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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 |
| Spelling  Phonics | **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.   |  | | --- | |  | | **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 1  Units 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 2  Units 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 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 Ingalis 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 |