

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Genre for Text focus	Year Group	Term	Time Allocation
English	Aut 1 - Stories with Familiar Settings/Information Texts Aut 2 – Poetry/Recounts/Modern Fiction	3	Autumn	14 weeks
Autumn 1				
<p>NC skills explored in this topic.</p> <p>Spoken language:</p> <ul style="list-style-type: none"> • Ask relevant questions • Build vocabulary • Articulate and justify answers • Participate in discussions, presentations, performances, role play, improvisations and debates • Consider and evaluate different viewpoints <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Use dictionaries to check the meanings of words • Prepare poems to read aloud and perform • Recognise different forms of poetry • Check texts make sense • Ask questions to improve understanding of a text • Draw inferences (characters feelings, thoughts and motives); justify with evidence • Predict from details stated and implied • Participate in discussions about books <p>Writing composition:</p> <ul style="list-style-type: none"> • Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas • Compose and rehearse sentences orally • In narratives, create settings, characters and plot • Assess the effectiveness of own and others' writing • Proof-read for spelling and punctuation errors 				
Duration	Resource, Genre and purpose	Learning intentions.		

2 weeks	Seal Surfer Pathways to Write Recount – Letter Purpose – To Inform	Overview Writing outcome: To write a letter from the boy to his grandfather telling him about the events he has missed. Greater depth writing outcome: To write a letter from Grandad in response to one of his grandson’s letters.	
RWI Spelling patterns linked to unit. Adding the prefixes dis-and in- Adding im-to root words beginning with m or p. Adding the suffix -ous.		NC vocabulary linked to unit. accident(ally), appear, breath, breathe, caught, disappear, early, experience, extreme, heard, natural, often, ordinary, recent, strength, through.	Ambitious Vocabulary linked to unit. Smudge, nuzzle, burst, fade, brim, haul, wrench, gather, heave, buffet, churn, dissolve, gale, boulder, harbour, horizon, quay, moult, somersault, corkscrew.
Cycle 1, Week 1	Viper reading focus (Build vocabulary and predict) (Session 1) Show the book cover picture without the title. Give pupils the opportunity to ask their own questions about the text. Continue to explore vocabulary. Skill: To use prepositions to express time, place and cause. (Session 2) Introduce prepositions and their purpose. Display sentences linked to front cover images. Pupils to write their own alternative opening. Skill: To group ideas using paragraphs. (Session 3) Tell pupils they are going to find out more about seals and use what they have found out to plan a non-chronological report. Explain the KWL grid - know/ want to know/learnt. Write a short paragraph about seals. Skill: Use inverted commas to punctuate direct speech. (Session 4) Discuss how the characters feel about the missing seal. In pairs, role play the conversation between the boy and his grandfather. Encourage pupils to talk about what they can see, how they feel about the missing seal pup and where they think the seal is. Write a short dialogue using inverted commas and a reporting clause. Skill: To group ideas using paragraphs. (Session 7).		

Cycle 1, Week 2.

Talk through possible timelines for the events of the day of the accident. Encourage pupils to consider which events would be most interesting to the reader. Use first person. Write a brief diary entry from Tom's Point of view.

Viper reading focus (Build Vocabulary and make inferences) (Session 8)

Echo read the first Winters section. Discuss the meanings of unfamiliar words. Read the second 'Winter' section. In groups, look at an enlarged image showing the second winter day and complete a senses grid for the scene. Apply skills by modelling the introductory paragraph.

Skill: To consider and evaluate different viewpoints. (Session 10)

Create a timeline of the seal's journey through life so far and write a simple recount from the seals point of view. Remember to use key pronouns, I, Me and My.

Skill: To plan a letter of reply (Session 11/12)

Consider the features of a letter (prior learning). Use the table to plan their own letter of reply to grandad from the boy telling him about the events that he has missed while he has been away.

Skill: To write a letter of reply (Session 13/14)

Recap features of a letter. Use the table to write their own letter of reply to grandad from the boy telling him about the events that he has missed while he has been away.

Skill: To edit and improve

Pupils should reflect on the skills throughout the week.

