

## Year 3 Literacy Medium Term Plan- Summer

	Term 3	Suggested Written Outcomes	Objectives/ non-negotiables
<p><b>Non-fiction report</b></p>	<ul style="list-style-type: none"> <li>• Look at example reports and become familiar with the style of writing/features</li> <li>• Learn about life in ancient Greece and subject-specific vocabulary.</li> <li>• Use internet research to develop an understanding of elements of Greek life. Group children according to an area (homes, food, dress etc). This information could be signified.</li> <li>• Become Professor Know-it-alls to share their findings as a presentation.</li> <li>• Create a word bank of subject vocabulary.</li> <li>• Educational visit day. Add to existing facts.</li> <li>• Immerse in Greek related activities (food, games, decoding written language).</li> <li>• Look at notable influences the Greeks have had on today's society (link to history objectives). Include a paragraph on this specific focus.</li> <li>• Create a now and then wow fact poster. Find examples of everyday life that has been influenced by Greek culture (history linked).</li> <li>• Learn to signify a report to embed the features.</li> <li>• Create classroom display items from research. These could be hanging display facts.</li> <li>• Learn about religious beliefs of the time and how these have changed</li> </ul>	<ul style="list-style-type: none"> <li>• A report on life in ancient Greece and their influence on the western world</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can organise paragraphs around a theme.</li> <li>• Pupils can use headings and sub-headings to organise their information.</li> <li>• Pupils can use a variety of nouns and pronouns to avoid repetition and improve cohesion.</li> <li>• Pupils can use generalisers and other language features found in reports.</li> <li>• Pupils can use a wide range of conjunctions to write more complex sentences.</li> <li>• Pupils can maintain appropriate tense.</li> <li>• Pupils can use a colon for lists.</li> <li>• Pupils can use fronted adverbials and a comma to demarcate.</li> <li>• Pupils can discuss report examples and learn from their structure.</li> <li>• Pupils can assess the effectiveness of theirs and others' writing, suggesting simple changes through a drafting and editing process.</li> <li>• Pupils can apply spelling rules taught.</li> <li>• Pupils can read their report aloud.</li> <li>• Pupils handwriting is clear and consistent.</li> <li>• Pupils show some independent editing.</li> </ul>

	<ul style="list-style-type: none"> <li>• Group children into research groups for each god. Act out scenes from key related myth</li> <li>• Include reports in GR sessions.</li> </ul>		
<p><b>Non-fiction 2 leaflet</b></p>	<ul style="list-style-type: none"> <li>• Gather examples of leaflets. Identify key features and their purpose.</li> <li>• Compare and contrast to other kinds of non-fiction.</li> <li>• Magpie language features and create class banks for each feature.</li> <li>• Conduct research on Greece from a tourist perspective. This may be easier split into location research groups for N,S,E,W with a specific focus on food, attractions, population, physical features, climate.</li> <li>• Locate features on maps for link to geography.</li> <li>• Create class maps with features and keys included.</li> <li>• Compare areas of Greece, how they differ and similarities.</li> <li>• Become travel agents and ‘sell’ a holiday to the class.</li> <li>• Have a balanced argument about opposing areas. You should visit... because.</li> <li>• Look at leaflet designs and let individuals decide on their preferred format.</li> <li>• Use ICT to create a leaflet, inserting images and text.</li> <li>• Organise information into paragraphs.</li> <li>• Look at holiday brochures.</li> </ul>	<ul style="list-style-type: none"> <li>• A leaflet to attract tourists to Greece</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can discuss the features of a leaflet and use this structure to inform their own piece.</li> <li>• Pupils can use organisational features.</li> <li>• Pupils can organise information into paragraphs.</li> <li>• Pupils can use the perfect form of verbs.</li> <li>• Pupils can use adverbials related to manner.</li> <li>• Pupils can vary the length of their sentences for description and impact.</li> <li>• Pupils can vary nouns and pronouns to improve cohesion.</li> <li>• Pupils can use colons for lists.</li> <li>• Pupils can subordinate by using a clause as a starter.</li> <li>• Pupils can apply spelling rules taught.</li> <li>• Pupils handwriting is clear and consistent.</li> <li>• Pupils can assess the effectiveness of theirs and others’ writing, suggesting simple changes through a drafting and editing process.</li> <li>• Pupils show some independent editing.</li> </ul>

