



# English Medium Term Plan

Year Group: 3

Term: Summer 2019

	Summer 1		Summer 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>Alien Landing- (5 Weeks)</b></u>  <u><b>Fiction- Mystery Story</b></u>  Focus- Dialogue, action, reader engagement	<u><b>What if there were no bees?</b></u>  <u><b>Non- Fiction</b></u>  Focus -Letter writing to garden centre - Writing instructions on how to make a bug hotel.	<u><b>Monkey see, monkey do- (3 Weeks)</b></u>  <u><b>Fiction- Journey story</b></u>  Focus- Style and vocabulary	TBC
<b>Phonics/ Spelling Pathways</b>	First half of term		Second half of term	
(KS2 15x 15 min slots a half term as a minimum)	Following No Nonsense Spelling programme  Revise previously taught suffixes		The sound spelt 'ou' and dictation Homophones	



Continue to develop strategies to learn words from statutory spelling list and personal spellings.	Suffix '-ly' with root words ending 'le' and 'ic' Apostrophes for contractions Rare GPC – /I/ sound	Proof reading skills	
Continue to develop strategies for spellings at the point of writing.			
<b>Guided Reading</b>	<b>First half of term</b>	<b>Second half of term</b>	
Group 1	Focus on developing reading skills and fluency through coloured book band levels. Consolidate phonic knowledge and other reading strategies. Adult led comprehension questions around text.	Reading Explorers Literal texts Highlighting essential vocabulary to answer simple comprehension questions.	
Group 2	Following Reading Explorers Literal texts Highlighting essential vocabulary to answer comprehension questions. Lots of discussion around new vocabulary.	Reading Explorers Deductive texts Identify how language, structure and presentation contribute to meaning.	
Group 3	Following Reading Explorers Deductive texts Identify how language, structure and presentation contribute to meaning	Reading Explorers Inference texts and study skills Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying their inferences with evidence	
Group 4	Following Reading Explorers Deductive texts Identify how language, structure and presentation contribute to meaning Increasing their familiarity with a wide range of books, including	Reading Explorers Inference texts and study skills Drawing inferences such as inferring characters' feelings, thoughts and motives from	



	fairy stories, myths and legends, and retelling some of these orally	their actions, and justifying their inferences with evidence	
Group 5	<p>Following Reading Explorers</p> <p>Deductive texts</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p>	<p>Reading Explorers</p> <p>Inference texts and study skills</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying their inferences with evidence.</p>	
Grammar	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although.</p> <p>Expressing time, place and cause using adverbs and adverbial phrases, using commas after fronted adverbials.</p> <p>Expanding noun phrases by use of modification before the noun and preposition phrases after the noun.</p> <p>The correct use of 'a' or 'an'.</p> <p>Know the grammatical difference between possessive and plural.</p> <p>Using a range of verb forms to develop shades of meaning.</p> <p>Develop increasing use of accuracy using inverted commas and other punctuation i.e. a comma, to indicate direct speech.</p> <p>Composing and rehearsing sentences orally (including dialogue).</p> <p>Choose appropriate pronouns within and across sentences to avoid repetition.</p> <p>Progressively building a varied and rich vocabulary.</p> <p>Demarcate sentences accurately throughout using full stops, capital letters, question marks and exclamations.</p> <p>Use Standard English correctly in speaking and writing.</p> <p><u>Grammar Terminology</u></p> <p>conjunction, clause, subordinate clause, adverbs, adverbials, fronted adverbials, expanded noun phrases, direct speech, inverted commas, word family, determiner, pronoun, preposition, possessive, contraction, plural.</p>		