Have they:

- Have they used prepositions to express time, place and cause?
- Can they group related ideas into paragraphs?
- Are they using a varied and rich vocabulary?

NC skills explored linked to topic.**Spoken Language**

- Discuss what they are reading and how it targets the audience.

Reading comprehension

- Notice key features of information texts (e.g. headings, subheading, captions) and think how these make the texts clear and informative.
- Use mind maps and summarise information.
- Consider the difference between general information and specific information and think about why both can be useful.

- Notice how information is organised and experiment with ordering in different ways e.g. alphabetically or by popularity.

Writing composition

- To write an entry for an A-to-Z travel guide that gives the reader clear, useful and interesting information.
- Gives useful information to the reader, e.g. about places to go, activities to do, where to stay.
- Lays out the text clearly to make it easy for the reader to find information.

Grammar

- Includes a variety of sentences starters to engage the reader.
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although

Duration	Resource, Genre and purpose	Learning intentions.	
2 weeks	<p>Sand Wizards</p> <p>Resources – RWI Literacy and Language. Pg 21-36 Teacher Guide. Also Online Resource</p> <p>Purpose – To entertain</p>	<p>Overview of unit A story based in a familiar setting - a school, with a number of contrasting characters.</p> <p>Writing Outcome To write two descriptions of a beach setting which show contrasting moods and feelings.</p> <p>Greater Depth Writing Outcome As above using a range of technical vocabulary.</p>	
<p>RWI Spellings linked to topic. Words ending in -ture.</p>		<p>NC vocabulary linked to unit. Appear, believe, busy, caught, calendar, describe, different, disappear, early, experience, group, heard, natural, popular.</p>	<p>Ambitious Vocabulary linked to unit. Wearily, frowned, depressing, mound, moat, argument, ignorance, relieved, chanced, clambered, trampled.</p>
Cycle 1 Week 3	<p>Viper reading focus (Build vocabulary and predict) Look at (File 1:2) show children the slide show of sand sculptures, think of words to describe them. Discuss them ask them to think about what the story may be about. Move on (File 2:3) explain that each time you click you will see a clue as to what the new story is about. (File2:4) show the evidence of the postcard and listen to the audio. Ask children to write a short prediction as to what the story is about. Emphasise how they feel about the story. EG: excited!</p>		

Cycle 2, Week 4.

Skill: To use expanded noun phrases

Read the story, you may echo read parts towards the end with the class. Explore familiar settings in the story. Share **(File 2:5)** describe these thinking about ways to describe the setting then write a short description of the setting to apply skills.

Skill: To use adverbs of manner.

Explain that the writer had chosen some power words yesterday, discuss what these might be. Point out the four verbs trampled, clambered, smashed, searched. **(File 3:1 and 3:2). Refer to Day 3 Teacher Guide P25).** Explain adverbs of manner explain how something is done. Use the picture of Cole and ask children to apply their knowledge in a short passage about his movements and discuss how they add to his mood.

Skill: build a varied and rich vocabulary

Look at day 6 (Teacher Guide) use file (6:1) discuss how Cole was feeling and how the sentences tell us this. Model dragging words to the picture they represent use other images in the pupil book and ask children to do the same and write a short passage to describe the setting.

Skill: To use adverbs of time.

Drag and drop words under the correct headings File (6:2). Do they show time moving quickly or slowly? Write your own short paragraph using these words when Cole was waiting for Evan.

Viper reading focus (Build vocabulary and infer)

Use the picture of the beach **File (7:1)** to build vocabulary and develop sentences about the beach. **(Teacher Guide Pg 31 – Day 7).** Create a short description linked to the beach setting.

Skill: To explore descriptive language

Look at the short descriptions created yesterday. - the children's shrieks of excitement. Introduce different openings and endings with the children. Move them around to develop sentences. Share file **(7:4)** and use this to develop their sentences. Rewrite the description of the setting now they have added a range of openers or endings.

Skill: To plan a contrasting description of a setting.

Share file **(8:1)** and show children the difference. Explain the mood of the picture has changed, the weather has changed, the colours have changed, there are odd shapes in the water. Create a proforma for

children to plan a happy description and a more sinister description of the same setting. File (8:2) will help with vocabulary choices.

