



	SPRING 1		SPRING 2	
Teaching Sequences Text/ Outcome Imitate- 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? Innovate- As a class plan an adaptation of the text and use shared writing to model the structure and approach. Invent- 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>Lazy Jack- (3 weeks)</u> <u>Fiction- Losing tale</u> Focus- Openings and endings	<u>Newspaper reports- Rags to riches (based on Beauty and the Beast) (3 weeks)</u> <u>Non- Fiction</u> Newspaper article Focus: features of a newspaper article	<u>The Adventure at Sandy Cove (3 Weeks)</u> <u>Fiction- A Warning Story</u> Focus- Action	<u>A beach trip 3 weeks</u> <u>Non-Fiction- Recount</u>
Phonics/ Spelling Pathways	First half of term		Second half of term	
(KS2 15x 15 min slots a half term as a minimum)	Suffixes – -ness, -ful, -less, -ly Prefix –sub, -tele Apostrophes for contractions Words from statutory and personal spelling lists Strategies at the point of writing – have a go, pair testing		Words from statutory and personal spelling lists Strategies at the point of writing for homophones Revise prefixes and suffixes from last half term Teach prefixes –super, -auto Strategies for learning words	



	(which looks right?) Rarer GPCs: words with the sound spelt 'y', 's' and 'ss' (ion/ure) Homophones	Proof reading Words ending with -gue, and - que
Guided Reading	First half of term	Second half of term
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	Extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although. Expressing time, place and cause using adverbs and adverbial phrases, using commas after fronted adverbials Expanding noun phrases by use of modification before the noun and preposition phrases after the noun. Using a range of verb forms to develop shades of meaning. Develop increasing use of accuracy using inverted commas to indicate direct speech. Composing and rehearsing sentences orally (including dialogue). Progressively building a varied and rich vocabulary. Demarcate sentences accurately throughout using full stops, capital letters, question marks and exclamations. <u>Grammar Terminology</u>	



Our Lady's Catholic Primary School

TERM: Spring

CLASS: Owl

YEAR GROUP(S): 3

	conjunction, clause, subordinate clause, adverb, preposition,
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