

Year 3 Autumn 2:

English			
Key Learning			
Unit	Fables	Poems with a Structure	Persuasion: Letters
Outcome	<ul style="list-style-type: none"> Fable based on a structure. 	<ul style="list-style-type: none"> Poem/s with a structure e.g. shape, calligrams. 	<ul style="list-style-type: none"> Persuasive letter.
Possible Duration	<ul style="list-style-type: none"> 2-3 weeks. 	<ul style="list-style-type: none"> 1-2 weeks. 	<ul style="list-style-type: none"> 2-3 weeks.
Key Learning Reading	<ul style="list-style-type: none"> Use prefixes to understand meanings e.g. <i>un-</i>, <i>dis-</i>, <i>-mis-</i>, <i>re-</i>. Take account of punctuation, when reading. Retell a range of fables. Identify and discuss themes e.g. <i>weak and strong</i>, <i>wise and foolish</i>. Discuss their understanding of the text. Make predictions based on details. Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. 	<ul style="list-style-type: none"> Listen to and discuss a range of poems with a structure e.g. <i>shape</i>, <i>calligrams</i>, <i>concrete</i>. Read a range of poems and use intonation, tone and volume when reading aloud. Discuss their understanding of poems read. Analyse and evaluate poems looking at language, structure and presentation. Identify, discuss and collect favourite words and phrases which capture the reader's interest. Prepare poems to read aloud, showing understanding through intonation, tone, volume and action. 	<ul style="list-style-type: none"> Listen to and discuss a range of letters including persuasive letters. Read a range of letters including persuasive letters. Analyse and evaluate letters by looking at language, structure and presentation. Discuss their understanding of the text. Discuss the purpose of paragraphs. Identify a key idea in a paragraph. Evaluate how specific information is organised within a persuasive letter.
Key Learning Writing	<ul style="list-style-type: none"> Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock</i>, <i>an open box</i>. Select, generate and effectively use adverbs e.g. <i>suddenly</i>, <i>silently</i>, <i>soon</i>, <i>eventually</i>. Read and analyse fables in order to plan and write their own versions. Create and develop characters for a fable. Discuss and record ideas for planning. Generate and select from vocabulary banks e.g. <i>noun phrases</i>, <i>powerful verbs</i>, <i>synonyms for said</i> appropriate to text type. Group related material into paragraphs. 	<ul style="list-style-type: none"> Explore and collect word families e.g. <i>medical</i>, <i>medicine</i>, <i>medicinal</i>, <i>medic</i>, <i>paramedic</i>, <i>medically</i> to extend vocabulary. Identify and discuss the purpose, audience, language and structures of poetry for writing. Discuss and record ideas for planning. Generate and select from vocabulary banks e.g. <i>noun phrases</i>, <i>powerful verbs</i>, <i>synonyms</i>. Discussing and proposing changes with partners and in small groups. Improving writing in the light of evaluation. Use appropriate intonation, tone and volume to present their writing to a group or class. 	<ul style="list-style-type: none"> Use perfect form of verbs using <i>have</i> and <i>had</i> to indicate a completed action e.g. <i>In Year Three we have been researching the different foods which are healthy.</i> Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if</i>, <i>so</i>, <i>although</i>. Explore and identify main and subordinate clauses in complex sentences. Read and analyse letters in order to plan and write their own. Identify and discuss the purpose, audience, language and structures of persuasive letters. Discuss and record ideas for planning. Group related material into paragraphs.

Year 3 Autumn 2:

