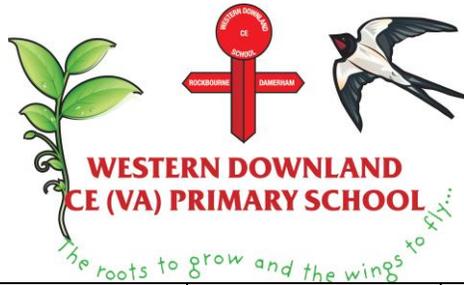
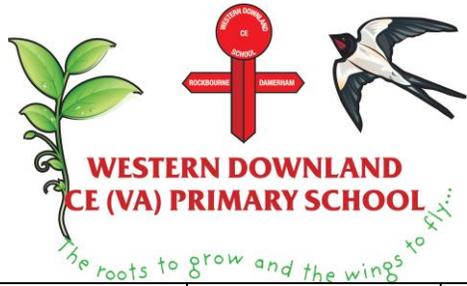


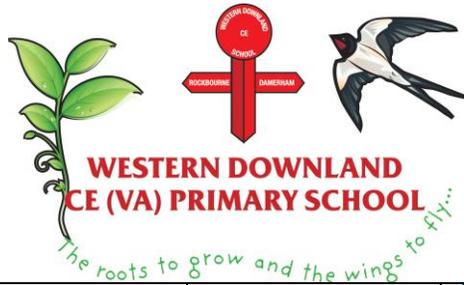
Overview Yr 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stimulus themes /topics	George's Marvellous Medicine Instructions	Autumn – There Came a Day by Ted Hughes Fair Trade	It's all Greek to me!	It's all Greek to me	Gardens Growing Plants	Rivers and the local area
Reading for pleasure and reading independence	Recipes Nonsense Instructions – Pie Corbett (How to cook a cockroach) Roald Dahl	Poems Information texts on fair trade e.g. brochures, articles etc.	Class book: Myths and Legends from Ancient Greece	Persuasive Writing – an invitation to our Greek day	Narratives -The Selfish Giant - Oscar Wilde Poetry – River poems (linked to R.E and Geography)	Narratives- Wind in the Willows – Kenneth Grahame
Reading range and focus: whole class	George's Marvellous medicine – Dahl Class text: the Demon Dentist by David Walliams.	Ted Hughes – There Came a Day	Greek myths and legends The wooden horse of Troy-different versions Theseus and the Minotaur.	Continue to read Greek Myths and Legends Persuasive texts – leaflet for tourist attractions	The Rose and the Nightingale Short stories in Reader's Workshop – the Magic Fish, other fairy tales,	Excerpts from Wind in the Willows – also class book. The original Movie film watched alongside this.
Writing Purpose and range	Narratives – Writing to entertain, describe Writing to instruct, entertain – for modern day children (medicine).	Write a poem to describe, entertain to an audience of parents for constructive criticism Writing to inform – pamphlet about fair trade to inform/ persuade shoppers. Write a persuasive letter as third world farmer e.g. to Sainsburys to buy Fair Trade Choice of form: performance, film Persuasive text linked to Comic Relief	To write to entertain (Narrative) Oral storytelling of Wooden Horse. (Pack) Write own version of Wooden Horse of Troy as an assessment piece- unaided/independent/timed Theseus and the Minotaur Learn story Introduce the 'conquering the monster' tale story structure. Immitate: write own version Innovate: The minotaur's mother returns for revenge Independence: Create own monster and follow the 'conquering the monster' tale story structure.	To write to explain To write to entertain (poetry)	Write to entertain/ give a moral message	Entertain, recount, describe