Skill: To write a contrasting description of a setting.

Refer to the plan from yesterday, recapping language, senses work and how sentences can be developed to add interest. Ask children to imagine they are at the setting. Remind children of the use of adverbs of time and manner. Write two contrasting settings. See WAGOLL file (9:1) for example of a setting with a happy mood.

Skill: To edit and improve

Reflect on independent writing and all the key skills taught within the in the unit.

Have they:

- Written expanded noun phrases to describe and specify?
- Use punctuation correctly – full stops, capital letters?
- Used adverbs of time and manner?
- Used effective openers and endings?

NC skills explored linked to topic.

Spoken Language

- Discuss what they are reading and how it targets the audience.

Reading comprehension

- Notice key features of information texts (e.g. headings, subheading, captions) and think how these make the texts clear and informative.
- Use mind maps and summarise information
- Consider the difference between general information and specific information and think about why both can be useful.
- Notice how information is organised and experiment with ordering in different ways e.g. alphabetically or by popularity.

Writing composition

- To write an entry for an A to Z travel guide that gives the reader clear, useful and interesting information.
- Gives useful information to the reader; e.g. about places to go, activities to do, where to stay.
- Lays out the text clearly to make it easy for the reader to find information.

Grammar

- Includes a variety of sentences starters to engage the reader
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although

Duration	Resource, Genre and purpose	Learning intentions.	
2 weeks	<p>A-Z Holiday Guide</p> <p>Collins Literacy and Language Unit 1. Pg 36-45. Teacher Guide.</p> <p>Non-fiction</p> <p>Explanation</p> <p>Purpose -To Explain</p>	<p>Overview</p> <p>Continues the setting link of the seaside with a focus on information linked to holidays and day trips.</p> <p>Writing outcome:</p> <p>To write an entry for an A-Z travel guide, that gives the reader clear, useful and interesting information.</p> <p>Greater Depth Writing Outcome:</p> <p>To write an entry for an A-Z travel guide, that gives the reader clear, useful and interesting information with additional details.</p>	
<p>RWI spellings linked to topic.</p> <p>Adding -ation to verbs to form nouns</p>		<p>NC vocabulary linked to unit.</p> <p>Actual, answer, arrive, busy, business, calendar, centre, different, experience, extreme, famous, guide, heard, history, island.</p>	<p>Ambitious Vocabulary linked to unit.</p> <p>Authentic, inspiring, breathtaking, exotic, family-friendly, historical, luxurious, opulent, pristine, quaint, renowned, scintillating, stately, stunning, unspoilt.</p>
Cycle 1, Week 5	<p>Viper reading focus (Build vocabulary and explain)</p> <p>Read text and explore vocabulary in terms of homophones today sea see/beech beach. Think of homophones that may be found in this text type. Explore organisational features and what they tell us. (TGuide Pg 37 organising information, File 11:2, 11:3)</p> <p>Skill: To organise information</p> <p>Think about facts and opinions use a table to organise facts and opinions. Identify these in the text. Then summarise the difference. (Teacher Guide Pg 38 organising information, File 11:4)</p> <p>Skill: To retrieve information</p> <p>Look at a range of brochures and leaflets linking to holidays and days out. Look at the difference between general and specific information. (TGuide Pg 39 zoom in of information, File 12:1)</p> <p>Skill: To ask and answer questions</p>		

Cycle 1, Week 6.

Remind children that information texts are written to give answers. Think of questions about holidays and organise them into headings. Summarise how this helps the reader. **(TGuide Pg 39-40 information detectives 1/2)**

Skill: To organise information

Referring to headings use template to organise them effectively explain to children that people don't often have time to read big chunks of information, so they like to pick out the bits they are interested in. **(TGuide Pg pg 41 class log file 12:2)**

Viper reading focus (Build vocabulary and retrieve)

Look at the language used. Read information liked to resorts **file (13.4/13.6)** and decide the good things and bad things about them, organise in a table. Choose the best 3 resorts and summarise why. **(TGuide putting information in order 42/4pg 3).**

Skill: To use a range of sentence structures.

