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| **AUT 1** | | **Week 1** | | **Week 2** | | **Week 3** | | **Week 4** | **Week 5** | **Week 6** | | **Week 7** | |
| **Y3** | ***Stimulus*** | **The Lion the Witch and the Wardrobe** | | | | | | | | | | | |
| ***Reading skill*** | Retrieval | Prediction | | | Reading Fluency assessment | Summarise | | Prediction | Retrieval | | |  |
| ***Purpose/Text type outcome*** | **1st Person narrative**  **Description**  **Descriptive Poem** | | | | | | | | | | | |
| ***DUO*** | Developing my descriptive vocabulary using a variety of word classes and expanded noun phrases.  Building descriptive sequences featuring action. | | Learning to use similes and metaphors to add description. (Descriptive poem)  Learning to find synonyms for words. | | Learning to vary sentence openers DADWAVERS (Setting description) | | Learning to vary sentence openers DADWAVERS  (Direct speech) | Learning to plan a first person narrative description.  Learning to write a first person narrative description. | Learning to write a first person narrative description.  Learning to edit and improve a first person narrative description. | | Learning to publish a first person narrative description. | |
| ***Grammar*** | Ready to Write | |  | |  | |  |  |  | |  | |
|  | Ready to Write  Noun phrases | | Ready to Write  What is a sentence? | | Ready to Write  Different types of sentences. | | Ready to Write  Expanding sentences | Ready to Write  Commas | Ready to Write  Apostrophes | | Ready to Write  Past and Present Tense | |
| ***Spelling Shed/Phonics*** | Recap some Stage 5 (Year 1) through phonics games e.g. Phonics Play. Assessments where necessary. Establish phonics groups. | | ea making /ai/  y – why,reply  i making /igh/  Apply | | y- heavy, penny  ie – chief  ey – donkey  when add s sounds like /z/  Apply | | ow – window  o making /oa/ go  /er/ by er as schwa unstressed better  /er/ by or after w – word  Apply | ge – cage  dge – bridge  g – gem, giant  tch – witch, stitch  Apply | a and al making /ar/ - father, half  oor making /or/ in common exception words  ar making /or/ after w – warm  a making /or/ before l and ll – always, all,  Apply | | Phonics screening check AUTUMN 1 for those who did not pass in Year 2 | |
| ***Handwriting*** | Week’s spellings h/w activity & Module 5: Cloze 1 | | Week’s spellings h/w activity & Module 5: Cloze 2 | | Week’s spellings h/w activity & Module 5: Cloze 3 | | Week’s spellings h/w activity & Module 5: Cloze 4 | Week’s spellings h/w activity & Module 5: Cloze 5 | Week’s spellings h/w activity & Module 5: Cloze 6 | | Week’s spellings h/w activity | |
| **AUT 2** | | **Week 1** | | **Week 2** | | **Week 3** | | **Week 4** | **Week 5** | **Week 6** | | **Week 7** | |
|  | ***Stimulus*** | **The Lion The Witch and the Wardrobe & Marshmallows** | | | | | | | | | | | |
| ***Reading skill*** | Retrieval | | | Prediction | Inference | Summarise | | Prediction | | Retrieval | | Inference |
| ***Purpose/Text type outcome*** | **Non-Chronological report**  **Narrative** | | | | | | | | | | | |
| ***DUO*** | Learning to use extended sentences to describe a setting. | | Learning to create a setting as an opening for a narrative.  Learning to write a non-chronological report. | | Learning to construct paragraphs about a theme.  Learning to write a non-chronological report. | | Learning to identify the main ideas drawn from a narrative and to summarise these.  Learning to create action sequences. | Learning to use a range of sentence structures.  WRITING ASSESSMENT | Learning to organise paragraphs around a theme.  Learning to assess the effectiveness of my own writing and suggest improvements. | |  | |
| ***Grammar*** | Determiners | |  | |  | | Conjunctions |  |  | |  | |
|  | Determiners  What is a vowel?  What is a consonant? | | Determiners  The a or an? | | Determiners  Recognising and using determiners. | | Conjunctions  What is a clause? | Conjunctions  Co-ordinating conjunctions | Conjunctions  Subordinating conjunctions | | Conjunctions  Using conjunctions to express time, place and cause | |
| ***Spelling Shed/Phonics*** | Address gaps identified from Autumn 1 – Stage 2 Diagnostic Spelling Task on spelling shed | | s making /z/ - television  wr making /r/  words ending tion  Apply | | kn for /n/  gn for /n/  ch for /c/ - Christmas  Apply | | il making /l/  le for /l/  al making /l/  el making /l/  Apply | Year 2 Spelling shed  Step 14 – es added to words ending y  Step 15 – ed added to words ending in y  Step 16 – er and est added to words ending in y  Step 17 – ing added to words ending in e  Apply | Year 2 Spelling Shed  Step 19 – er est ed added to words ending in e  Step 20 – ing added to single syllable words  Step 22 – ed added to single syllable words  Step 29 – words ending in ment and less  Step 30 – words ending in ful and less. | | Phonics Screening Check for those who did not pass in Year 2  All pupils complete Stage 2 Diagnostic assessment on Spelling Shed | |
| ***Handwriting*** | Week’s spellings h/w activity & Module 5: Cloze 7 | | Week’s spellings h/w activity & Module 5: Cloze 8 | | Week’s spellings h/w activity & Module 5: Cloze 9 | | Week’s spellings h/w activity & Module 5: Cloze 10 | Week’s spellings h/w activity & Module 5: Cloze 11 | Week’s spellings h/w activity & Module 5: Dictation 1 | |  | |