|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SPRING 1** | | **Week 1** | **Week 2** | | **Week 3** | | **Week 4** | **Week 5** | **Week 6** | |  | |
| **Y3** | ***Stimulus*** | **The Iron Man** | | | | | | | | | | |
| ***Reading skill*** | Reading fluency | | Reading recharged  Retrieval | Reading fluency  **Assessment** | Reading recharged  Inference | | Reading fluency | | Reading recharged  Summarising | |  |
| ***Purpose/Text type outcome*** | **Narrative opener**  **Narrative Poetry/Monologue** | | | | | | | | | | |
| ***DUO*** | Using questions to write an opening to a narrative.  Reading and responding to an opening chapter. | Considering and replicating the use of imagery in the Iron Man.  Planning an opening to a narrative which meets the class checklist. | | Writing an opening to a narrative inspired by the Iron Man.  Using senses other than sight, to describe. | | Using drama to explore the origins of the Iron Man.  Planning a monologue using rhetorical questions. | Writing a monologue.  Writing and performing a monologue. | Crafting poetic phrases inspired by the author.  Writing a poem about the Space Dragon using repetition, onomatopoeia, and description. | |  | |
| ***Grammar*** | Adverbs |  | |  | | Prepositions |  |  | |  | |
|  | Adverbs  Using adverbs to express time | Adverbs  Using adverbs to express place | | Adverbs  Using adverbs to express cause | | Prepositions  What is a preposition? | Prepositions  Prepositional phrases | Prepositions  Prepositional phrases for time, place and cause | |  | |
| ***Spelling Shed/Phonics*** | Step 1 – words where the digraph ‘ou’ makes an ‘ow’ sound  Daily intervention for those who require phonic support. | Step 2 – words with the digraph ‘ou’ makes the /u/ sound  Daily intervention for those who require phonic support. | | Step 3 – Words where the ‘y’ makes an /i/ sound  Daily intervention for those who require phonic support. | | Step 4 – words ending in ‘sure’  Daily intervention for those who require phonic support. | Step 5 – words ending in ‘ture’  Daily intervention for those who require phonic support. | Step 7 – words with the prefix ‘re’  Daily intervention for those who require phonic support. | |  | |
| ***Handwriting*** | Weekly spellings handwriting activity & Module 4 double ‘b’ ascenders | Weekly spellings handwriting activity & Module 4 double ‘c’ ascenders | | Weekly spellings handwriting activity & Module 4 double ‘d’ ascenders | | Weekly spellings handwriting activity & Module 4 double ‘e’ ascenders | Weekly spellings handwriting activity & Module 4 double ‘f’ ascenders | Weekly spellings handwriting activity | |  | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SPRING 2** | | **Week 1** | **Week 2** | | **Week 3** | | **Week 4** | **Week 5** |  | |  | |
| **Y3** | ***Stimulus*** | **The Iron Man & And Tango Makes Three** | | | | | | | | | | |
| ***Reading skill*** | Reading fluency | | Reading recharged  Vocabulary | Reading fluency | Reading recharged  Prediction | | Reading fluency | |  | |  |
| ***Purpose/Text type outcome*** | **Narrative Poetry/Monologue** | | | | | | | | | | |
| ***DUO*** | Writing a narrative poem about the Iron Man’s defeat of the space dragon.  Creative writing | Sequencing parts of a narrative  Model text explore/map & model text rehearse | | Story Starters (question & onomatopoeia)  Story Starters (speech, speech punctuation)  **WRITING ASESSMENT** | | Sentence types – verb, person – character description  Paragraph  Emotion word comma sentence input lead into one pair sentence | Planning  Writing  Edit and improve |  | |  | |
| ***Grammar*** | Speech |  | |  | | Tenses |  |  | |  | |
|  | Speech  Recognising direct speech | Speech  Punctuating direct speech | | Speech  Writing direct speech | | Tenses  Recognising the present perfect form in sentences | Tenses  Using the present perfect form in sentences |  | |  | |
| ***Spelling Shed/Phonics*** | Step 8 – words with the prefix ‘dis’  Daily intervention for those who require phonic support. | Step 9 – words with the prefix ‘mis’  Daily intervention for those who require phonic support. | | Step 10 – words where ‘-ing’, ‘-er’ and ‘-ed’ are added to multisyllabic words.  Daily intervention for those who require phonic support. | | Step 11 – words where ‘-ing’, ‘-en’ and ‘-ed’ are added to multisyllabic words.  Daily intervention for those who require phonic support. | Step 13&14 – words with the digraphs ‘ai’ & ‘ei’ and the tetragraphs ‘aigh’ and ‘eigh’. |  | |  | |
| ***Handwriting*** | Weekly spellings handwriting activity & Module 4 double ‘g’ | Weekly spellings handwriting activity & Module 4 double ‘l’ | | Weekly spellings handwriting activity & Module 4 double ‘m’ | | Weekly spellings handwriting activity & Module 4 double ‘n’ | Weekly spellings handwriting activity & Module 4 double ‘o’ and ‘p’ |  | |  | |