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| **English Overview Y3 (SPAG) (Reading) (Writing)** |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday**  | **Friday** | **Text used** | **Writing outcome** |
| **A1** | POR 1 – reflection – where poet from – context  | POR2 and 3 – performance poetry  | POR 4 SPAG – dictionary use – home language – writing own definitions language  | POR 5 – comprehension  | POR 9 and 10 – focus language adverbs and adjectives to create phrases  | Hot Like Fire and Other Poems by Valerie Bloom | Poetry about the seasons |
| **A2** | POR 8 – language focus for fire – simile metaphor | Shared writing – innovate poem to be for winter | Plan own poem for autumn – create pictures and phrases  | Write own season poem (hot task) | Edit, improve, perform |
| **A3** | POR 6 – drama – argument  | Model persuasive letter – box up | Tadpoling model text – focus on emotive language including conjunctions – fact v opinion  | Practice fact and opinion | Innovate a response letter to the model text  | Persuasive letter |
| **A4** | Summarising content of persuasive arguments  | Read Trick or Treat p40 – act out conscious alley – discuss arguments  | Plan and begin to write persuasive letter (hot task) | Continue persuasive letter (Hot task) | Edit, improve, perform |
| **A5** | Hook – drama – learn model discussion text | Box up / vocabulary  | Tadpoling – focus on recapping opinion v fact and If sentence starters | Focus generalisers – key phrases to practice – on the one hand / on the other hand | Drama – debate – conscious alley – arguments – recap emotive language | Discussion texts  |
| **A6** | SPAG – possessive apostrophe regular and irregular | Shared writing innovate model text opening and reasons for reasons against and closing  | Plan and begin to write Discussion text (hot task) | Continue discussion text (Hot task) | Edit, improve, perform |
| **Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)** |
| **A7** | POR S1 focus vocab work definitions of new language | POR S2-3 focus story structure- opening build up problem resolution ending | POR S4 plus language focus of creating imagery  | SPAG focus – descriptive language adverbials and expanded noun phrases  | Comprehension focus – stem questions focused on how it makes reader feel | Fly, Eagle, FlyBy Christopher Gregorowski | Retelling of a problem / resolution story |
| **A8** | SPAG focus – model direct speech POR S6 | Shared writing – how is the friend feeling – role play emotive language | Shared writing – an effective opening and build up | Shared writing – an effective problem and resolution  | Shared writing – an effective ending – model of edit and improve |
| **A9** | SBW – barriers specific to class | POR S12-15 - Plan story – ensure all parts clear opening, build up problem resolution ending - role play Independent writing – story from friends perspective – edit and improve – self assessment against success criteria – assessment opportunity  |
| **A10** | POR S7-8 model letter home | SPAG focus – structure of a letter – text and language features | SPAG focus – conjuntions  | Shared writing add additional paragraph to original model | Comprehension – POR S11 | Informal letter |
| **A11** | SBR – barriers specific to class | Shared writing – write a letter to a friend responding to their letter - | Planning a letter – using success criteria  | Independent writing letter from wife back to friend – informal  | Edit and improve – reflection of learning opportunity  |
| **A12** | POR S5 model an eagle poem based on language from story | SPAG focus – personification and alliteration | POR S5 brainstorm language for a different animal | POR S5 shared writing of class poem based on model using ideas for other animal | POR S5 independent poem on different animal own choice edit and improve (Hot task) | Nature poetry |
| **Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)** |
| **Sp1** | POR 1 predicting  | POR 2 role on the wall | Read model text of instructions – how to make a newspaper bag – box up | Tadpoling features with SPAG focus on determiners – articles possessive  | POR 10 Read text to ‘then a hundred’ watch video of making a purse – make notes | One Plastic Bag – Isatou Ceesay and the Recycling Women of theGambia by Miranda Paul, illustrated by Elizabeth Zunon | Instructional writing – 2 weeksExplanation - recycling – 1 week  |
| **Sp2** | SPAG paragraphs to organise – use of time conjunctions to support cohesion and flow | Shared writing – innovate model text to make a purse text – focus on imperative verb choice  | Watch teacher use a bottle to make a vase – no language used – children to make notes and then use notes to make their own | Write own instructions for making a vase using notes and experience from previous lesson | Edit, review, perform |
| **Sp3** | POR 12 research plastic not the campaign | Model text of explanation of recycling plastic – tadpole and box up | Note and practice present progressive tense from model text – research recycling glass and use key phrases in present progressive tense | Shared writing – innovate model text for recycling glass – continue independently  | Edit, review, perform |
| **Sp4** | POR 16 17 – compare and contrast | Model text of story in 5 parts – box up – vocabulary  | Tadpoling – SPAG focus modal verbs | Drama – act out as Isatou each section of story – feelings and thoughts  | Shared writing – innovate opening and build up to two separate diary entries  | Isatou’s story through diary entries – 5 parts still  |
| **Sp5** | Shared writing – innovate problem resolution and ending to three separate diary entries | Plan own story in diary form – become the character from story and talk through each diary entry with partner from plan | Write opening, build up and problem from plan using 3 diary entries  | Write resolution and ending from plan using two diary entries | Edit, review, perform |
