

Year 3 Spring 1:

English			
Key Learning			
Unit	Story as a Theme	Poems on a Theme	Discussion
Outcome	<ul style="list-style-type: none"> Narrative based on text read. 	<ul style="list-style-type: none"> Poem learned by heart for performance; create a poem linked to theme with a structure. 	<ul style="list-style-type: none"> Discussion presenting different points of view.
Possible Duration	<ul style="list-style-type: none"> 3-4 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"> Regularly listen to whole novels read aloud. Use dictionaries to check meanings of words they have read. Sequence and discuss the main events in stories. Explain the meaning of unfamiliar words by using the context. Raise questions during the reading process to deepen understanding e.g. <i>I wonder why she...</i> Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. Use point and evidence to structure and justify responses. Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles.</i> 	<ul style="list-style-type: none"> Use knowledge of root words to understand meanings of words. Read poems for a range of purposes e.g. <i>enjoyment.</i> Recognise some different forms of poetry e.g. <i>narrative, free verse.</i> Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. Prepare poems to read aloud, showing understanding through intonation, tone, volume and action. 	<ul style="list-style-type: none"> Read discussion texts. Discuss their understanding of the text. Analyse and evaluate texts looking at language, structure and presentation e.g. <i>discussion texts.</i> Read books and texts for a range of purposes. Identify a key idea in a paragraph. Evaluate how specific information is organised within a discussion text. Use point and evidence to structure and justify responses. Develop and agree on rules for effective discussion.
Key Learning Writing	<ul style="list-style-type: none"> Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond.</i> Use inverted commas to punctuate direct speech (speech marks). Read and analyse narrative in order to plan and write their own versions. Create and develop plots based on a model. Group related material into paragraphs. Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing. 	<ul style="list-style-type: none"> Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary. Read and analyse poetry in order to plan and write their own versions. Identify and discuss the purpose, audience, language and structures of poetry for writing. Generate and select from vocabulary banks appropriate to text type. Use appropriate intonation, tone and volume to present their writing to a group or class. 	<ul style="list-style-type: none"> Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, although.</i> Read and analyse discussion texts in order to plan and write their own versions. Identify and discuss the purpose, audience, language and structures of discussion texts for writing. Discuss and record ideas for planning. Generate and select from vocabulary banks e.g. <i>technical language</i>, appropriate to discussion texts. Group related material into paragraphs.

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Key Learning (contd.)

Suggested Texts

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| <ul style="list-style-type: none">▪ Stig of the Dump by Clive King.▪ Stig of the Dump: Complete BBC Series (2002).▪ Stig of the Dump: 1981 Children's BBC Series YouTube clip (here).▪ Stone Age Boy by Satoshi Kitamura.▪ Oogo the Cave Boy by Christy Davies.▪ Stone Girl, Bone Girl by Laurence Anholt.▪ Fossil Girl by Catherine Brighton.▪ Stone Soup by Heather Forest (<i>American</i>).▪ Ug: Boy Genius of the Stone Age and his Search for Soft Trousers by Raymond Briggs.▪ A Day in the Life of a Boy from Ancient Britain from the BBC Hands on History website (here). | <ul style="list-style-type: none">▪ The Old Dry Stone Wall by Ann Perrin YouTube clip (here).▪ My Teacher Is a Dinosaur: And Other Prehistoric Poems, Jokes, Riddles and Amazing Facts.▪ Caveman Manners and Other Polite Poems by David Steinberg.▪ Stone themed poems – linked to music and creating rhythms/raps from the CanTeach website (here). | <ul style="list-style-type: none">▪ Range of discussion texts.▪ Uniform vs non-uniform clip from the BBC Bitesize website (here).▪ Ideas for content linked to cross-curricular contexts, such as volcanoes on the CBBC Newsround website (here). |
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Story as a Theme – Creative Learning Opportunities and Outcomes

Creating interest

- Using an image or film clip e.g. Stig of the Dump on YouTube ([here](#)) (3:00 to 4:39), imagine looking down into a pit and falling. Use drama to help children imagine they have stepped into the 'picture'.
- Predict and discuss what they think might be at the bottom of the pit and generate vocabulary by using speaking frames and warming up the imagination game e.g. 'I think there is.... at the bottom of the pit'.
- Reveal a sack which was 'found' at the bottom which includes items related to the chosen text e.g. spear, ragged clothes, black chalk, sticks related to cavemen. Pose questions as to who it might belong to and why.

or

- Watch the clip 'A Day in the Life of a Boy from Ancient Britain' from the BBC Hands on History website ([here](#)). View and identify key events from a day in the life of a boy from the Stone Age. Capture ideas using short writing opportunities such as fact box, bullet points.