The children will help you to write an entry today about a chosen destination.

Have a holiday destination in mind. Explore a range of sentence structures and why they are helpful summarise in a table. **(TGuide p41 sentence starters 13.1,13.2)**. Model how to write a short paragraph including these features.

Skill: To plan an entry for a holiday guide.

Model how to write an entry and provide a proforma for children to plan their own. **(TGuide Write 2 p44 files 14.2, 14.3, 14.4).**

Skill: To write an entry for a holiday guide.

Model how children will present their entry. **(TGuide presenting information and Write 3 p44 file 15.1).**

Skill: To edit and improve

Reflect on independent writing and all the key skills taught within the in the unit. **(File 15:2)**

Have they:

- given the reader useful information?
- Organised the information well?
- Included a variety of sentence starters to engage the reader?

NC skills explored linked to unit.

Spoken Language

- Articulate and justify answers, arguments and opinions.

- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Participate in discussions, presentations, performances, role-play, improvisations and debates;
- Select and use appropriate registers for effective communication.

Reading comprehension

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Understand both the books that they can already read accurately and fluently and those that they listen to by: answering and asking questions.

Writing composition

- Plan or say out loud what they are going to write about;
- Write down ideas and/or key words, including new vocabulary.
- Write narratives about personal experiences and those of others (real and fictional).
- Write for different purposes (a short book review);
- Encapsulate what they want to say, sentence by sentence;
- Re-read to check that their writing makes sense...;
- Read aloud what they have written with appropriate intonation to make the meaning clear.

Grammar

- learn how to use the present and past tenses correctly and consistently, including the progressive form.
- Learn how to use the grammar for Year 2 in English Appendix 2;
- Use and understand the grammatical terminology in English Appendix 2 in discussing their writing (verb, tense, past, present).

Duration	Resource, Genre and purpose	Learning intentions.
2 Weeks	<p>I'll take you to Mrs Cole</p> <p>Hamilton Trust Year 3. Fiction. Stories in Familiar Settings</p> <p>Stories by Michael Foreman Free Planning </p>	<p>Overview Explore familiar settings , a story about family and friendship.</p> <p>Writing Outcome Write their own version of the story with a new character.</p> <p>Greater Depth Outcome</p>

	Year 3 English Hamilton Trust (hamilton-trust.org.uk) Purpose – To entertain	As above but to write from the point of view of Mrs Cole or one of her children reflecting on his family life.	
RWI spelling patterns linked to unit. Adding the suffix -ly	NC vocabulary linked to unit. Would, every, who, both, most, parents, because. Father, would, told, everybody.	Ambitious Vocabulary linked to unit. Fearsome, ferocious, unfriendly, aggressive, terrifying, friendly, smiley, excitable, interesting, social, fun, adorable.	
Cycle 1, Week, 7	<p>Viper reading focus (Build vocabulary and predict) (Unit 1, Day 1/2) Explore missing vocabulary and retrieve information from the story. Who is Mrs Cole? What will she be like? Share a picture of her shadowy figure.</p> <p>Skill: To use and punctuate dialogue (Unit 2, Day 1) Recap dialogue punctuation (PowerPoint). Write a punctuated dialogue between Ash and one of Mrs Cole’s children. EG: Think about when they come round to help him clean.</p> <p>Skill: Identify and select verbs for impact. (Unit 3, Day 1) Revise verb identification using PowerPoint: Verbs, slide 2 (<i>see resources</i>). If children need it, revise verbs further using slides 3-6. Write: <i>‘Mary and Michael came into the room.’</i> on the board and read it together. Agree that the verb, ‘came’, does not tell us very much. Explain that these are powerful verbs; they give power to our writing, creating vivid images in the reader’s mind. Link activity to story. Write a short paragraph about Mary and Michael and how they came into the room.</p> <p>Skill: To use conjunctions to extend sentences. (Unit 3, day 2) Use PowerPoint: Conjunctions, to teach using conjunctions to extend sentences, slides 1-4 (<i>see resources</i>). Children need to recognise a clause and know that it must contain an active verb – further support is available if children struggle with this, slide 5-7. Link activity story Write a short paragraph of the new story showing application of skills</p> <p>Skill: To use conjunctions to express time, place and cause. (Unit 3, Day 3)</p>		

Cycle 2, Week 8.

