
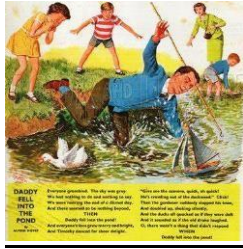
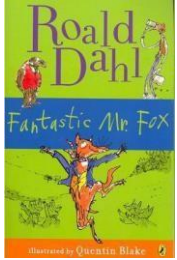


Year 3 English Medium Term Plan: 2023-24

<p>Persuasion Advertising Hamilton Trust (hamilton-trust.org.uk)</p>	<p>Instructions and Explanations Instructions & Explanations: Game Shows & Quizzes Year 3 English Planning Hamilton Trust (hamilton-trust.org.uk)</p>	<p>Poetic Language – Animals and Weather Creating Images: Animals & Weather Year 3 English Poetry Hamilton Trust (hamilton-trust.org.uk)</p>	<p>Stories about Imaginary Worlds Classic Fiction: Fantastic Mr Fox Year 3 English Hamilton Trust (hamilton-trust.org.uk)</p>
<div data-bbox="293 555 517 715" data-label="Image">  </div> <p data-bbox="277 727 524 756">Outcome: poster (P)</p> <p data-bbox="226 764 580 861">Audience: everyone at school (to be displayed in the dining hall)</p>		<p data-bbox="1061 440 1532 504">Text: <i>Daddy Fell into the Pond</i> by Alfred Noyes</p> <div data-bbox="1178 507 1420 756" data-label="Image">  </div> <p data-bbox="1084 764 1509 861">Outcome: write and perform image poetry (E) Audience: TBC</p>	<p data-bbox="1659 440 1928 469">Text: <i>Fantastic Mr Fox</i></p> <div data-bbox="1720 496 1895 756" data-label="Image">  </div> <p data-bbox="1570 756 2018 820">Outcome: story (E) Audience: Parents/carers</p>

<p>Key Writing Skills: Retrieve and record information from non-fiction Identify how language, structure, and presentation contribute to meaning Identify themes and conventions. Ask relevant questions to extend understanding and knowledge Discuss and record ideas Discuss writing similar to that which they are planning to write Discuss and record ideas Compose and rehearse sentence</p>	<p>Key writing skills: Discuss and record ideas. Compose and rehearse sentences orally before writing them. Use simple organisational devices in writing non-narrative. Compose and rehearse sentences orally, progressively building a varied vocabulary. In non-narrative, use simple organisational devices e.g. time connectives; numbered bullet points; headings/sub-headings. Assess the effectiveness of their own and others' writing and suggest improvements. Discuss writing similar to that which they are planning to write in order to understand and learn from its structure and vocabulary.</p>	<p>Key writing skills: Discuss writing similar to that which they are planning to write, in order to understand and learn from its structure, grammar and vocabulary. Compose and rehearse sentences orally; progressively building a varied and rich vocabulary; an increasing range of sentence structures. Organise paragraphs around a theme. Discuss and record ideas. Build a varied and rich vocabulary. Create characters. Create settings. Assess the effectiveness of their own and others' writing and suggest improvements; propose changes to grammar and vocabulary to improve consistency Read aloud their own writing, to a group or the whole class.</p>	<p>Key Writing Skills: Use rich vocabulary and sentence structures Proof-read for language and grammar choices Begin using paragraphs to group information. Begin to use inverted commas. To use the past simple and past progressive tense.</p>
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	<p>Organise paragraphs around a theme. Know that paragraphs are a way to group related material. <i>Understand and use the grammar terminology in Appx 2 accurately and appropriately.</i> <i>Use conjunctions, adverbs and prepositions to express time and cause</i></p>	<p><i>Learn the grammar in Appendix 2 (revise expanded noun phrases and key terms). Use prepositions to express time, cause and place.</i> <i>Use and understand the grammatical terminology in Appendix 2 accurately and appropriately (nouns, noun phrases)</i></p>	
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<p>Independent Writing: Write a short letter to a significant person (Mr James, Prime Minister etc) detailing how people can live a healthy life.</p>	<p>Independent Writing: Write their bedtime routine in chronological order</p>	<p>Independent Writing: To write a descriptive paragraph on their favourite animal</p>	<p>Independent Writing: Persuasive letter to Bean to convince him to stop trying to kill Mr Fox and his family.</p>
<p>Recount Recounts Diaries and Recounts Year 3 English Hamilton Trust (hamiltontrust.org.uk)</p>	<p>Myths and Legends Myths and Legends King Arthur Year 3 English Hamilton Trust (hamilton-trust.org.uk)</p>	<p>Information Texts Amazing Records Hamilton Trust (hamilton-trust.org.uk)</p>	<p>Stories on a Theme Emotions Hamilton Trust (hamiltontrust.org.uk)</p>
<p>Text: <i>The Day I Swapped My Dad for Two</i></p>  <p><i>Goldfish</i></p>	<p>Text: <i>King Arthur and the Knights of the Round</i></p>  <p><i>Table</i></p>	<p>Text: <i>The World's Laziest Duck and other Amazing Records</i> by John Yeoman & Quentin Blake</p> 	<p>Text: <i>King of the Sky</i> by Nicola Davies and Laura Carlin</p>  <p>Outcome: story (E) Audience: TBC</p>

<p>Outcome: Diary (IE) Audience: Peers</p>	<p>Outcome: Write a quest story in the style of an Arthurian Legend (E) Audience: TBC</p>	<p>Outcome: Blog about class' amazing records (IE) Audience: BC</p>	
<p>Key Writing Skills: Plan writing within a given structure. Plan writing by discussing writing similar to that which they are planning to develop structure and vocabulary. To use adverbs to develop rich vocabulary. To record ideas within a given structure. Express time, place and cause using coordinating and subordinating</p>	<p>Key Writing Skills: Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Discuss writing similar to that which they are planning to write; Discuss and record ideas Compose sentences, progressively building a varied and rich vocabulary and an increasing range of sentence structures; Assess the effectiveness of writing and suggest improvements Use and punctuate direct speech Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Compose sentences, progressively building a varied and rich vocabulary and an increasing range of sentence structures; Organise paragraphs around a theme; Create settings, characters and plot</p>	<p>Key Writing Skills: Discuss and record ideas. Compose sentences, progressively building a varied and rich vocabulary and an increasing range of sentence structures. Use simple organisational devices [for example, headings and sub-headings]. Assess the effectiveness of writing and suggest improvements; Propose changes to grammar and vocabulary to improve consistency; Proofread for spelling and punctuation errors.</p> <p><i>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because</i> <i>Use conjunctions to express time and cause.</i> <i>Use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play].</i></p>	<p>Key Writing Skills: Organise paragraphs around a theme. Discuss and record ideas; Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. In narratives, create settings, characters and plot. Assess the effectiveness of their own and others' writing and suggest improvements. Increase the legibility, consistency and quality of their handwriting; Proofread for spelling and punctuation errors; Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p><i>Use and punctuate direct speech (i.e. Inverted commas).</i></p>
<p>Independent Writing: To write a diary entry</p>	<p>Independent Writing: TBC</p>	<p>Independent Writing: To write an extract explaining what they do in a on the weekend</p>	<p>Independent Writing: TBC</p>