| **Sp6** | Model a haiku on plastics / wood / glass / card – reflect on impact of few words | SPAG syllables | Shared writing - Brainstorm words and phrases related to recycling – write sentences – black out words not needed – explain choices – end with Haiku | Write own notes on recycling as stream of consciousness – photocopy each book – black out words not needed – create own haiku | Edit, review, perform | Haiku - recycling |
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| **Sp7** | POR 1 reflections and responses | POR 2 drama  | POR 3 comprehension and research (not writing) | POR 4 – role on the wall – shared writing model SPAG fronted adverbials in diary | POR 5 drawings of scenes – annotations of drawings  | Pugs of the Frozen North by Philip Reeve and Sarah McIntyre | Narrative recount  |
| **Sp8** | POR 6 – story map up to this point | POR 7 – comprehension – similarities and difference s | SPAG paragraphs cohesion – use of pronouns and repeated nouns | POR 9 drama (not 10) | POR 11 illustration from text |
| **Sp9** | POR 13 +14 – map out story so far and learn model text to this point | POR 15 +17 – spag focus synonyms and antonyms verbs emotions  | POR 18 emotions grid | POR 19 +20 read to end of book - complete story map  | Use story map to learn whole model text POR 21 reflection on whole story |
| **Sp10** | Shared writing – plan story from different perspective write opening and build up | SPAG past progressiveSPAG present perfect form contrast to past tensePlan own version from different perspective | Write own version of model text from plan (hot) | Write own version of model text from plan (hot) | Edit, improve, perform |
| **Sp11** | Model text of newspaper report to be learned with vocab | Tadpoling – focus SPAG subordinate clauses | Focus on different headlines from different points in the story | Shared write opening paragraphs for headlines in previous lesson who what when where | Shared write direct speech – act out  | Newspaper report |
| **Sp12** | Shared writing indirect speech  | Plan own newspaper report for Great Northern Race | Write headline, opening paragraph | Write paragraph including direct and indirect speech and closing | Review, edit, perform |
| **Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)** |
| **Su1** | POR 1 +2 prediction vocab comp research  | POR 3 +4 comprehension and characterisation  | POR 5 story mapping | POR 6+7+8 responding to illustrations  | POR 9+10 Role on the wall | The Wild Robot by Peter Brown | Sequel to The Wild Robot – The return of the wild robot  |
| **Su2** | POR 11+12 response and comp | POR 13+14 drama and story mapping | POR 15 +16 role on wall and emotion chart | POR 17 +18 scale of intensity vocab (not research yet) | POR 19 +20 not poetry focus on language and fireside speech |
| **Su3** | POR 21+22 story mapping and freeze frame | POR 23+24 language and reflections of RECOS | POR 25+26 reflections of the story SPAG modal verbs assertions  | Learn model text version of The Wild Robot – sequence box up / tadpole | POR 28-30 – planning a sequel for Roz to escape and return – shared writing model plan |
| **Su4** | Shared writing innovation of opening, build up and problem of sequel  | Write own plan and opening for sequel (hot) | Write build up and problem (hot) | Write resolution and closing (hot) | Edit, review and perform |
| **Su5** | Model text on an animal boxing up and tadpoling | Research other animals SPAG question marks – headings SPAG technical language | Shared write innovation of habitat for researched animal – write own for own animal researched  | Shared write appearance for animal researched – write own appearance and diet for own animal researched | Edit, review and perform | Non-chronological report about animals |
| **Su6** | Model text learn box up and tadpole  | Vocabulary and focus spag question marks | Shared writing innovate model poem on different characters having a conversation | Write own dialogue for different point in story | Edit, review and perform | Question and answer poetry |
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| **Su7** | POR 1+2 Tell me and research Greek gods | POR 3 Role on the wall  | POR 5+6 acting out (not playscript) storyboarding  | POR 7 storm images creation with annotation | SPAG expanded noun phrases for describing the storm images along with powerful verbs  | OdysseusbyHugh Lupton | Adventure narrative |
| **Su8** | POR 8 descriptive language focus SPAG emotive language and empty words | POR 10 description SPAG adjectives (not speech) | POR 11+12 drama debate art  | POR 13+14 story map and sequencing  | POR 15 +16 +17 not writing story not newspaper report |
| **Su9** | Model text of story (one chapter) learn box up and tadpole | From model text highlight SPAG short sentences for action | Shared writing – innovate a plan for chapter to oar story with winnowing fan mistake  | Continue to shared write innovation of model text | Continue to shared write innovation of model text |
| **Su10** | Plan new chapter of adventure for Odysseus  | Write opening and build up for new chapter | Write problem and resolution for new chapter  | Write ending for next chapter | Review, improve and perform |
| **Su11** | POR 9 reread land of the dead – model text of poem learn and tadpole | Vocab – spag – emotive language  | Choral poem – musical instruments – performance – dynamics – voice expression – readers’ theatre  | Short burst writing to support individual targets | Short burst writing to support individual targets | Poetry – choral in stanzas  |
| **Su12** | Shared writing – innovate model text  | Vocabulary generator  | Write start of own poem based on land of the dead in stanzas | Complete poem  | Review, improve, perform |