Learning outcomes

- Children will be able to generate vocabulary.
- Children will be able to predict and justify opinions using evidence.
- Children will be able to identify key points in a text.

Reading

Grammar: Warm ups throughout the reading phase - focus on prepositions used within sentences.

Reading and responding

- Through shared reading, explore the opening of a selected text e.g. *Stig of the Dump* by Clive King. Use a KWL grid to structure what the children know (K) about the character and events so far, raise questions for what they want (W) to know or discuss, and complete the grid once more of the text has been read for what they have learned (L). Display on the working wall for continual use whilst reading the novel to promote active reading strategies.
- Continue reading of the selected text and engage children in understanding and discussing further by using focus boxes to establish understanding, saying and writing ideas in pairs or small groups e.g.

Characters	Setting
What has happened so far?	

- Reading more of the selected text, model how to identify new words and phrases which need clarification.
- Children read a further extract from the selected text, using paired reading, and identify vocabulary which needs discussion and clarification by highlighting and/or use sticky notes. Use whole class feedback to discuss and clarify. Use dictionaries to check meanings of words and add vocabulary to the working wall.
- Focus on a specific event in the text e.g. in *Stig of the Dump* where Barney falls into the pit and meets Stig or where Barney is trying to hide items he is collecting around the house to take for Stig in this YouTube clip ([here](#)).
- Use drama techniques such as freeze frame to develop thoughts and feelings of a character or characters. Capture ideas following drama with short writing opportunities e.g. think and say bubbles or model writing a diary in role as a character before children complete for either character.

Learning outcomes

- Children will be able to use prepositions within sentences.
- Children will be able to identify the characters, setting and events.
- Children will be able to identify and discuss new vocabulary.
- Children will be able to take on the role of a character and use evidence from the text to act in role.
- Children will be able to identify key points and use evidence from the text.
- Children will be able to develop rules for discussion.
- Children will be able to sequence and discuss events.
- Children will be able to identify the text type features of an adventure narrative.
- Children will be able to identify the plot structure of a narrative.

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Story as a Theme – Creative Learning Opportunities and Outcomes (contd.)

- Read a further section or chapter and develop understanding using point and evidence. Provide statements about characters or events and use a true/false quiz to structure thinking, modelling saying why a statement is true or false, e.g. 'Barney dislikes the dump' – specify true or false and say why using evidence from the text to justify thinking. Provide further statements for children to discuss in small groups. Children create own true/false quiz using a selected section of text, differentiated as appropriate, and use within a whole class quiz show.
- Continue reading the class novel alongside the unit.

Reading and analysing

- Model identifying key text type features of adventure narrative and create a checklist.
- Model sequencing and discussing main events, and analyse the plot structure of the selected text e.g. Stig of the Dump

Stig of the Dump	Extract the plot	New plot
Barney goes to stay with his Grandmother.	Character goes to stay somewhere new, away from home.	
Barney goes exploring and falls into the pit.	Character falls into, or discovers a dump/pit/cave, and goes exploring.	
Barney meets Stig and they establish a friendship.	Character meets a 'friend' from the Stone Age – character descriptions.	
Barney and Stig use items thrown away to create a new invention together.	Character and new friend use items thrown away to create an invention.	
Barney leaves Stig and goes home to tell his Grandmother about his new friend.	Character goes home and tells family member about his new friend and adventure.	

Gathering content

Grammar: Warm ups throughout the gathering content phases - focus on inverted commas for writing dialogue.

- Develop a new plot based on the focus text analysed. See above.
- Model developing new characters and events as a class.
- Focus on each aspect of the new plot using visual images and props to develop ideas e.g. use a story box of ideas to provide stimulus – range of characters, setting – dump/pit/cave, range of items thrown away to decide on new inventions. Model selecting from the box to organise ideas into the new plot structure. Children select their own in pairs or small groups.
- Use freeze framing drama technique with props to model a 'picture' for each section of the plot and capture using a still image with a digital camera or iPad. Use the images to create a storyboard following the plot structure.

Learning outcomes

- Children will be able to create ideas for a new story, using a plot structure.
- Children will be able to identify thoughts and feelings of characters.
- Children will be able to generate dialogue between characters.
- Children will be able to use inverted commas to demarcate dialogue between characters.

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Story as a Theme – Creative Learning Opportunities and Outcomes (contd.)

- Using the storyboard images, develop ideas for each section of the plot further. Note ideas, character details and vocabulary linked to each key event in small groups, following modelling.
- Focus on key events in the new plot and use freeze framing drama techniques to develop what characters are thinking and feeling.
- Focus on the events in the new plot where characters interact e.g. *meeting for the first time*.
- Use drama technique to develop speech e.g. role play or first lines drama (children are given their first line to speak in role as the character then continue the conversation using paired improvisation).
- Model writing speech developed into written dialogue using e.g. three or four interchanges of dialogue between two characters as a short writing opportunity.