English			
Key Learning (contd.)			
Unit	Fables	Poems with a Structure	Persuasion: Letters
Key Learning Writing (contd.)			<ul style="list-style-type: none"> Discuss and propose changes with partners and proofread to check for errors in spelling, grammar and punctuation in own and others' writing. Discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation.
Suggested Texts	<ul style="list-style-type: none"> Aesop's Fables by Michael Rosen. Penguin and Ostrich YouTube clip (here). Little Fables – The Lion and the Mouse YouTube clip (here). Aesop's Fables – BBC School Radio (here). The Hare and the Tortoise – BBC Learning Zone (here). Sesame Street: Kermit Reports News on the Tortoise and the Hare YouTube clip (here). The Sun and the Wind – BBC Learning Zone (here). The Town Rat and the Country Rat – BBC Learning Zone (here). 	<ul style="list-style-type: none"> Snake Glides by Keith Bosley. The Raindrop by John Travers Moore. Word Whirls and other Shape Poems by John Foster. Kenn Nesbitt's Poetry 4 Kids – How to write concrete poetry (here). Angela's Poems – Shape Poems or Calligram (here). Young Writers – Shape Poems (here). Pie Corbett – Writing a Shape Poem YouTube clip (here). 	<p>Letters</p> <ul style="list-style-type: none"> Rumblewick Letters: My Unwilling Witch by Hiawyn Oram. Dear Greenpeace by Simon James. Dear Teacher by Amy Husband. The Jolly Postman by Allan Ahlberg. Letters to Edward by Wendy Body. Little Wolf's Book of Badness by Ian Whybrow. An Introduction to Letter Writing – Reading Rockets website (here). <p>Persuasion</p> <ul style="list-style-type: none"> Talk for Writing across the Curriculum: How to teach non-fiction writing 5-12 years by Pie Corbett. <p>Adverts</p> <ul style="list-style-type: none"> Aquafresh toothpaste advert – YouTube clip (here). Rice Krispies 1996 advert – YouTube clip (here).

Year 3 Autumn 2:

English

Fables – Creative Learning Opportunities and Outcomes

Creating interest

- Listen (not watch) a soundtrack of a fable film e.g. Ostrich and Penguin film – YouTube ([here](#)).
- From listening to the soundtrack, identify and predict events. Use focus boxes to structure response: characters, setting, events and predictions, and establish the storyline. Share ideas in small groups, then whole class, and record in writing.
- View the film and compare predictions with actual events in the film. Record in writing.

Reading

Grammar: Warm ups throughout the reading phase - focus on determiners *a* or *an* according to whether the next word begins with a consonant or vowel e.g. *a fox*; *an animal*.

Reading and responding

- Through shared reading explore a fable. Emphasise use of punctuation when reading.
- Discuss key events and retell orally and in writing using bullet points, sequencing, comic strips, storyboards or story maps.
- Through paired reading explore fables. Take account of punctuation when reading aloud to a partner.
- Explore further fables as above (use written, oral and film versions for children to read, listen and view independently); include opportunities to read and predict endings. Explore predictions in small groups and as a whole class before examining endings.
- Retell fables orally and in writing (use presentations and ICT).
- Explore characters through drama approaches using interviewing e.g. Sesame Street: Kermit Reports News on the Tortoise and the Hare YouTube clip ([here](#)).
- Record thoughts, feelings and speech in writing.

Reading and analysing

- Discuss and collect themes from a range of fables e.g. slow and steady wins the race; wise over foolish; don't judge a book by the cover.
- Model chunking a fable, previously read, into sections e.g.

Hare challenges Tortoise to a race.
They set off.
Hare boasts about winning and stops to rest.
Tortoise continues to steadily head for the finish line.
Tortoise wins the race.

Learning outcomes

- Children will be able to identify and predict events using evidence from the text.
- Children will be able to compare predictions with actual events.

Learning outcomes

- Children will be able to use determiners *a* or *an* following a consonant or vowel.
- Children will be able to take account of punctuation when reading.
- Children will be able to discuss key events.
- Children will be able to retell orally.
- Children will be able to retell in writing.
- Children will be able to predict events.
- Children will be able to raise questions to ask characters in role.
- Children will be able to infer thoughts, feelings and speech of characters.

- Children will be able to discuss themes.
- Children will be able to identify the key points in a plot structure.

Year 3 Autumn 2:

English

Fables – Creative Learning Opportunities and Outcomes (contd.)

Gathering content

Grammar: Warm ups throughout the gathering content phase - focus on adverbs. Select, generate and effectively use adverbs e.g. *suddenly, silently, soon, eventually*.

- Provide a range of animals with opposite character traits e.g. bee and worm, camel and crab, cheetah and elephant.
- Discuss the traits of these animals and research further, if necessary.
- Model creating a fact file of one animal. Children create own independently.
- Model selecting two animals for a new fable and develop ideas into the plot using a story map or plot structure (see below).
- Children select animals and create their own story maps or plot structures, innovating on the original.
- Develop ideas by exploring *think, say, feel* bubbles for the new characters in the fable and add details to story maps or plot structures.

