

St Mark's Primary School English Medium Term Plan



Half Term: Autumn 2

Year group: 3

Our theme:					
Weeks	Reading Together text and key objectives	Spelling	Genre and key learning from NC	SPG objectives	Assessments
	Bunny Vs Monkey (3TA) Nothing to See Here Hotel (3GM)				
1 & 2	drawing inferences such as inferring characters' feelings and justifying inferences with evidence	The prefixes: un, dis- and mis-	Narratives - Paula Pink the Egyptologist discussing words and phrases that capture the reader's interest and imagination Use paragraphs to organise you work Use conjunctions to add more detail to your work	using and punctuating direct speech	
	identifying how language, structure, and presentation contribute to meaning	The prefixes: un, dis- and mis-		using prepositions to express time and cause	
3	Retrieving information from the text	The prefixes: un, dis- and mis-	Narratives - Independent discussing words and phrases that capture the reader's interest and imagination Use paragraphs to organise you work Use conjunctions to add more detail to your work	using and punctuating direct speech	
4 & 5	drawing inferences such as inferring characters' feelings and justifying inferences with evidence	The /i/ sound spelt y elsewhere than at the end of words	Balanced argument - Car vs Bike reading books that are structured in different ways and reading for a range of purposes checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	I am learning to edit and improve my work.	
	drawing inferences such as inferring characters' feelings and justifying inferences with evidence	The /ʌ/ sound spelt ou		I am learning to express time, place and cause using conjunctions, adverbs or propositions.	

6	identifying how language, structure, and presentation contribute to meaning	Words with the /ei/ sound spelt ei, eigh, or ey	Balanced argument - Independent reading books that are structured in different ways and reading for a range of purposes checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	
	identifying how language, structure, and presentation contribute to meaning	Words with the /ei/ sound spelt ei, eigh, or ey		organising paragraphs around a theme	
7	identifying how language, structure, and presentation contribute to meaning	Words with the /ei/ sound spelt ei, eigh, or ey	Instructional text - How to make a Christingle listening to and discussing a wide range of non-fiction and reference books or textbooks identifying themes and conventions in a wide range of books	organising paragraphs around a theme	