

MEDIUM TERM PLANNING Spring 1 (5 weeks and 2 days)
Marsh Green Primary School



Year 3	Spring Term 1					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Mission 3 Homes for Gnomes	Reading: • apply growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words children encounter • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • develop positive attitudes to reading, and an understanding of what they read • understand what they read in books they can read independently • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say • learn to justify their views about what they have read • using role play to explore ideas Writing: • write: a formal letter of explanation to Norman Gnome, using direct quotations with speech punctuation and interesting speech verbs; a chronological newspaper report, matching form and organization to purpose, using attention-grabbing headlines, through experimentation with word play and alliteration, and using correctly punctuated direct and reported speech • use causal connectives to link ideas: because, so, if, when, as a result of, then • change direct speech to reported speech, looking at changing tense and narrative voice • revise features of a newspaper report. • up-level writing through proof-reading and editing of own work • use further prefixes and suffixes and understand how to add them • spell further homophones • spell words that are often misspelt • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first 2 or 3 letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • apply sufficient knowledge of spelling in order to use dictionaries efficiently • plan, draft, evaluate and edit writing, including proof-read for spelling and punctuation errors and reading aloud so that the meaning is clear Revisit: • adding detail to explanations using: who, what, when, where, why • using linking and sequencing words: soon, after, before, at last, the next day • using paragraphs to organize and sequence ideas • using first- and third-person narrative voice • using formal language and letter structure					