

**English – Year 3**

Complete	Term 1 Class text The Suitcase Kid		Term 2 Class texts The Street Beneath My Feet and Flat Stanley		Term 3 Class Text – The Rickshaw Girl	
<b>Narrative</b>	<b>Traditional Tales - Fables</b> (2 weeks – or 2 + 2 weeks) Aesop's Fables	<b>Writing and performing a Play</b> (2 weeks) The Suitcase Kid	<b>(2 weeks)</b>  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	<b>Adventure stories</b> (3 weeks + 2 weeks) The Street Beneath My Feet Flat Stanley	<b>(2 weeks)</b>  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	<b>Traditional Tales – fairy tales (alternative versions)</b> (3 weeks) Literacy Shed – Fairytales visual text – The Clock Tower Roald Dahl Revolting Rhymes – Snow White Twisted Tales – The Little Mermaid
Suggested final written outcome	Write a new fable to convey a moral.	Write and perform a play, based on a familiar story		Write an adventure story, focusing on plot.		Write a traditional tale from a key characters perspective.
<b>Non-fiction</b>	<b>Recount</b> 2 weeks BBC Newsround for current events	<b>Instructions – giving directions</b> 2 weeks Stig of the Dump		<b>Explanations</b> 2 weeks National Geographic – erosion of rocks		<b>Report</b> 3 weeks Linked to Bridges (DT) Fact sheets
Suggested final written outcome	Write a news/ sports report of an 'unfolding event' (e.g. commentary), including details expressed in ways that will engage the reader/viewer	Write and evaluate a range of instructions, including directions e.g. a treasure hunt	Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively	Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information.	Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader	
<b>Poetry</b>	<b>Vocabulary building</b> (2 weeks)	<b>Structure – limericks</b> (1 week)	<b>Vocabulary building</b> (1 week)	<b>Structure – haiku, tanka and kennings</b> (2 weeks)	<b>Vocabulary building</b> (1 week)	<b>Take one poet – poetry appreciation</b> (2 weeks) Brian Moses
Suggested outcome	Read, write and perform free verse	Recite familiar limericks by heart	Read, write and perform free verse	Read and write haiku, tanka and kennings	Read, write and perform free verse	Research a particular poet. Personal responses to poetry Recite familiar poems by heart