

Literacy Lesson Medium Term Plan	
Year Group - 3	Year – 2023-2024

National Curriculum Spoken Language Y1-Y6 (delivered across the Literacy and Wider Curriculums)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication.

Handwriting and spelling objectives planned for throughout the year.

Autumn 1 – 6 weeks 4 days			
Genre/Text Type	Texts (<i>texts for WCR/shared reading can be found on the long term plans</i>)	National Curriculum/PI Objectives	Possible text type links to wider curriculum
Fantasy	Leon and the Place Between by Angela McAllister	Reading – predicting what might happen from details stated and implied listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes	

		<p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context identifying main ideas drawn from more than one paragraph and summarising these</p> <p>Writing – extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense Discussing and recording ideas in narratives, creating settings, characters and plot use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading – <i>select as appropriate</i> proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. using conjunctions, adverbs and prepositions to express time and cause</p>	
Narrative	Stone Age Boy by Satoshi Kitamura	<p>Writing – Discussing and recording ideas use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading – <i>select as appropriate</i> in narratives, creating settings, characters and plot choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	History – Stone Age to Iron Age

		composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	
Recount of trip	British Museum (Stone Age)	<p>Reading - reading books that are structured in different ways and reading for a range of purposes identifying how language, structure, and presentation contribute to meaning listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Writing – use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading – <i>select as appropriate</i> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar organising paragraphs around a theme assessing the effectiveness of their own and others’ writing and suggesting improvements</p>	History – Stone Age to Iron Age
Autumn 2 – 7 weeks 3 days			
Genre/Text Type	Texts (<i>texts for WCR/shared reading can be found on the long term plans</i>)	National Curriculum/PI Objectives	Possible text type links to wider curriculum
Play scripts	Linked to anti-bullying week	<p>Reading – preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks discussing words and phrases that capture the reader’s interest and imagination</p>	Anti-bullying week

		<p>Writing – discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) read aloud their own writing, to a group or the whole class, using appropriate</p>	
Narrative (direct speech focus)	Gregory Cool by Caroline Binch	<p>Reading – predicting what might happen from details stated and implied</p> <p>Writing – using conjunctions, adverbs and prepositions to express time and cause using and punctuating direct speech indicating possession by using the possessive apostrophe with plural nouns use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	The UK – comparing places
Letters	Father Christmas	<p>Reading – listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Writing – discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p>	D&T – Moving Santas

		<p>proof-read for spelling and punctuation errors</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p>	
Poetry	Haikus and Kennings – Outdoor Learning Text	<p>Reading –</p> <p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Writing –</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>proof-read for spelling and punctuation errors</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p>	Outdoor learning
Spring 1 – 5 weeks			
Genre/Text Type	Texts (texts for WCR/shared reading can be found on the long term plans)	National Curriculum/PI Objectives	Possible text type links to wider curriculum

<p>Narrative</p>	<p>Romulus and Remus – adapted texts</p>	<p>Reading – increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Writing – write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) in narratives, creating settings, characters and plot assessing the effectiveness of their own and others’ writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors</p>	<p>History – Romans and the history of Rome</p>
<p>Explanation texts - Newspaper reports</p>	<p>Film – The Bridge (The Literacy shed)</p>	<p>Reading – listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Writing – discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas organising paragraphs around a theme in non-narrative material, using simple organisational devices [for example, headings and sub-headings] assessing the effectiveness of their own and others’ writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>	

		<p>proof-read for spelling and punctuation errors</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p>	
Non-Chronological report	Information texts – healthy eating	<p>Reading –</p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction texts</p> <p>Writing –</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas</p> <p>organising paragraphs around a theme</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>assessing the effectiveness of their own and others’ writing and suggesting improvements</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>using the present perfect form of verbs in contrast to the past tense</p>	Science – animals including humans – healthy eating

Spring 2 – 5 weeks 3 days			
Genre/Text Type	Texts (texts for WCR/shared reading can be found on the long term plans)	National Curriculum/PI Objectives	Possible text type links to wider curriculum
Narrative and/or Explanation	Pebble in my pocket: A history of our Earth by Meredith Hooper	<p>Reading – listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction</p> <p>Writing – using fronted adverbials using commas after fronted adverbials discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas organising paragraphs around a theme in non-narrative material, using simple organisational devices [for example, headings and sub-headings] assessing the effectiveness of their own and others’ writing and suggesting improvements extending the range of sentences with more than one clause by using a wider</p>	Science – Rocks Geography – Extreme Earth

Poetry	Under the moon and over the sea: A collection of Caribbean Poems – Edited by John Agard and Grace Nichols	<p>Reading – preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks discussing words and phrases that capture the reader’s interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Writing – discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. assessing the effectiveness of their own and others’ writing and suggesting improvements</p>	Windrush
Summer 1 – 6 weeks			
Genre/Text Type	Texts (<i>texts for WCR/shared reading can be found on the long term plans</i>)	National Curriculum/PI Objectives	Possible text type links to wider curriculum
Film - narrative	Dragon Slayer – The Literacy Shed	<p>Reading – predicting what might happen from details stated and implied listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes identifying main ideas drawn from more than one paragraph and summarising these drawing inferences such as inferring characters’</p>	

		<p>feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Writing – extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense Discussing and recording ideas in narratives, creating settings, characters and plot use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading – <i>select as appropriate</i> proof-read for spelling and punctuation errors using conjunctions, adverbs and prepositions to express time and cause using and punctuating direct speech</p>	
<p>Instructional Writing</p>	<p>How to make a...* How to build a round house</p>	<p>Reading – reading books that are structured in different ways and reading for a range of purposes listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks identifying how language, structure, and presentation contribute to meaning</p> <p>Writing – using fronted adverbials using commas after fronted adverbials range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense Discussing and recording ideas use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading – <i>select as appropriate</i> proof-read for spelling and punctuation errors</p>	<p>*Art/D&T link History - Anglo-Saxons and Celts</p>

		using conjunctions, adverbs and prepositions to express time and cause	
Summer 2 – 7 weeks 3 days			
Genre/Text Type	Texts (<i>texts for WCR/shared reading can be found on the long term plans</i>)	National Curriculum/PI Objectives	Possible text type links to wider curriculum
Narrative	The Iron Man by Ted Hughes	<p>Reading – asking questions to improve their understanding of a text drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these</p> <p>Writing – discussing and recording ideas organising paragraphs around a theme in narratives, creating settings, characters and plot assessing the effectiveness of their own and others’ writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials using commas after fronted adverbials using and punctuating direct speech</p>	

		use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	
Recount – trip	A Walk in London – Literacy Tree	<p>Reading - reading books that are structured in different ways and reading for a range of purposes identifying how language, structure, and presentation contribute to meaning listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Writing – use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading – <i>select as appropriate</i> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar organising paragraphs around a theme assessing the effectiveness of their own and others’ writing and suggesting improvements using fronted adverbials using commas after fronted adverbials</p>	Class trip recount