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| **Year 3 Literacy Medium Term Plan Spring** |
| **Narrative****setting description** | **Term 1** | **Suggested Written Outcomes** | **Objectives/ non-negotiables** |
| * Read the descriptions of how the Bucket family live. Explore the poverty around that time in Industrial Britain. What was life like?
* Create a short diary extract from Charlie, describing a typical day (taste cabbage soup!).
* Hot-seat characters from the family on the days leading up to the factory visit.
* Create an opposing diary extract as the excitement builds and Charlie and the family taste chocolate. This could be done from a family member perspective, viewing Charlie’s excitement.
* Watch video clips of the strange events that unfold as they enter the factory.
* Create character descriptions of all the other children. Innovate new characters, using the same structure to embed.
* Watch the scene of the sweet garden. Create word banks for what they can see, hear, smell, taste, feel.
* Learn about Needlers of Hull. Use as a new setting.
* Let the children imagine what they would see inside Needlers. Take an imaginary journey.
* Taste and design their own inventive chocolates or sweets.
* Create a giant sweet and chocolate art piece that the children can physically walk across, immersing them selves in what they pass.
* Create model descriptive paragraphs for them to innovate with their own journey and characters.
* Let children describe their room to another child. The partner then draws what they hear, showing where descriptions are lacking.
* Edit and improve a basic description using the taught features.
 | * A description of the sweet garden that extends to two elements.
 | * All year 1-2 grammar and punctuation to be used accurately.
* **The piece is cohesive.**
* Writing is organised into paragraphs with a clear theme in each.
* Use tense appropriate for the piece consistently.
* Vary the use of long and short sentences for impact on the reader.
* Use a range of fronted adverbials and clauses as starters.
* Extend sentences with a range of coordinating conjunctions.
* Avoid repetition of nouns and pronouns to improve cohesion.
* Focus on the consistency and quality of handwriting.
* Where used, the possessive apostrophe is used correctly.
* Use a dictionary to check unknown words.
* Use models of writing in order to learn from their structure, vocabulary and grammar.
* Assess their own and others’ writing, suggesting improvements and showing edits in their own work.
* Proofread for spelling and punctuation errors.
* Plan their sentences using oral rehearsal and a drafting process, increasing the range of rich vocabulary and sentence structures used.
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| **Non-fiction****newspaper report** | * Look at newspaper and develop a list of features.
* Provide a cut up newspaper page for them to organise into a structure.
* Look at the purpose and audience of each of those features.
* Collect headlines and develop their own based on their innovated stories.
* Gather language features used regularly in reports.
* Highlight key features in real newspapers.
* Edit and improve a poor example.
* Develop lead ins and concluding paragraphs for given features.
* Interview witnesses from the day at a press conference (develop questions and responses beforehand so the conference ‘flows’.
* Create a greenscreen ‘live’ newsflash report.
* Children to gather direct quotes from interviews to include in their report.
* Develop their own story from a boxed version.
* Create short features to link to the main report. Potentially Umpah Lumpha strike action for working conditions. Poverty poll for local area. Local houses for sale.
* Develop other fun features to include in pairs (crosswords, quick quiz, prize draw etc) for all to use.
* Use Word package on the laptops to type up their report and print various fonts.
* Create a mini newspaper as a project and include their choice of features for layout.
 | * A section of a newspaper article to combine and create one large newspaper as a class.
 | * All year 1-2 grammar and punctuation are consistently in place.
* **The piece is cohesive.**
* Write in paragraphs and provide structural devices such as headings and introductory statements.
* Use conjunctions, adverbs and prepositions to state time, place and cause.
* Use inverted commas for quotes.
* Extend sentences with conjunctions.
* Use simple past tense consistently throughout.
* Choose nouns and pronouns appropriately for clarity and cohesion.
* Use fronted adverbials with correct use of comma.
* Focus on the consistency and quality of handwriting.
* Where used, the possessive apostrophe is used correctly.
* Use a dictionary to check unknown words.
* Uses models of writing in order to learn from their structure, vocabulary and grammar.
* Assess their own and others’ writing, suggesting improvements and showing edits to their own work.
* Proofread for spelling and punctuation errors.
* Plan their sentences using oral rehearsal and a drafting process, increasing the range of rich vocabulary and sentence structures used.
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| **Poetry** **Kennings** | * Choose a selection of Kennings poems to enjoy with the class. Read aloud.
* Create a class kennings for the Never Ending Gobstopper.
* Design their own sweet/chocolate bar. Talk about taste, texture, look. Use the inventions from the text to inspire.
* Discuss and decide what the poem is describing before revealing.
* Let children select their own favourites and discuss why they chose them.
* Learn to recite a piece with expression.
* Peer asses against a simple criterion.
* Model WAGOLL-poetry reading.
* Explore new and interesting words and/or phrases. Use the invented words from their story.
* Look at the similar features of each poem.
* Create their own Kennings poem, this may be at an innovating stage or invent if they feel confident enough.
* Use poetry for comprehension work in GR.
 | * Kennings poem used to describe a new chocolate bar from the factory.
 | * Prepare a poem to be read aloud and perform.
* Discuss words and phrases that capture the reader’s interest and imagination.
* Ask questions to improve their understanding of the text.
* Draw inferences and justify with evidence.
* Identify how language and structure contribute to meaning.
* Participate in discussion about poetry, taking turns and listening to others.
* Assess the effectiveness of the poems they read and the writers intentions.
* Gain and maintain the interest of the listener.
* Participate in performances.
* Give well-structured description and explanations to express their feelings.

The expectations for quality writing should be maintained during this unit.  |
| **Choose a book****(invent)** | Choose a book related to theme or based on class interest. Produce one piece of **independent** written evidence for assessment purposes, based on the skills already covered within the term. Use to set targets for the following term.  |