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| **SPRING 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |  |
| **Y3** |  ***Stimulus*** | **The Iron Man** |
| ***Reading skill*** | Reading fluency  | Reading rechargedRetrieval | Reading fluency**Assessment** | Reading rechargedInference | Reading fluency | Reading rechargedSummarising |  |
| ***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 |  |  |  |
|  | AdverbsUsing adverbs to express time | AdverbsUsing adverbs to express place | AdverbsUsing adverbs to express cause | PrepositionsWhat is a preposition? | PrepositionsPrepositional phrases | PrepositionsPrepositional phrases for time, place and cause |  |
| ***Spelling Shed/Phonics*** | Step 1 – words where the digraph ‘ou’ makes an ‘ow’ soundDaily intervention for those who require phonic support. | Step 2 – words with the digraph ‘ou’ makes the /u/ soundDaily intervention for those who require phonic support. | Step 3 – Words where the ‘y’ makes an /i/ soundDaily 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  |  |

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| **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 rechargedVocabulary | Reading fluency | Reading rechargedPrediction | 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 narrativeModel text explore/map & model text rehearse | Story Starters (question & onomatopoeia)Story Starters (speech, speech punctuation)**WRITING ASESSMENT** | Sentence types – verb, person – character descriptionParagraphEmotion word comma sentence input lead into one pair sentence | Planning WritingEdit and improve |  |  |
| ***Grammar*** | Speech |  |  | Tenses |  |  |  |
|  | SpeechRecognising direct speech | SpeechPunctuating direct speech | SpeechWriting direct speech | TensesRecognising the present perfect form in sentences | TensesUsing 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’ |  |  |