

SPRING 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Y3	<b>Stimulus</b>	The Iron Man						
	<b>Reading skill</b>	Reading fluency	Reading recharged Retrieval	Reading fluency Assessment	Reading recharged Inference	Reading fluency	Reading recharged Summarising	
	<b>Purpose/Text type outcome</b>	<b>Narrative opener</b> <b>Narrative Poetry/Monologue</b>						
	<b>DUO</b>	Using questions to write an opening to a narrative. Reading and responding to an opening chapter.	Onomatopoeia 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.	
	<b>Grammar</b>	Adverbs			Prepositions			
		<u>Adverbs</u> Using adverbs to express time	<u>Adverbs</u> Using adverbs to express place	<u>Adverbs</u> Using adverbs to express cause	<u>Prepositions</u> What is a preposition?	<u>Prepositions</u> Prepositional phrases	<u>Prepositions</u> Prepositional phrases for time, place and cause	
	<b>Spelling Shed/Phonics</b>	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.	
	<b>Handwriting</b>	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	
	<b>Oracy: Cognitive</b>	To offer opinions which aren't their own.	To reflect on discussions and identify how to improve.	To be able to summarise a discussion.	To reach shared agreement in discussions.			

SPRING 2		Week 1	Week 2	Week 3	Week 4	Week 5		
Y3	<b>Stimulus</b>	The Iron Man & And Tango Makes Three						
	<b>Reading skill</b>	Reading fluency	Reading recharged Vocabulary	Reading fluency	Reading recharged Prediction	Reading fluency		
	<b>Purpose/Text type outcome</b>	Narrative Poetry/Monologue						
	<b>DUO</b>	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) <b>WRITING ASSESSMENT</b>	Sentence types – verb, person – character description Paragraph Emotion word comma sentence input lead into one pair sentence	Planning Writing Edit and improve		
	<b>Grammar</b>	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		
	<b>Spelling Shed/Phonics</b>	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'.		
	<b>Handwriting</b>	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'		
	<b>Oracy: Social and Emotional</b>	To adapt the content of their speech for a specific audience.	To speak with confidence in front of an audience.					