

Literacy Planning Overview (Year 3-Fiction)

<p>Unit 1</p> <p>Autumn 1</p>	<p>Key writing purpose:</p> <p><i>To write two descriptions of a beach setting which show contrasting moods and feelings.</i></p> <p>My beach descriptions:</p> <ul style="list-style-type: none"> • have different moods because I have chosen my adjectives carefully to describe and create a happy mood and then a threatening mood • include a threat which is hinted at but not fully described, so there is suspense. <p>Grammar:</p> <ul style="list-style-type: none"> • uses adverbs and adverbials of time to show when things happen (<i>At that instant, Suddenly</i>) • includes speech, which is set out and punctuated correctly. 	<p>Recommended Reading:</p> <p>Stories with a familiar setting (seaside) <i>Katie Morag books</i> - Mairi Hedderwick <i>Buried Alive</i> - Jacqueline Wilson <i>The Shrimp</i> - Emily Smith <i>School According to Humphrey</i> Betty G. Birney <i>Judy Moody</i> - Megan McDonald <i>A Villain's Night Out</i> - Margaret Mahy</p> <p><u>Non-Fiction</u></p> <p>'Your A to Z Holiday Guide' 'Which Holiday?'</p> <p>Children explore the features of different information texts, using two website texts about holidays as the main focus. They think about how features of the information text, such as alphabetical order and headings make them clear and engaging for the reader. They draw on what they have learnt to write their own entry for a class A to Z guide.</p>
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<p>Unit 2</p> <p>Autumn 2</p>	<p>Key writing purpose:</p> <p><i>To write a new ending to the play, including some new ideas for action, stage directions and dialogue.</i></p> <p>My new ending:</p> <ul style="list-style-type: none"> • shows what the characters are thinking and feeling through dialogue and stage directions • is set out as a play script • sounds convincing because the dialogue is based on what I know about the characters in the play. <p>Grammar:</p> <ul style="list-style-type: none"> • includes the suffix -ing for stage directions which are verbs, e.g. <i>laughing, whispering.</i> 	<p>Recommended Reading:</p> <p>Pippi Longstocking - Astrid Lindgren Sabine - Tim Kennemore Matilda - Roald Dahl The Marble Crusher - Michael Morpurgo Stig of the Dump - Clive King</p> <p><u>Non-Fiction</u></p> <p>'How to Make a One-string Guitar'</p> <p>Children explore examples of instruction texts and think about what works well and how they can be improved, before using what they have learnt to write an effective instruction text of their own.</p>
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<p>Unit 3</p> <p>Spring</p> <p>1</p>	<p>Key writing purpose:</p> <p><i>To write a new episode for the story.</i></p> <p>My new episode:</p> <ul style="list-style-type: none"> • has a problem, reaction and resolution • has dialogue that sounds convincing because it is based on what I know about the characters • shows the characters' reactions to new situations. <p>Grammar:</p> <ul style="list-style-type: none"> • includes correct use of first person (<i>I, we</i>) for a short part of the episode written by a first-person narrator. 	<p><u>Recommended Reading:</u></p> <p>Space Race - Malorie Blackman Letters from an Alien Schoolboy- RosAsquith Dotty Inventions and Some Real Ones Too - Roger McGough How Dogs Really Work - Alan Snow Wendel's Workshop - Chris Riddell Alienography: Or: How To Spot an Alien Invasion and What To Do About It - Chris Riddell & Paul Stewart</p> <p><u>Non-Fiction</u></p> <p>'Nose in a Book or Eyes on the Game?'; 'How Long Should Break Be?'</p> <p>Children's understanding of discussion texts, fact and opinion is developed through the exploration of two discussion texts on subjects that will be familiar to children. They then write their own discussion and take part in a class debate.</p>
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<p>Unit 4</p> <p>Spring</p> <p>2</p>	<p>Key writing purpose:</p> <p><i>To write a water-cycle poem, and participate in a class poetry performance.</i></p> <p>My poem:</p> <ul style="list-style-type: none"> • uses at least two of the special poetic techniques we have studied, e.g. <i>rhyme, rhythm, alliteration, repetition, onomatopoeia</i> • uses some unusual combinations of two words to build interesting descriptions of water • is presented in an interesting shape that helps the reader imagine what I am describing. <p>Grammar:</p> <ul style="list-style-type: none"> • uses punctuation and line breaks to show how my poem should be read. 	<p><u>Recommended Reading:</u></p> <p>Tongue twisters, nonsense poems and riddles The Works - chosen by Paul Cookson The Works 4 - chosen by Pie Corbett and Gaby Morgan We Couldn't Provide Fish Thumbs . James Berry Mustard Custard Grumble Belly and Gravy - Michael Rosen and Quentin Blake Funky Chickens - Benjamin Zephaniah The Stinky Cheese Man and Other Fairly Stupid Tales - Jon Scieszka</p> <p><u>Non-Fiction</u></p> <p>'Where Does Water Come From?'</p> <p>This Non-fiction week is linked to the fiction through the scientific subject of the water-cycle and will develop the children's understanding of the language features of explanation texts in written and spoken forms.</p>
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<u>Unit 5</u>	Key writing purpose:	Recommended Reading:
Summer	<i>To write a new mystery story.</i>	Who Pushed Humpty Dumpty?: And Other Notorious Nursery Tale Mysteries - David Levinthal and John Nickle Ruby Redfort books - Lauren Child Dead Man's Cove (Laura Marlin Mysteries) - Lauren St John The Diamond Brothers Mysteries - Anthony Horowitz Grk and the Hot Dog Trail - Joshua Doder Murder & Chips (A Jiggy McCue Story) Michael Lawrence
1	<p>My mystery story:</p> <ul style="list-style-type: none"> keeps up the suspense and mystery until the end shows how a character feels by giving clues, rather than <i>telling</i> the reader directly. <p>Grammar:</p> <ul style="list-style-type: none"> includes speech which is set out and punctuated correctly uses carefully chosen adverbs, to create accurate images in the reader's mind. 	<p style="text-align: center;"><u>Non-Fiction</u></p> <p>'Wanted: A New Planet!'</p> <p>Children's understanding of non-chronological reports is developed in this week. They will identify key features of this text type and, with support, write their own non-chronological report about space.</p>

