Class 3 Literacy Medium Term Planning

Spring 1 Cycle 2

Electricity – Narrative

- Can I participate is good quality talk?
- Can I respond to a book with appropriate questions and careful answers?
- Can I create my own questions based on a text I have read?
- Can I read ahead to determine direction and meaning of a text?
- Can I recognise that a homophone is a word that sounds the same as another word, but its spelling or meaning is different?
- Can I recognise different homophones?
- Can I understand the different meanings of these homophones?
- Can I create sentences using both homophones to explain their meaning?
- Can I explain what an image shows?
- Can I use the image as evidence to make a prediction?
- Can I explain my opinions using a speaking frame?
- Can I describe a setting with evidence from the text or source?
- Can I use with or which as expanded noun phrases with modifying adjectives e.g. The strict teacher with curly hair?
- Can I describe a character using good similes or metaphors to create a powerful image of the character?
- Can I use prepositional phrases to describe where or when things are?
- Can I infer about characters feelings, thoughts and actions with evidence from the text or source?
- Can I use inference and deduction to work out the characteristics of different people from a story?
- Can I use with or which as expanded noun phrases with modifying adjectives e.g. The strict teacher with curly hair?
- Can I ensure that descriptions have just enough detail to help the reader gain a better understanding about the way the story is unfolding.
- Can I write a narrative with a structure, setting, characters and plot?
- Can I use paragraphs?
- Can I use a range of conjunctions e.g. when, if, because, although?
- Can I use an adverbial to explain when, how or where an action happened e.g. The boy jumped with a fright out of his bed?
- Can I use fronted adverbials to start my sentences and a comma afterwards. E.g. Early one morning, Anxiously, ?

Coding - Spelling

- Can I recognise a range of different materials?
- Can I use a dictionary to find the correct spelling of words?
- Can I use a dictionary to find the correct meanings of words?
- Can I give examples of how these materials are used in school?
- Can I learn to add adverbs?
- Can I recognise the term suffix?
- Can I change adjectives into adverbs by adding -ly, adjusting as appropriate?

Rhyming Couplets / Choral Speaking – Poetry

I can identify rhyming couplets in poems and songs.
I can explain the purpose of rhyming couplets.
I can create my own rhyming couplets.
I can use rhyming couplets to express ideas or tell a story.
I can perform rhyming couplets with proper emphasis and intonation.
I can match rhyming words to create couplets.
I can find rhyming couplets in different genres of literature.
I can compare rhyming couplets to other poetic

Roman Myths – Narrative

- Can I participate is good quality talk about Marcia Williams The Romans 'From Muddle to Mankind'?
- Can I respond to a book with appropriate questions and careful answers?
- Can I create my own questions based on a text I have read?
- Can I listen to and discuss Marcia Williams The Romans 'Romulus and Remus'?
- Can I retell the story of Romulus and Remus?
- Can I use a range of conjunctions e.g. when, if, because, although?
- Can I recognise that a simile is a comparison between two things that are not alike and replaces the word with another word? E.g. As fast as the wind or She was busy as a bee.
- Can I recognise that similes use like or as to give an example? E.g. Life is like a box of chocolates. Or He was snug as a bug in a rug.
- Can I create a couple of sentences with an as and a like simile? E.g. Obsidian is as black as night. It is smooth like ice and it is as sharp as a knife.
- I can plan my own myth based on 12 Labours of Hercules.
- I can plan using questions for support.
- I can complete my plan in the time set.
- Can I write a narrative with a structure, setting, characters and plot?
- Can I use paragraphs?
- Can I use a range of conjunctions e.g. when, if, because, although?
- Can I use an adverbial to explain when, how or where an action happened, e.g. The boy jumped with a fright out of his bed. ?
- Can I use fronted adverbials and prepositional phrases to start my sentences and a comma afterwards, e.g. Early one morning, Anxiously,?
- Can I use inverted commas, "what has four leg and can't walk," and add a reporting clause, he joked happily?
- Can I recognise that a combination of good adjectives, similes and metaphors may help create a powerful image of the characters I am writing about?

Quelle est la date? - Letters

- Can I use inverted commas, with punctuation, accurately. "Comment t'appelles tu?"
- Can I add a reporting clause e.g. dit Aliza or répondit Aliza.
- Can I create dialogue, using punctuated speech, using the French words I currently know.
- Can I recognise formal and informal language?
- Can I recognise the features of a formal letter?
- Can I create a shared write how to write a formal letter?
- Can I write a formal letter?