Verbally rehearse using conjunctions to extend the given sentences on the prompt (**see resources**). When confident, they record their favourites. Children check that their chosen conjunction makes sense and that the added (subordinate) clause makes sense on its own. Link to story and demonstrate skills in application paragraph.

Viper reading focus (Build vocabulary and predict)

Think about all of Mrs Coles children read the part of the story where Ash enters the house and looks around. What are the children all doing? Look at the actions of the characters predict what kind of personality these characters have based on their actions. Create a table with Model pictures from the story and predict the personality of some of the characters explore ambitious vocabulary that could be used to describe them. Flamboyant!

Skill: To identify and use different sentence types

Think about the story of Mrs Cole. What sentence types can we spot? Exclamation sentences and statements. Can we punctuate these correctly and think about some that we could use in our own story. Can you spot any commands in the story?

Skill: To plan a story.

Think about the Mrs Cole story and plan a sequence of events with the new character. Ask children to plan the story. Provide proforma.

1. If you're bad, I'll take you to...
2. Imagining the worst.
3. Doing something naughty...
4. Going to....
5. Finding it lovely...

Discuss ideas for a new version. Think of a neighbourhood place and then imagine what it might turn out to be like, e.g. a royal castle, a Tardis, a magical home etc.

Skill: To write a story.

Think about the Mrs Cole story and write the story containing the planned sequence of events.

Skill: To edit and improve

Reflect on independent writing and all the key skills taught within the in the unit.

Have they:

- Have they included a dialogue?
- Have they used conjunctions to express, time, place and cause?
- Do they have a clear sequence?

- Have they used conjunctions to extend sentences?
- Are they using a range of sentence types?

Autumn 2

NC Skills linked to unit.

Spoken language:

- Ask relevant questions
- Build vocabulary
- Give well-structured descriptions, explanations and narratives
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Consider and evaluate different viewpoints

Reading comprehension:

- Use dictionaries to check the meaning of words
- Identify themes and conventions
- Discuss words and phrases that capture the reader's interest and imagination
- Recognise different forms of poetry
- Explain meaning of words in context
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Predict from details stated and implied

Writing composition:

- Plan writing by discussing the structure, vocab and grammar of similar writing
- Discuss and record ideas
- Compose and rehearse sentences orally
- Build a varied and rich vocabulary
- Assess the effectiveness of own and others' writing
- Propose changes to grammar and vocabulary to improve consistency
- Proof-read for spelling and punctuation errors
- Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear

Duration	Resource, Genre and purpose	Learning intentions.
2 weeks	Winters Child. Resource: Pathways to Write Purpose – To entertain	Overview A story all about Plop the Owl who eagerly awaits his mother's return. Writing outcome: To write a fantasy Story based on a fable. Greater depth writing outcome: To write from a different point of view.
RWI spellings patterns linked to unit.	NC vocabulary linked to unit.	Ambitious vocabulary linked to topic.

Viper reading focus (Build vocabulary and make inferences) (Session 5)

Give groups of pupils a set of unfamiliar words from Ice Palace (see resources.) Pupils match up the words and definitions. Ask pupils to listen out for effective language that describes the setting or the character of the boy who appears. Use questioning and paired discussion to prompt inferences about key elements: the gate, the boy, Tom's feelings about having a playmate, the distant voice, why the boy covered his ears, why the boy has no shoes.

Skill: To describe a setting using similes (Session 7)

Use the resource sheet for session 7. The sentences at the top are copied from the text. The blank sections are for pupils to write in their own sentences describing the setting with similes. ! Ask pupils to extend the similes by adding verbs and prepositions e.g. twigs like fingers pointing to the ground.

Skill: To plan a fantasy story (Session 10/11/12)

Give pupils a set of cards to discuss in groups. The cards show details from Winter's Child. Pupils sort the cards into two groups: Real or Fantasy . Summarise the story and timeline the plot of Winter's Child into five sections. Make notes for each section.