Hare and Tortoise	Extract the Basic Plot	Innovation
Hare challenges Tortoise to a race.	Two characters with opposite characteristics. One challenges another to a race.	
They set off.	They set off.	
Hare boasts about winning and stops to rest.	The 'faster' character boasts about winning and takes time out from the race.	
Tortoise continues to steadily head for the finish line.	The 'slower' character steadily heads for the finish line.	
Tortoise wins the race	Slower character wins the race	

Learning outcomes

- Children will be able to select and use adverbs.
- Children will be able to discuss character traits and record in writing.
- Children will be able to develop own plot for a fable.
- Children will be able to explore what characters *think, say and feel* for the new story.

Writing

- Use shared writing techniques to model a section at a time referring to each section of the plan. Focus on applying the skills of effective use of determiners and adverbs.
- Use AFL, marking and feedback to adjust shared writing focus daily.

Learning outcomes

- Children will be able to write a fable with a series of events, which includes:
 - appropriate use of determiners e.g. *a* or *an*.
 - adverbs.
 - features of the fables genre.

Outcome

- Fable based on a structure.

Presentation

- Publish narrative using ICT and place in school or class library.
- Share the completed narrative with peer/s or a younger audience.

Year 3 Autumn 2:

English

Poems With a Structure - Creative Learning Opportunities and Outcomes

Creating interest

- Show a film clip which illustrates a shape poem in action and explain how the ideas are represented by words and images together e.g. Sky: Channel 999 Audio Description – YouTube clip ([here](#)) or The Slow Train – YouTube clip ([here](#)).
- Prepare word and phrase cards from a shape poem or calligram. Distribute cards to the children before reading.
- Read the shape poem or calligram without showing the poem to the children.
- As the reading takes place, children hold up word and phrase cards as they are read out.
- Place the cards onto a large mat to create the visual 'shape' of the poem and discuss the image created.
- Model reading the poem and re-read with children joining in.

Learning outcomes

- Children will be able to identify the structure of a shape poem and how it uses images and words.
- Children will be able to read a shape poem as a class group.

Reading

Vocabulary: Warm ups throughout the reading phase - focus on exploring and collecting word families e.g. *glide*, *glider*, *gliding*, *glided* to extend vocabulary.

Reading and responding

- Model reading a range of shape poems or calligrams as children listen. Children to predict the shape in which they think the poem may be presented e.g. Snake Glides by Keith Bosley; The Raindrop by John Travers Moore.
- Display the poem and compare predictions with the actual poem.
- Discuss the organisation and layout of the poem which reflects the meaning or theme.
- Read poems in small groups or pairs and prepare for presentation, using intonation and expression.
- Present poems in pairs or groups asking other children to identify the 'shapes'. Compare predictions with poem shapes.

Learning outcomes

- Children will be able to explore and collect word families.
- Children will be able to identify the layout of a poem and how it reflects the theme.
- Children will be able to read poems and present with intonation and expression.
- Children will be able to identify words and phrases which capture interest.
- Children will be able to discuss words and phrases which reflect the theme of a poem.

Reading and analysing

- Model identifying key words and phrases within a poem. Discuss meanings and effect created e.g. *specific nouns*, *adjectives*, *similes* etc.
- Children independently read poems, spot words and phrases and discuss meanings as above in small groups.

- Children will be able to identify and discuss words and phrases e.g. *specific nouns*, *adjectives*, *similes*.

Gathering content

- Linked to learning opportunities in the lead subjects (science, design and technology, physical education and art), decide on a specific focus e.g. food, body, sport etc.
- Use a stimulus e.g. digital images or artwork to provide a structure for the poem.
- Model gathering ideas and vocabulary and create a word web or mind map using cross-curricular content.
- Model the use of a thesaurus to extend vocabulary. Develop words into phrases and similes.
- Children work collaboratively to create word webs or mind maps using stimuli from an image, film clip or cross-curricular experiences.

Learning outcomes

- Children will be able to develop appropriate ideas and vocabulary.

Year 3 Autumn 2:

English

Poems With a Structure - Creative Learning Opportunities and Outcomes (contd.)

Writing

- Model selecting appropriate language, vocabulary and phrases to write the new poem as well as taking contributions from children and organising appropriately.
- Children write own poems.
- In small groups, evaluate poems and suggest changes. Improve in the light of evaluation.

Learning outcomes

- Children will be able to write a poem with a structure which includes:
 - appropriate language selected from word banks and word families.
 - features of shape poems or calligrams.

Outcome

- Poem based on a structure.

Presentation

- Use ICT like tagxedo click ([here](#)) to publish poems.
- Create a display with poems and artwork.

