

Year 3 Literacy Medium Term Plan

	Term 1	Suggested Written Outcomes	Objectives/ non-negotiables
Non-fiction persuasion	<ul style="list-style-type: none"> • Explore famous street artists and compare to tagging or graffiti. What makes the difference? • Create their own art work using spray paint on an app. They may create an art and graffiti piece to discuss. • Collect an opinion poll from the class. Should it be allowed? • Visit a local street art scene on the mini bus (Preston Road/Wincolmllee). Can they spot the difference between art and graffiti? • Create a 'for and against' piece of writing. This may be split across the class to make 2 teams. Have a mini-debate. • Find an audience to receive letters from the class who will respond. • Look at the features of a persuasive WAGOLL (power of 3, emotive word choices, statistics etc). Make a class success criterion. • Create a class bank of emotive word choices. • From given street art images, create short, powerful sentences that repeat (It's amazing. It's colourful. It's art!) • Look at the layout of letters. Look at the different reasons for sending and receiving letters. 	<ul style="list-style-type: none"> • A persuasive letter around street art 	<ul style="list-style-type: none"> • I can write clear and concise sentences that are accurately punctuated. • I can understand the features of the text type being studied. • I can include some stylistic features to add detail and description to my piece. • I can use some coordination and subordination. • I can form letter of the correct size and orientation. I use a cursive handwriting style. • I can spell year 1&2 CEWs correctly. • I can vary the length of my sentences for impact. • I can make simple additions and revisions to my own work through a drafting process. • I can produce a short cohesive letter.

	<ul style="list-style-type: none"> • Create a persuasive letter to a local politician? Street artist? To encourage them to allow/stop graffiti/street art. 		
<p>Non-fiction Non-chron report on Hull Fair</p>		<ul style="list-style-type: none"> • A report on the history of Hull fair 	<ul style="list-style-type: none"> • I can organise paragraphs around a theme. • I can use a wider range of coordination and subordination. • I can use fronted adverbials to express time. • I can use some pronouns to avoid repetition. • I can write in the past tense consistently. • I can use colons to introduce a list. • I can make simple additions and revisions to my own work through a drafting process. • I can produce a cohesive report on the history of Hull. • I can use cursive handwriting with some joins. • I can use simple organisational features like a title and headings.
<p>Narrative</p>	<ul style="list-style-type: none"> • Create character profiles for each character. Gather evidence for each adjective chosen. • Invite in a circus skills troop for immersion. • Watch Charlie and the Chocolate factory and make comparisons between the characters and story. • Look at the repeating pattern in the tale. What keeps happening to the characters and why? • Make predictions on what may happen to the remaining characters and why. 	<ul style="list-style-type: none"> • Fable/tale with a moral ending 	<ul style="list-style-type: none"> • I can write an innovated narrative that has a clear structure. • I can introduce characters and setting with some description. • I can organise my story into paragraphs. • I can use adverbs. • I can vary the length of my sentences for description or emphasis. • I can write clear and concise sentences that are accurately punctuated. • I can make simple additions and revisions to my own work through a drafting process. • I can choose a range of pronouns (to describe a place/person) to avoid repetition.

	<ul style="list-style-type: none"> • Flash write a description of a fair or character to 'dip in' to basic sentence construction/conjunctions/adjectives. • Look at fables as a style of writing (The lion and the Mouse etc). Find the 'Take home message' from each. • Create a story map of opening, Problem, solution, ending for a well-known fable. • Create lists of problems/moral dilemmas they know of and solutions for them to use as a class menu. Literacy shed have a range of animations to support this. • Use the skeleton model to choose their own problem and a solution to teach that character a lesson. • If some are struggling to invent a new fable, choose an alternate ending for a known tale. • Make 'mini plays' from their innovations to embed structure. • Create POW strip designs to structure their tale. 		<ul style="list-style-type: none"> • I can use cursive handwriting with some joins.
<p style="text-align: center;">Poetry Larkin</p> <p>What are days for? Days are where we live. In Hull we couldor even... You can spend your days... and...</p>	<ul style="list-style-type: none"> • Choose a selection of poems to enjoy with the class. Read aloud. • Draw mental images of what they see when they hear the poem. Compare and discuss. • 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. <hr style="border-top: 1px dashed black;"/>	<ul style="list-style-type: none"> • An Larkin inspired poem about Hull 	<ul style="list-style-type: none"> • 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.

<p>Hull is the place to ... With ... A city full of ..., ..., ... Love Hull. Love ...Love... HULL!</p> <p>A poem inspired by Philip Larkin</p>	<ul style="list-style-type: none"> • What are days for? Days are where we live. • Research Philip Larkin and collect some basic facts on a mind map/biography. • Create Larking frogs as a background display for their poems. • Collect visual information of some special places in Hull. • Collect ideas on what people do in those places and how they would feel there. • Use an adapted model of a Larking poem and get children to innovate with their own thoughts and ideas. • Create a Larkin inspired display. 		<ul style="list-style-type: none"> • Give well-structured description and explanations to express their feelings. <p>The expectations for quality writing should be maintained during this unit.</p>
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