Skill: To write a fantasy story (Session 13/14)

Continue to provide support for groups using guided groups and by giving opportunities for pupils to reflect and evaluate work in progress so that improvements can be made during the writing process. ! Pupils write their own story based on the plot of Winter's Child.

Skill: To edit and improve

When the stories have been written, reflect on the Mastery keys:

- Have they used conjunctions to express time, place and cause?
- Can they create characters, setting and plot in narrative?
- Can they use inverted commas to punctuate direct speech?
- Are they using adverbs to express time?

NC skills explored in this unit

Spoken Language

- Listen and respond appropriately.
- Ask relevant questions to extend knowledge.
- Maintain attention and participate actively in collaborative conversations.
- Use spoken language to develop understanding through hypothesising.

Reading comprehension

- Read texts structured in different ways/ for a range of purposes.

- Check that text makes sense, discussing their understanding/checking meaning of words in context;
- Ask questions to improve understanding.
- Identify how language, structure and presentation contribute to meaning.

Writing composition

- 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.
- Assess the effectiveness of their own and others' writing and suggest improvements.

Grammar

- Using fronted adverbials
- using commas after fronted adverbials.

Duration	Resource, Genre and purpose	Learning intentions.	
2 weeks	<p>Games, Shows and Quizzes.</p> <p>Instructions and Explanations</p> <p>Instructions & Explanations: Game Shows & Quizzes Year 3 English Planning Hamilton Trust (hamilton-trust.org.uk)</p> <p>Purpose – To inform</p>	<p>Overview Using games, shows and quizzes children identify the differences between instructions and explanations.</p> <p>Writing outcome: To instructions on how to play a game.</p> <p>Greater Depth Writing Outcome As above with technical vocabulary.</p>	
<p>RWI spelling patterns explored in this unit.</p> <p>Adding the prefix sub- Orange words</p>	<p>NC vocabulary linked to unit.</p> <p>Actual, centre, complete. Continue, describe, difficult, forwards, group, guide, knowledge, learn, position, question, remember.</p>	<p>Ambitious vocabulary linked to topic.</p> <p>Consonant, vowel, opportunity, contestant, substitute, practical.</p>	
<p>Cycle 1, week 11</p>	<p>Viper reading focus (Build vocabulary and retrieval) (Unit 1, Day 1)</p> <p>Introduce the game based instructions read about playing the game and answer retrieval questions based on one of the games. Pick out vocabulary key vocabulary.</p>		

Cycle 2, week
12.

Skill: To identify features of instructions and explanations (Unit 1, Day 3)

Complete the Venn diagram and summarise features of instructions and features of explanations.

Skill: identify conjunctions, prepositions and adverbs. (Unit 2, Day 2)

Use instructions about the Dobble game to identify these features and discuss how they make instructions clear. Write a short set of instructions (**not a full**) for a game you know such as Snap using the features. Use PowerPoint to support teaching.

Skill: To organise writing using heading and sub-headings (Unit 3, Day 1)

Look at explanation features from the Who Wants to be a Millionaire Game (flow Chart/Explanation), recap instructional features, organise and change explanation into instructions.

Skill: To analyse instructions (Unit 3, Day 3/4)

Prepare and play a class game of **Who Wants to be a Millionaire?** Use the questions provided (**see resources**) and ensure children follow the instructions, step by step. Children discuss, in small groups, how the game went – what worked and what didn't? Can they make any suggestions for improvement? Were the instructions adequate? Could they follow and understand what to do?

Viper reading focus (Build vocabulary and Retrieve) (Unit 3, Day 2)

Give children the second explanation about why **Who Wants to be a Millionaire?** is so popular. Children analyse the explanation using the Features of Explanation Texts (**see resources**), annotating the features in the text. They then answer the comprehension questions on it.

Skill: To use paragraphs to group related material (Unit 4, Day 2)

Give children the **Explanation of Class Version of The Chase** (**see resources**) and remind them that it has no paragraphs. Explain that they are going to create four paragraphs. Challenge children to mark on the explanation where they think the paragraphs should end and begin. They should discuss this, reading it aloud to each other and taking time to divide it at sensible points. They then cut each identified section out and arrange the explanation into four clear paragraphs. They stick these in their book. Challenge children to write an end paragraph that summarises the explanation.