Year 3 Autumn 2:

English

Persuasion: Letters - Creative Learning Opportunities and Outcomes

Creating interest

- Provide two foods e.g. an apple and a chocolate bar. Using the question 'Which should I eat?', involve the children in a conscience alley and ask them to try to influence the decision.
- View persuasive adverts such as the one for Aquafresh toothpaste which can be viewed on YouTube ([here](#)), or the one for Rice Krispies ([here](#)). Discuss the persuasive techniques used in these adverts.
- Record useful vocabulary.
- Linked to the learning opportunities for science, design and technology and/or physical education, invite a visitor into class to provide some background information and set a mission for the children e.g. to write a letter to persuade children in Year Two to eat more healthily; to look after their teeth; to exercise.

Learning outcomes

- Children will be able to discuss persuasive techniques.

Reading

Grammar: Warm ups throughout the reading phase – focus on exploring, identifying and creating complex sentences using a range of conjunctions e.g. *if, so, although* and demarcate with commas where appropriate.

Reading and responding

- Through shared reading explore a book which contains letters. e.g. *Dear Greenpeace* by Simon James, *Dear Teacher* by Amy Husband, *The Jolly Postman* by Allan Ahlberg. *Little Wolf's Book of Badness* by Ian Whybrow.
- Reread the letters modelling the use of intonation and expression in relation to purpose and audience. Children reread as a class.
- Identify and discuss the key points made in the letter using a question hand to structure thinking e.g. Who is the letter written to and from? What is included in the letter? Why has the letter been written?
- Use paired reading to read further letters matched to reading ability. Identify and discuss the key points made in the letters using a question hand to structure thinking and identify audience and purpose.
- Children prepare and read aloud a variety of types of letters using intonation and expression, according to audience and purpose.
- Focus on persuasive letters and discuss the techniques used to manipulate the reader.

Reading and analysing

- Model analysis of the layout of a persuasive letter by 'boxing up' each section; this involves physically drawing a rectangle or 'box' around each section of the text and labelling e.g. address, greeting, paragraphs, signing off.
- Model text marking features of a persuasive letter e.g. first person, persuasive language, evidence and examples to back up opinions, conjunctions to link ideas etc.
- Discuss the purpose and organisation of paragraphs. Identify the key idea in each paragraph with the 'strongest' argument first.

Learning outcomes

- Children will be able to write complex sentences using conjunctions *if, so, although* and demarcate with commas.
- Children will be able to use intonation and expression when reading letters.
- Children will be able to listen and understand the key points in a letter.
- Children will be able to read and understand the key points in a letter.
- Children will be able to identify audience and purpose.
- Children will be able to identify persuasive techniques.

- Children will be able to identify the layout of a persuasive letter.
- Children will be able to identify the features of a persuasive letter.
- Children will be able to identify the use of paragraphs.

Year 3 Autumn 2:

English

Persuasion: Letters - Creative Learning Opportunities and Outcomes

Gathering content

Grammar: Warm ups throughout the gathering content phase - focus on the use of present perfect form of verbs instead of the simple past e.g. 'He **has gone** out to play' contrasted with 'He **went** out to play'.

- Return to the mission set up at the beginning of the unit, clarifying the task and discussing it in further detail with the children.
- On cards, provide statements linked to the content selected e.g. brush your teeth once a day to keep them clean and bright; eat five fruit and vegetables daily etc.
- Identify whether the statements are true or false. Edit and improve them to make the information accurate.
- Use content from the learning opportunities in science, design and technology or physical education to add further information and detail.
- Use the 'boxed up' frame created from the reading phases as a planning tool.
- Model the decision making process linked to organisation and layout. Allocate content appropriately e.g. strongest arguments in first paragraph.
- Children create their own plan.

Learning outcomes

- Children will be able to identify appropriate statements for use in a persuasive letter.
- Children will be able to create a plan for a persuasive letter.
- Children will be able to organise paragraphs to reflect the purpose.

Writing

- Use shared writing techniques to model a section at a time referring to each section of the plan. Focus on skills – present perfect form of verbs and use of conjunctions e.g. although, if, so.
- Use AFL, marking and feedback to adjust shared writing focus daily.

Learning outcomes

- Children will be able to write a persuasive letter which includes:
 - present perfect form of verbs.
 - conjunctions – although, if, so.
 - features of persuasive letters.

Outcome

- Persuasive letter linked to science, design and technology or physical education.

Presentation

- Send letters to named children in another class. Encourage children to respond.
- Send letters to a relevant audience e.g. dentist, personal trainer at local gym, school cook.