

## Year 3 Literacy Medium Term Plan Spring (Stig of the Dump)

	Term 2	Suggested Written Outcomes	Objectives/ non-negotiables
<p style="text-align: center;"><b>Narrative Stories with a historical setting</b></p>	<ul style="list-style-type: none"> <li>• Read the opening of the story as well as the blurb. Discuss the characters that are in the story so far.</li> <li>• Discuss what time period the boy is from (using inference skills).</li> <li>• Write a description of the pit and the discarded objects that can be seen at the bottom of it.</li> <li>• If you visited Stig, what presents would you take him? Think of five objects that he might find useful, explain why they are useful and why you chose them.</li> <li>• At the start of the story, Stig shows Barney around his 'home'. Make a page about Stig's den in the form of an estate agent's information sheet about a home for sale.</li> <li>• Make a character profile to describe Barney and / or Stig. What is their personality like? What are their favourite things? What are their hopes and dreams?</li> <li>• Barney teaches Stig lots of new skills. Can you choose one of them and write a set of instructions to teach somebody else too?</li> <li>• Watch clips of Stig of the Dump and use it to create the description of the character.</li> <li>• Create a story map for the part of the text that you are looking at.</li> <li>• Create mind maps for Stig and Barney and use this to compare the characters that we have.</li> </ul>	<ul style="list-style-type: none"> <li>• A short story based on Stig of the Dump. Potentially focus on the meeting of Stig and Barney.</li> </ul>	<ul style="list-style-type: none"> <li>• All year 1-2 grammar and punctuation to be used accurately.</li> <li>• <b>The piece is cohesive.</b></li> <li>• Writing is organised into paragraphs with a clear theme in each.</li> <li>• Use tense appropriate for the piece consistently.</li> <li>• Vary the use of long and short sentences for impact on the reader.</li> <li>• Use a range of fronted adverbials and clauses as starters.</li> <li>• Extend sentences with a range of coordinating conjunctions.</li> <li>• Avoid repetition of nouns and pronouns to improve cohesion.</li> <li>• Focus on the consistency and quality of handwriting.</li> <li>• Where used, the possessive apostrophe is used correctly.</li> <li>• Use a dictionary to check unknown words.</li> <li>• Use models of writing in order to learn from their structure, vocabulary and grammar.</li> <li>• Assess their own and others' writing, suggesting improvements and showing edits in their own work.</li> <li>• Proofread for spelling and punctuation errors.</li> <li>• Plan their sentences using oral rehearsal and a drafting process, increasing the range of rich vocabulary and sentence structures used.</li> </ul>

	<ul style="list-style-type: none"> <li>• Look at a WAGOLL of a good passage from the story.</li> <li>• Create a comic strip or storyboard the main ideas from the passage.</li> <li>• Hot seat the characters Barney and Stig to contrast how the characters are thinking and feeling.</li> <li>• Redraft the passage focusing on upleveling vocabulary.</li> <li>• Create wanted posters for Stig.</li> <li>• Box up ideas for the story.</li> <li>• Innovate the story by changing a character or changing the setting for the story.</li> </ul>		
<p><b>Non-fiction newspaper report</b></p>	<ul style="list-style-type: none"> <li>• Look at newspaper and develop a list of features.</li> <li>• Provide a cut up newspaper page for them to organise into a structure.</li> <li>• Look at the purpose and audience of each of those features.</li> <li>• Collect headlines and develop their own based on their innovated stories.</li> <li>• Gather language features used regularly in reports.</li> <li>• Highlight key features in real newspapers.</li> <li>• Edit and improve a poor example.</li> <li>• Develop lead ins and concluding paragraphs for given features.</li> <li>• Interview witnesses from the day at a press conference (develop questions and responses beforehand so the conference 'flows'.</li> <li>• Create a greenscreen 'live' newflash report.</li> <li>• Children to gather direct quotes from interviews to include in their report.</li> <li>• Develop their own story from a boxed version.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a newspaper article about the discovery of Stig of the Dump.</li> </ul>	<ul style="list-style-type: none"> <li>• All year 1-2 grammar and punctuation are consistently in place.</li> <li>• <b>The piece is cohesive.</b></li> <li>• Write in paragraphs and provide structural devices such as headings and introductory statements.</li> <li>• Use conjunctions, adverbs and prepositions to state time, place and cause.</li> <li>• Use inverted commas for quotes.</li> <li>• Extend sentences with conjunctions.</li> <li>• Use simple past tense consistently throughout.</li> <li>• Choose nouns and pronouns appropriately for clarity and cohesion.</li> <li>• Use fronted adverbials with correct use of comma.</li> <li>• Focus on the consistency and quality of handwriting.</li> <li>• Where used, the possessive apostrophe is used correctly.</li> <li>• Use a dictionary to check unknown words.</li> <li>• Uses models of writing in order to learn from their structure, vocabulary and grammar.</li> <li>• Assess their own and others' writing, suggesting improvements and showing edits to their own work.</li> <li>• Proofread for spelling and punctuation errors.</li> <li>• Plan their sentences using oral rehearsal and a drafting process, increasing the range of rich vocabulary and sentence structures used.</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop other fun features to include in pairs (crosswords, quick quiz, prize draw etc) for all to use.</li> <li>• Use Word package on the laptops to type up their report and print various fonts.</li> <li>• Create a mini newspaper as a project and include their choice of features for layout.</li> </ul>		
<p><b>Poetry Kennings</b></p>	<ul style="list-style-type: none"> <li>• Choose a selection of Kennings poems to enjoy with the class. Read aloud.</li> <li>• Create a class kennings for a Stone Age beast.</li> <li>• Discuss and decide what the poem is describing before revealing.</li> <li>• Let children select their own favourites and discuss why they chose them.</li> <li>• Learn to recite a piece with expression.</li> <li>• Peer asses against a simple criterion.</li> <li>• Model WAGOLL-poetry reading.</li> <li>• Explore new and interesting words and/or phrases. Use the invented words from their story.</li> <li>• Look at the similar features of each poem.</li> <li>• Create their own Kennings poem, this may be at an innovating stage or invent if they feel confident enough.</li> <li>• Use poetry for comprehension work in GR.</li> </ul>	<ul style="list-style-type: none"> <li>• Kennings poem used to describe various Stone Age artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a poem to be read aloud and perform.</li> <li>• Discuss words and phrases that capture the reader's interest and imagination.</li> <li>• Ask questions to improve their understanding of the text.</li> <li>• Draw inferences and justify with evidence.</li> <li>• Identify how language and structure contribute to meaning.</li> <li>• Participate in discussion about poetry, taking turns and listening to others.</li> <li>• Assess the effectiveness of the poems they read and the writers intentions.</li> <li>• Gain and maintain the interest of the listener.</li> <li>• Participate in performances.</li> <li>• Give well-structured description and explanations to express their feelings.</li> </ul>