Skill: To plan instructions for a game or game show.

Complete the plan and summarise a short explanation for your well-known game or show.

Skill: To write instructions for a game or game show.

Write your instructions using clear subheadings and paragraphs. Consider chronology.

Skill: To edit and improve

Reflect on independent writing and all the key skills taught within the unit.

Have they:

- Use a title?
- Subheadings?
- Chronology?
- Time conjunctions?
- Adverbs?
- Simple steps?
- Closing statement?

NC skills explored in this topic.

Spoken Language

- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Reading comprehension

- Connect and explore the central themes and ideas of friendship and lying in A Tune of Lies by making connections with other texts and their own experiences.
- Recognise and understand the features of a playscript.
- Explore how characters change and develop throughout the play.

Writing composition

- To write a new ending to the play, including some new ideas for action, stage directions and dialogue.
- Shows what characters are thinking and feeling through dialogue and stage directions.
- Is set out as a playscript.
- Sounds convincing because the dialogue is based on what I know about the characters in the play.

Grammar

- Includes the suffix –ing for stage direction which are verbs, e.g. laughing, whispering etc.
- using conjunctions, adverbs and prepositions to express time and cause.

Duration	Resource, Genre and purpose	Learning intentions.
2 weeks	A Tune of Lies. Language and literacy Teacher Handbook Pg 48-56 (Playscript) Purpose – To entertain	Overview: Explore the key themes in the Playscripts of friendships and lying and the techniques typical of the genre. Writing Outcome: To write an extension to the scene. Greater Depth To write an extension to the scene with a range of characters,
RWI spelling patterns linked to topic. Adding the prefix anti- Adding the prefix super	NC vocabulary linked to unit. Door, cold, grass, parents, wild, find, plant, path, children, bath, climb, break, behind, water, people.	Ambitious vocabulary linked to topic. Character, setting, dialogue, stage directions, scene, elated, astounded , perplexed, dejected, impressed, jealous excited, impressed, pride embarrassed.
Cycle 1, week 13.	Viper reading focus (Build vocabulary and predict) (Unit 2) Display (file 1:1) to help with predictions. Look at Vocabulary explore meanings file (1:2 and 1:3) using dictionaries and use in context. Explore big question File (1:4) . Skill: To predict and make inferences Look at evidence so far with clues, play audio file and make notes on the characters personalities. so far. (Pg 51 Teacher guide). Quiz the character and work in pairs to act in role and ask and answer questions. (Pg 52 Teacher guide). Skill: To identify features of a playscript Explore stage directions, setting, characters, explore the reasons for these features and summarise how they are important to the play. (Pg 53 Teacher guide). Skill: To build a varied and rich vocabulary Explore character feelings using a feelings map. (Pg 54/55 Teacher guide). Skill: To identify dialogue Identify the dialogue in file (6:3). Write it in the form of a playscript. (Pg 55/56 Teacher guide). Skill: To compose a written dialogue	

Cycle 2, week 14.

Build your own using **file (6:4)**. **(Pg 55/56 Teacher guide)**.

Viper reading focus (Build vocabulary and predict) (Day 7 – Build a Scene)

Share **file (7:1)** and think of vocabulary that may be used to explore characters thoughts and feelings. Summarise and predict what might happen next. **(Pg 57 Teacher guide)**.

Skill: To use tense correctly

Focus on the personal log (pg 58) think about prefixes/suffixes and focus on 'ing' words and how they are used within stage direction. **(Pg 58 Teacher guide)**.

Skill: To plan a playscript

Incorporate skills from remaining lessons. Introducing new scene that must continue. **(Pg 59/60 Teacher guide)**.

Skill: To write a playscript

Focusing on skills we have learnt and using plan from previous lesson, write the next scene. **(Pg 59/60 Teacher guide)**.

Skill: To edit and improve

Reflect on independent writing and all the key skills taught within the in the unit.

Have they:

- Used a title?
- Provided a cast List?
- Provided a setting description?
- Used a new line for each speaker?
- Put stage directions in brackets?
- Used dialogue without speech marks?

