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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. |
| **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. |
| **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. | | |