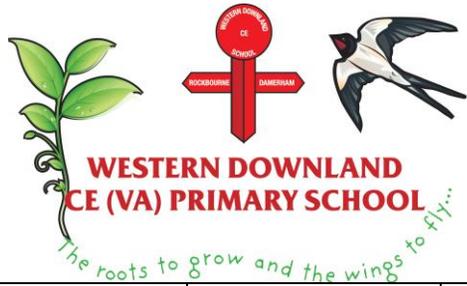
			To write to discuss (viewpoint) Understand concept of 'for' and 'against' e.g. Imitation: Zeus and Pandora's box. Was Zeus fair? Innovation: Theseus and the Minotaur Independence: Education for girls? (Ancient Greek context)			
Sentence grammar and punctuation skills linked to reading models and writing journeys	<p>Prepositions - before, after, during, in because of</p> <p>Conjunctions – when, before, after, while etc.</p> <p>Adverbs</p> <p>Present perfect form of verbs</p> <p>Inverted commas</p> <p>Headings and subheadings to aid presentation</p> <p>Introduction to paragraphs as a way to group material in narratives</p>	<p>Noun phrases</p> <p>Conjunctions – time place and cause</p> <p>Adverbs</p> <p>Adjectives</p> <p>Expanded noun phrases</p> <p>Stanzas – link to paragraphing</p> <p>Formatting – e.g. centring information in a brochure (Paulton's Park)</p> <p>Paragraphs</p> <p>Headings and sub-headings to aid presentation</p>	<p>Revision of contractions using apostrophe.</p> <p>Possessive apostrophe (singular).</p> <p>Use of inverted commas to punctuate direct speech.</p> <p>Expressing cause using conjunctions (e.g. so, because).</p> <p>Appropriate choice of pronoun or noun within a sentence to avoid repetition.</p>			
Spoken language: Talk: skills, opportunities and outcomes	<p>Triads – ask relevant questions ; give well-structured answers</p> <p>Presentation of information text; gain, maintain and monitor the interest of listener; speak audibly, and fluently in Standard English (NHS presentation)</p>	<p>Speak audibly</p> <p>Gain, maintain and monitor the interest of the listener</p> <p>Add a new point to the conversation Build on what somebody else has just said – diamond 9. Give points. Challenge or contest cards</p>	To present their own Greek myth to an audience in play form with dance and drama.			
Special Events	Salad day – recipe card	Poetry recital to parents	To present their own	Greek Day		



	<p>and feedback from parents</p> <p>Making a medicine – step by step photos and writing instructions for a person with a troublesome relative</p>		<p>Greek myth to an audience in play form with dance and drama</p>						
<p>Spelling: phase objectives (will be enhanced with AfL induced sub-group targets and teaching)</p>	<p>3 words from year 3 and 4 list to be taught and tested each week</p> <p>Revision of year 2 objectives for spelling</p> <p>First 100 and 200 key words</p>	<p>3 words from year 3 and 4 list to be taught and tested each week</p> <p>HA + MA and LA objectives</p> <p>If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed, forgetting, forgotten, beginning, beginner, prefer, preferred, gardening, gardener, limiting, limited, limitation</p> <p>MA</p> <table border="1" data-bbox="604 1107 938 1286"> <tr> <td data-bbox="604 1107 938 1170">The suffix –ation</td> </tr> <tr> <td data-bbox="604 1170 938 1286">The suffix –ly</td> </tr> </table> <p>Statutory requirements</p> <table border="1" data-bbox="604 1325 938 1516"> <tr> <td data-bbox="604 1325 938 1516"></td> </tr> </table>	The suffix –ation	The suffix –ly					
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The suffix –ly									



			<p>(2) If the root word ends with -le, the -le is changed to -ly.</p> <p>(3) If the root word ends with -ic, -ally is added rather than just -ly, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly, duly, wholly</i>.</p>		<p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>	
		Words with endings sounding like /ʒə/ or /tʃə/	<p>The ending sounding like /ʒə/ is always spelt -sure.</p> <p>The ending sounding like /tʃə/ is often spelt -ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. <i>teacher, catcher, richer, stretcher</i>.</p>		<p>measure, treasure, pleasure, enclosure</p> <p>creature, furniture, picture, nature, adventure</p>	
		Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as -sion .		<p>division, invasion, confusion, decision, collision, television</p>	
		The suffix -ous	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word.</p> <p>-our is changed to -or before -ous is added.</p> <p>A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept.</p> <p>If there is an /i:/ sound before the -ous ending, it is usually spelt as i, but a few words have e.</p>		<p>poisonous, dangerous, mountainous, famous, various</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p> <p>serious, obvious, curious</p> <p>hideous, spontaneous, courteous</p>	
		LA				
		Revision of year 2 objectives for spelling				
		First 100 and 200 key words				
Site of Application opps.	Autumn 1 Write own narrative based on the story frame of George's Marvellous Medicine	Autumn 2 Write own poetic form– theme: Autumn or an aspect of Autumn e.g. fireworks. Give picture prompts to choose from.	Spring 1	Spring 2 Write the story of the water cycle from the perspective of a water droplet (didn't do)	Summer 1	Summer 2 Letter to Mummy Mole from Mole recounting his day Playscript based on Wind in the Willows



				Recount of their trips to Blashford Lakes/ Manor Farm		Write a dialogue between 2 characters Character profile Toad, Ratty etc.
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This long term plan does not reflect planning for guided reading group skills or additional early processing skills for reading (teaching phonics and word recognition)