

AUT 1		3 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Y3	<i>Stimulus</i>		Lost and Found & The Owl Who Was Afraid of the Dark						
	<i>Reading Recharged</i>		Retrieval	Prediction	Reading Fluency assessment	Summarise	Prediction	Retrieval	
	<i>Purpose/Text type outcome</i>		Story Retell Narrative						
	<i>DUO</i>		Lost and Found Explore a character's feelings Write expanded noun phrases Applying expanded noun phrases	Lost and Found Become immersed in a text Become immersed in a text Become immersed in a text	Lost and Found Plan a story based on a familiar text Write a story middle Write a story end	Lost and Found To edit a story To publish a story To publish a story	The Owl Who Was Afraid Character description Descriptive language Similes	The Owl Who Was Afraid Similes Applying similes in writing Proof reading and editing	The Owl Who Was Afraid Character description Alliteration
	<i>Grammar</i>		<u>Ready to Write</u> Noun phrases	<u>Ready to Write</u> What is a sentence?	<u>Ready to Write</u> Different types of sentences.	<u>Ready to Write</u> Expanding sentences	<u>Ready to Write</u> Commas	<u>Ready to Write</u> Apostrophes	<u>Ready to Write</u> Past and Present Tense
	<i>Spelling Shed/Phonics</i>		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
	<i>Handwriting</i>		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
	<i>Oracy Physical</i>		To deliberately vary tone of voice in order to convey meaning.	To consider position and posture when addressing an audience.					
AUT 2			Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	<i>Stimulus</i>		The Owl Who Was Afraid of the Dark & Iron Man						
	<i>Reading skill</i>		Retrieval	Prediction	Inference	Summarise	Prediction	Retrieval	Inference
	<i>Purpose/Text type outcome</i>		Non-Chronological report Narrative						
	<i>DUO</i>		The Owl Who Was Afraid Character description Creating a character description Writing a character description	The Owl Who Was Afraid Similes Applying similes in writing Proof reading and editing	The Owl Who Was Afraid Description of a book character Alliteration	The Owl Who Was Afraid Creating a character description Independent character description Proof reading and editing			
	<i>Grammar</i>		<u>Determiners</u> What is a vowel? What is a consonant?	<u>Determiners</u> The a or an?	<u>Determiners</u> Recognising and using determiners.	<u>Conjunctions</u> What is a clause?	<u>Conjunctions</u> Co-ordinating conjunctions	<u>Conjunctions</u> Subordinating conjunctions	<u>Conjunctions</u> Using conjunctions to express time, place and cause
	<i>Spelling Shed/Phonics</i>		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
	<i>Handwriting</i>		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	
	<i>Oracy Linguistic</i>		To be able to use specialist language to describe their own and other's talk.	To make precise language choices.					