<u>Unit 6</u>	Key writing purpose:	Recommended Reading:
Summer	<i>To write a new folktale with a vivid setting, atmosphere and an exciting climax.</i>	<i>Grandpa Chatterji</i> and <i>Grandpa's Indian Summer</i> - Jamila Gavin Folk Tales From Africa: The Baboons Who Went This Way And That - Alexander McCall Smith Where Are You Going Manyoni? - Catherine Stock Folktales from Africa: The Girl Who Married a Lion (Illustrated Children's Edition) Alexander McCall Smith Mufaro's Beautiful Daughters - John Steptoe The Butterfly Lion - Michael Morpurgo The Gift of the Sun - Dianne Stuart and Jude Daly S is for South Africa - Beverley Naidoo The Great Tug of War - Beverley Naidoo and Piet Grobler Botswana - Sioned V. Hughes The Great Cake Mystery: Precious Ramotswe's Very First Case - Alexander McCall Smith <i>Anna Hibiscus stories</i> - Atinuke
2	<p>My new folktale:</p> <ul style="list-style-type: none"> has a vividly described setting that the reader can imagine includes dialogue and action that moves the story on is tense and suspenseful, because my characters have secrets. <p>Grammar:</p> <ul style="list-style-type: none"> includes adverbs and adverbials to explain when and where things happened (<i>The next evening... On the far side...</i>). includes correct use of past or present tense. 	<p style="text-align: center;"><u>Non-Fiction</u></p> <p>Children compare an autobiography and a biography about Jamila Gavin, the author of <i>The Enchantress of the Sands</i>. They then use audio and written sources to write biographies for a website of stories from people sharing their experiences of moving from one country to another.</p>