noah Barleywater runs away by John Boyne*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, creates settings*, characters and plot* (KPI - W)*** 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

**Poetry to Perform** - Read about and identify actions for animals from around the world e.g. elephants stamping - Use a thesaurus to develop word banks of extra sounds- Create own poetry to perform based on animals around the world- Present poems to class.  | **Non Fiction: Instruction texts**Key text: Welcome to My Awesome Robot- 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.**Book Study Unit: The Power of Reading***Books: Tales of Wisdom and Wonder*Please refer to the Power of Reading scheme for this unit’s planning**Poetry: Language Play** - Read and analyse range of poetry and express opinions- Recognise rhyme in poems and follow ABAB pattern.- Tongue Twisters use of alliteration- Onomatopoeia  | **Non-Fiction: Brochures** **Proof-reads for spelling and punctuation errors. (KPI – W)****Uses headings and sub-headings to aid presentation. (KPI – W)***Books: , Fliers, Leaflets, Travel Brochures*- 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.**Short Book Study unit: Wordless Picture book***Book: FLOOD* **Authors and letters** *Books; Read a selection of work by a Francesca Simon Horrid Henry*- Research Francesca Simon.- Research an author of choice and present information to class.- Analyse letters written for a specific purpose – formal and informal.- Identify language features and conventions**Poetry: Shape Poems and Calligrams** **-** 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 |
| SpellingPhonics | **Proof-reads for spelling and punctuation errors. (KPI- W)*****Spell words as accurately as possible using phonic knowledge and others knowledge of spelling such as morphology and etymology.***Please use the National Curriculum 2014 word list for your spelling tests.

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 | **Proof-reads for spelling and punctuation errors. (KPI- W)*****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.*** Please use the National Curriculum 2014 word list for your spelling tests. | **Proof-reads for spelling and punctuation errors. (KPI- W)*****Spell common words correctly including exception words and others words that have been learnt.******Spell words that are often misspelt.*** Please use the National Curriculum 2014 word list as additional words in your spelling tests. |
| Handwriting | ***Begin to use joined handwriting throughout independent writing.***Pen pals Term 1Units 1-10 | ***Begin to use joined handwriting throughout independent writing.******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.***Pen pals Term 2Units 11-20 | ***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.***Pen pals Term 3Units 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 DahlThe Hundred Mile an Hour DogThe Famous Five – E BlytonThe 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 SimonLittle House in the Big Woods – L Ingalis WilderStory of Babar – J de BrunhoffThe 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 MilneOliver – B SiffThe Borrowers –M NortonSwallows and Amazons – A Ransome |