



	AUTUMN 1		AUTUMN 2	
<b>Teaching Sequences</b>  <b>Text/ Outcome</b>  <b>Imitate-</b> Delve into the text and learn it. Use actions, props and drama. Think about the text as a reader and also as a writer. What has the author used to be successful in their approach? <b>Innovate-</b> As a class plan an adaptation of the text and use shared writing to model the structure and approach. <b>Invent-</b> plan and write a story based on the original text but using their own ideas. Staying close to the original plot but changing key points	<u><b>Jack and the Beanstalk (3 weeks)</b></u>  <u><b>Fiction</b></u>  A tale of a quest Focus: Character and setting	<u><b>How to trap an ogre (3 Weeks)</b></u>  <u><b>Non-Fiction</b></u>  Instructions Focus: Structure, language and tenses	<u><b>The Door (3 week)</b></u>  <u><b>Fiction</b></u>  Tale of fear Focus: Setting, adjective, action and characterisation	<u><b>The Boy (Bully from the door) (3 weeks)</b></u>  <u><b>Non-Fiction</b></u>  Diary entry Focus: Alternative viewpoint, informality
<b>Phonics/ Spelling Pathways</b>	<b>First half of term</b>		<b>Second half of term</b>	
(KS2 15x 15 min slots a half term as a minimum)	Suffixes -s,-es,-er,-ed--,-ing, Prefix -un, -dis, Apostrophes for contractions Words from statutory and personal spelling lists Strategies at the point of writing - have a go		Words from statutory and personal spelling lists Strategies at the point of writing - have a go Homophones Revise prefixes and suffixes Prefixes -mis and -re	



	Rarer GPCs: words with -ei, - eigh, -aigh, -ey. Homophones	Strategies for learning words Pair-testing The sound spelt 'y' Proof reading Words ending with -gue, and - que
<b>Guided Reading</b>	<b>First half of term</b>	<b>Second half of term</b>
Success Criteria 1	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying their inferences with evidence	Identifying main ideas drawn from more than one paragraph and summarising these
Success Criteria 2	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying their inferences with evidence	Identifying main ideas drawn from more than one paragraph and summarising these
Success Criteria 3	Identify how language, structure and presentation contribute to meaning	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying their inferences with evidence
Success Criteria 4	Identify how language, structure and presentation contribute to meaning	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
Success Criteria 5	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	Identify how language, structure and presentation contribute to meaning
Grammar	Y3: extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although  composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures  Grammar Terminology	



**Our Lady's Catholic Primary School**

**TERM: Autumn**

**CLASS: Owl**

**YEAR GROUP(S): 3**

	conjunction, clause, subordinate clause
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