Writing

- Use shared writing techniques to model a paragraph or section at a time referring to each section of the plan. Focus on skills – prepositions and inverted commas for dialogue.
- Use AFL, marking and feedback to adjust shared writing focus daily.
- Model proofreading to check and improve spelling, grammar and punctuation.
- Children proofread their own and others' writing with a specific focus e.g. success criteria toolkit, spelling, punctuation, prepositions, inverted commas for dialogue.

Learning outcomes

- Children will be able to write a narrative based on a plot using:
 - prepositions within sentences.
 - inverted commas for dialogue.
 - text type features of adventure stories.

Outcome

- Narrative based on story or novel.

Presentation

- Publish story for display or in a class book of stories and place in class or school library.
- Read to an audience e.g. parent, other child in the same class.

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Poems on a Theme – Creative Learning Opportunities and Outcomes

Creating interest

- Provide a variety of stones, image of a stone wall and/or a film clip of a famous wall.
- Play a warming up the imagination game such as Just a Minute. Show children an image of an old wall and ask them to write down a list of things that could come out of the wall. After a minute, use a shuffle and say technique (shuffle round, find a partner and share thoughts) to develop ideas, allowing children to add other ideas to their list. Place on working wall for use in the gathering content phase.

Learning outcomes

- Children will be able to generate vocabulary and collect favourite words and phrases.

Reading

Grammar: Warm ups throughout the reading phase – focus on using knowledge of root words to understand meanings of words e.g. *volcano, volcanic, earth, earthy, earthquake, stone, stony, Stone Age, Stonehenge*.

Reading and responding

- Model reading a poem or show a poet reading their poem, such as The Old Dry Stone Wall read by Ann Perrin on YouTube ([here](#)).
- Involve children in discussing their responses to the poetry reading involving open-ended response hooks or speaking frames in pairs, small groups or whole class e.g. *Tell me what you enjoyed about the poem. Why? Tell me what you didn't like. Why? Which part did you like best? Why?*

Learning outcomes

- Children will be able to use root words to understand meanings of words.
- Children will be able to listen to a poetry reading and provide an opinion with reasons.
- Children will be able to identify ways to perform a poem which engage the listener.
- Children will be able to identify the structure of a poem.
- Children will be able to read poems, select favourites and justify preferences.

Reading and analysing

- Shared read the poem on the interactive whiteboard using a 'boring' voice. Ask children to identify how this could be improved. View once again the version by the poet, which has images to support the telling, and compare. Create a checklist for how we could present the poem e.g. *use images, voice dynamics, take account of punctuation, emphasise rhymes etc.*
- Children use paired reading or small group reading to practise the poem ready for performance.
- Identify the structure of the poem e.g. *every fourth line rhymes, rhythm and syllables in each line, rhyming couplets etc.* Highlight rhymes to aid practising and performing.
- Children read a range of poems for enjoyment, select favourites and identify structures. Place on the working wall for others to see and respond to. Capture opinions via short writing opportunities e.g. *poetry review*.

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on exploring and collecting word families linked to the theme.

- Select a poem to be prepared for performance. Model planning and discussing how this could be presented using images, *Photostory3*, actions, use of voice etc. Annotate the poem with ideas.
- Children select a poem and prepare for performance using ideas modelled by the teacher.

or

Learning outcomes

- Children will be able to prepare a poem for performance.
- Children will be able to generate ideas and vocabulary in preparation for writing a poem.

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Poems on a Theme – Creative Learning Opportunities and Outcomes (contd.)

- Generate ideas for writing a new poem based on the structure of one read. Model collecting ideas and vocabulary and test out the use of words, rhymes etc. within the structure.

Writing

- Model performing the selected poem to the class and ask for improvements.
- Discuss structuring giving feedback with positive aspects and next steps.
- Children work in pairs or small groups to create the feedback for the teacher then provide the feedback.
- Children perform their own selected poems and receive feedback from others.
- Children review their performances and improve accordingly.

or

- Teacher models writing new poem within a structure, with ideas and vocabulary gathered.
- Children write own poems.
- Following writing, use the ideas above for performing, giving and receiving feedback and making improvements.

Learning outcomes

- Children will be able to identify effective use of intonation, tone and volume when presenting a poem.
- Children will be able to provide constructive feedback to others.
- Children will be able to perform poems using intonation, tone and volume.
- Children will be able to create poems based on a structure.
- Children will be able to make improvements in the light of evaluation.