NC Skills explored in this topic.

Spoken Language

- Speak audibly and fluently.
- Participate in performances.

Reading comprehension

- Identify conventions.
- Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action.

- Discuss words and phrases that capture the reader’s interest and imagination.

Writing composition

- 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.
- Write from memory simple sentences, dictated by the teacher.
- Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Create settings.

Grammar

- Learn the grammar in Appendix 2 (revise expanded noun phrases and key terms)
- Use prepositions to express time, cause and place.

Duration	Resource, Genre and purpose	Learning intentions.
2 weeks	Bug Chant Hamilton Trust – Creating Imagery. (Poetry) Creating Images: Animals & Weather Year 3 English Poetry Hamilton Trust (hamilton-trust.org.uk) Purpose – To entertain	Overview: Descriptive poems about familiar animals. Writing Outcome: To a poem based on an animal of choice. Greater Depth To a poem based on an animal of choice with a range of descriptive vocabulary.
RWI spelling patterns linked to topic. Words with the c sound spelt ch Words with the sh sound spelt ch	NC vocabulary linked to unit. Door, cold, grass, parents, wild, find, plant, path, children, bath, climb, break, behind, water, people.	Ambitious vocabulary linked to topic. Prose, stanza, imagery, solitary, meek, baying, quest, cringing

Cycle 1, Week 15.

Viper reading focus (Build vocabulary and explain) (Unit 1, Day 1)

Encourage children to think of actions and to look for patterns in the language (especially the rhyming) to help them with the memorisation. Focus on the structure of the poem too. Explore imagery it puts in their minds **(Use PP)**.

Skill: To use expanded noun phrases (Unit 1, Day2/3)

Discuss words and phrases that make the poem interesting. Children add adjectives (and adverbs) to given sentences to build expanded noun phrases. Check children know how to build a noun phrase around a noun before they start. **(See PP)**. Apply noun phrases by writing a short snake poem.

Skill: To use expanded noun phrases to create imagery (Unit 2, Day 1)

Explore the new poem and create images for each stanza (See resource) surround images with powerful nouns and adjectives.

Skill: To explore powerful vocabulary (Unit 3 Day 2)

Look at the poem of the dog and identify features used within the poem. Including the use of powerful language. Create a shared image for the dog.

Skill: To use prepositions to express time, place and cause (Unit 3 Day 2/3)

Pick out the line 'hunting on my own'. Ask: Where else can you imagine the dog hunting? In the streets/around the park/under the bridge. These extra imagined details are expressed using prepositions. Use PowerPoint: Prepositions for Time, Place & Cause to teach prepositions. Then ask children to shut their eyes and think of an animal other than a dog. What is its personality, appearance, likes and dislikes?

Cycle 2, Week 16.

Viper reading focus (Build vocabulary and explain) (Unit 4, Day)

Explore the poem Storm Wind, look at the structure, the vocabulary, ask children questions about the poem to ensure they understand. What type of poem is this? Another poem with powerful imagery may be used here is preferred.

Skill: To use prepositions to build an image (Unit 4, Day 1)

Look at **Storm Wind** and notice the line 'Moaning through the town'. Explain that this includes a prepositional phrase. Ask children: *What image does it create?* Write 'The wind moans' on a flip chart and ask

children to discuss ideas for other prepositional phrases (answering: where? when? why?). Children then have a go at writing their own vivid sentences about the sea or the weather that include prepositional phrases.

Skill: To plan a poem (Unit 4, Day 2/3)

Use the word collection sheet to help you plan a poem of the same structure. You may focus on a reindeer given the time of year or snow etc.

Skill: To write a poem (Unit 4, Day 2/3)

Use the word collection sheet to help you write a poem of the same structure. You will also use some the noun phrases and powerful imagery techniques from earlier in the week.

Skill: To edit and improve

Reflect on independent writing and all the key skills taught within the in the unit.

Have they:

- Used powerful vocabulary to create imagery?
- Use expanded noun phrases?
- Use prepositions to express time, place or cause?
- Followed a clear structure?
- Separated the poem into stanza's