	<ul style="list-style-type: none"> <li>• Organise information into N,S,E,W for visitor information.</li> <li>• Include leaflets/brochures in GR sessions.</li> <li>• Use this piece of work to create comparisons between the UK and Greece.</li> </ul>		
<p style="text-align: center;"><b>Fiction myth</b></p>	<ul style="list-style-type: none"> <li>• Analyse myths and other short stories to quickly identify the 5 elements of O,B,P,S,E.</li> <li>• Learn about Greek gods and the power they each have.</li> <li>• Act out key scenes</li> <li>• Compare and contrast in GR.</li> <li>• Summarise across paragraphs in GR.</li> <li>• Read a selection and vote on their favourite tale.</li> <li>• Collect specific vocabulary/discuss meanings and create word webs on synonyms.</li> <li>• Watch snippets of Percy Jackson for visualisation.</li> <li>• Box up chosen myth.</li> <li>• Focus on the ending and the descriptions. Draw out example sentences and look at the features.</li> <li>• Innovate sentences using the same format as WAGOLL.</li> <li>• Use endings to analyse how a resolution is found to the problem.</li> <li>• Create new resolutions for the same problem. Share for magpie opportunities.</li> <li>• Choose a good example ending and build into a model ending. Learn to signify.</li> <li>• Let pupils draft a new ending. Use editing stations to allow them to build on their first draft.</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative ending to an existing myth</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can identify the features of a story ending and use that structure to inform their own writing.</li> <li>• Pupils can build progressively varied sentences with richer vocabulary and show this process.</li> <li>• Pupils can organise paragraphs around a theme.</li> <li>• Pupils can create character, setting and plot suitable for the focus.</li> <li>• Pupils can use conjunctions, adverbs and prepositions to express time and cause.</li> <li>• Pupils can use the perfect form of verbs.</li> <li>• Pupils can vary pronouns and nouns to aid cohesion.</li> <li>• Pupils can vary the length of sentences for description and impact.</li> <li>• Pupils can place a possessive apostrophe accurately.</li> <li>• Pupils can use inverted commas to demarcate dialogue between two characters.</li> <li>• Pupils can use a range of conjunctions to subordinate and coordinate.</li> <li>• Pupils can apply spelling rules taught.</li> <li>• Pupils handwriting is clear and consistent.</li> <li>• Pupils can assess the effectiveness of theirs and others' writing, suggesting simple changes through a drafting and editing process.</li> <li>• Pupils show some independent editing.</li> </ul>

## Poetry performance

- Expose pupils to a range of poetry types.
  - Let pupils discuss the poems they like and why.
  - Provide a success criterion for 'digging deeper' when they appraise.
  - Let pupils choose their favourite poem and let them record in pairs.
  - Watch Austin's Butterfly to show effective and kind ways to critique.
  - Watch the video clips back and appraise their performance of clarity, pace, expression, gesture etc.
  - Watch Michael Rosen read a poem aloud (You Tube). Discuss what makes it effective.
  - Model a reading yourself.
  - Let children rehearse in pairs/groups to improve their reading.
  - Watch an initial reading from the clips already taken and then watch the same pupil perform. Where did they improve?
  - Use poetry in GR lessons (inference, vocab. summarising potential.)
- Recording of progress made between performances
- Pupils can read aloud and perform a poem aloud.
  - Pupils can discuss words and phrases that capture the reader's interest and imagination.
  - Pupils can ask questions to improve their understanding of the text.
  - Pupils can draw inferences and justify with evidence.
  - Pupils can identify how language and structure contribute to meaning.
  - Pupils can participate in discussion about poetry, taking turns and listening to others.
  - Pupils can assess the effectiveness of the poems they read and the writer's intentions.
  - Pupils can gain and maintain the interest of the listener.
  - Pupils can participate in performances.
  - Pupils can give well-structured descriptions and explanations to express their feelings.
  - Pupils can assess the effectiveness of theirs and others' performances, suggesting simple changes through a critique and feedback process.
- The expectations for quality writing should be maintained during this unit for any written outcomes.