Outcome

- Poem learned by heart for performance and/or create a poem linked to theme with a structure.

Presentation

- Children present poems to an audience.
- Use ICT to record poetry performances.

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Discussion – Creative Learning Opportunities and Outcomes

Creating interest

- Introduce the children to discussion texts via a film clip such as this one on Uniform vs non-uniform from the BBC Bitesize website (**here**).
- or
- Introduce an idea for discussion which children can relate to e.g. eating chocolate. Generate reasons for and against eating chocolate and write on sticky notes in pairs or small groups. Model sorting the sticky notes into categories using boxes or hoops – for and against.
 - Model saying the reasons in the context of a sentence e.g. '*Eating chocolate is enjoyable because...*'; '*Eating chocolate can be bad for you because...*'
 - Children follow the model to generate sentences orally and record in writing.

Learning outcomes

- Children will be able to identify different points of view.

Reading

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

Reading and responding

- Through shared reading or viewing, explore a discussion text or film clip section by section, and develop understanding by posing key questions e.g. *What have we found out? What does the author want us to think? What do you think?*
- Children read or view further discussion texts in pairs and identify responses to the key questions; record in writing.

Reading and analysing

- Shared read a discussion text previously shared. Model 'boxing up' the text and discuss the content and ideas in each section. Display on working wall.
- Model identifying the key idea and the language of discussion used in each paragraph. Summarise using annotations and notes at the side of each paragraph.
- Children follow the modelling and identify key ideas with annotations and notes in pairs.

Learning outcomes

- Children will be able to identify complex sentences using conjunctions e.g. *if, although*.
- Children will be able to read a discussion text and identify key points.
- Children will be able to analyse a discussion text for structure.
- Children will be able to analyse the language used in a discussion text.

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on exploring, identifying and creating complex sentences using a range of conjunctions e.g. *if, although*.

- Pose a key question for children to explore in small groups linked to cross-curricular content and/or the focus text used in the narrative unit (Stig of the Dump) e.g. *Would you prefer to live in the Stone Age or in the present day? Would you live near a volcano? Why?*
- Model creating point and evidence using a focus box before children develop own ideas further, discuss in small groups and record as a group or individually, e.g.

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Discussion – Creative Learning Opportunities and Outcomes (contd.)

Point	Evidence
I would prefer to live in the Stone Age	because ... (3 or 4 reasons)
I would prefer to live in the present day	because ... (3 or 4 reasons)

- Develop and agree on rules for an effective discussion as a class e.g. *turn taking, respecting different viewpoints*.
- Explain that we will be presenting information from different points of view as a whole class debate which will be recorded for a new programme on television and preparation is necessary.
- Organise the class into two halves with opposing points of view – children can choose a preference if desired e.g. '*I would prefer to live in the Stone Age*' versus '*I would prefer to live in the present day*'.
- Model collating the responses from point and evidence focus boxes into two sections e.g. *for and against*.
- Provide time for children to discuss and develop their responses further with clear evidence reasons, and write notes to prepare for the debate.
- Set up the debate television show and invite responses from individuals for each point of view. Record using ICT.
- Review footage recorded for evaluation by the class, emphasising use of speaking and listening and presentation of information.
- Using footage and notes, model organising the reasons presented within a whole class planner for use in the writing phase. Model creating a plan for writing a discussion text e.g.

Introduction
Reasons for living in Stone Age
Reasons for living in present day
Summary

Learning outcomes

- Children will be able to create complex sentences using conjunctions e.g. *if, although*.
- Children will be able to use point and evidence to structure and justify responses.
- Children will be able to agree on rules for discussion.
- Children will be able to present information from different points of view.

Writing

- Use shared writing techniques to model a paragraph or section at a time referring to each section of the plan. Focus on skills – complex sentence using conjunctions e.g. *if, although*.
- Provide sentence openings and frames for children to refer to when creating their written discussion text e.g.
 - In our class we have been discussing...*
 - Firstly, I would like to live in the Stone Age because...*
 - On the other hand, I would also like to live in the present day because...*
 - If I could choose..., I would... because... although...*
- Use AFL, marking and feedback to adjust shared writing focus daily.
- Model proofreading to check and improve spelling, grammar and punctuation.

Learning outcomes

- Children will be able to write a discussion text based on a plan using:
 - complex sentences with conjunctions e.g. *if, although*.
 - paragraphs with key ideas.
 - text type features of discussion texts including openers e.g. *firstly, on the other hand, however*.

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Discussion – Creative Learning Opportunities and Outcomes (contd.)

Outcome

- Discussion presenting different points of view.

Presentation

- Whole class debate completed during the gathering content phase and present to another class or whole school.
- Publish writing for display.