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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 WriteNoun phrases  | Ready to WriteWhat is a sentence? | Ready to WriteDifferent types of sentences. | Ready to WriteExpanding sentences | Ready to WriteCommas | Ready to WriteApostrophes | Ready to WritePast 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,replyi making /igh/Apply | y- heavy, pennyie – chiefey – donkeywhen add s sounds like /z/Apply | ow – windowo making /oa/ go/er/ by er as schwa unstressed better/er/ by or after w – wordApply | ge – cagedge – bridgeg – gem, gianttch – witch, stitchApply | a and al making /ar/ - father, halfoor making /or/ in common exception wordsar making /or/ after w – warma 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 |  |  |  |
|  | DeterminersWhat is a vowel?What is a consonant? | DeterminersThe a or an? | DeterminersRecognising and using determiners. | ConjunctionsWhat is a clause? | ConjunctionsCo-ordinating conjunctions | ConjunctionsSubordinating conjunctions | ConjunctionsUsing 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/ - televisionwr making /r/words ending tionApply | kn for /n/gn for /n/ch for /c/ - ChristmasApply | il making /l/ le for /l/al making /l/el making /l/Apply | Year 2 Spelling shedStep 14 – es added to words ending yStep 15 – ed added to words ending in yStep 16 – er and est added to words ending in yStep 17 – ing added to words ending in eApply | Year 2 Spelling ShedStep 19 – er est ed added to words ending in eStep 20 – ing added to single syllable words Step 22 – ed added to single syllable wordsStep 29 – words ending in ment and lessStep 30 – words ending in ful and less. | Phonics Screening Check for those who did not pass in Year 2All 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 |  |