



St. Mary's Junior Academy: English Overview, Y3 (SPAG) (Reading) (Writing)

	Monday	Tuesday	Wednesday	Thursday	Friday	Text used	Writing outcome	
A1	POR 1 – reflection – where poet from – context	POR2 and 3 – performance poetry	POR 4 SPAG – dictionary use – home language – writing own definitions language	POR 5 – comprehension	POR 9 and 10 – focus language adverbs and adjectives to create phrases	Hot Like Fire and Other Poems by Valerie Bloom	Poetry about the seasons	
A2	POR 8 – language focus for fire – simile metaphor	Shared writing – innovate poem to be for winter	Plan own poem for autumn – create pictures and phrases	Write own season poem (hot task)	Edit, improve, perform			
A3	POR 6 – drama – argument	Model persuasive letter – box up	Tadpoling model text – focus on emotive language including conjunctions – fact v opinion	Practice fact and opinion	Innovate a response letter to the model text			Persuasive letter
A4	Summarising content of persuasive arguments	Read Trick or Treat p40 – act out conscious alley – discuss arguments	Plan and begin to write persuasive letter (hot task)	Continue persuasive letter (Hot task)	Edit, improve, perform			Discussion texts
A5	Hook – drama – learn model discussion text	Box up / vocabulary	Tadpoling – focus on recapping opinion v fact and If sentence starters	Focus generalisers – key phrases to practice – on the one hand / on the other hand	Drama – debate – conscious alley – arguments – recap emotive language			
A6	SPAG – possessive apostrophe regular and irregular	Shared writing innovate model text opening and reasons for reasons against and closing	Plan and begin to write Discussion text (hot task)	Continue discussion text (Hot task)	Edit, improve, perform			
Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)								
A7	POR S1 focus vocab work definitions of new language	POR S2-3 focus story structure- opening build up problem resolution ending	POR S4 plus language focus of creating imagery	SPAG focus – descriptive language adverbials and expanded noun phrases	Comprehension focus – stem questions focused on how it makes reader feel	Fly, Eagle, Fly By Christopher Gregorowski	Retelling of a problem / resolution story	
A8	SPAG focus – model direct speech POR S6	Shared writing – how is the friend feeling – role play emotive language	Shared writing – an effective opening and build up	Shared writing – an effective problem and resolution	Shared writing – an effective ending – model of edit and improve			
A9	SBW – barriers specific to class		POR S12-15 - Plan story – ensure all parts clear opening, build up problem resolution ending - role play Independent writing – story from friends perspective – edit and improve – self assessment against success criteria – assessment opportunity					
A10	POR S7-8 model letter home	SPAG focus – structure of a letter – text and language features	SPAG focus – conjunctions	Shared writing add additional paragraph to original model	Comprehension – POR S11	Informal letter		
A11	SBR – barriers specific to class	Shared writing – write a letter to a friend responding to their letter-	Planning a letter – using success criteria	Independent writing letter from wife back to friend – informal	Edit and improve – reflection of learning opportunity			
A12	POR S5 model an eagle poem based on language from story	SPAG focus – personification and alliteration	POR S5 brainstorm language for a different animal	POR S5 shared writing of class poem based on model using ideas for other animal	POR S5 independent poem on different animal own choice edit and improve (Hot task)	Nature poetry		
Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)								
Sp1	POR 1 predicting	POR 2 role on the wall	Read model text of instructions – how to make a newspaper bag – box up	Tadpoling features with SPAG focus on determiners – articles possessive	POR 10 Read text to 'then a hundred' watch video of making a purse – make notes	One Plastic Bag – Isatou Ceesay and the Recycling Women of the	Instructional writing – 2 weeks Explanation - recycling – 1 week	

Sp2	SPAG paragraphs to organise – use of time conjunctions to support cohesion and flow	Shared writing – innovate model text to make a persuasive text – focus on imperative verb choice	Watch teacher use a bottle to make a vase – no language used – children to make notes and then use notes to make their own	Write own instructions for making a vase using notes and experience from previous lesson	Edit, review, perform	Gambia by Miranda Paul, illustrated by Elizabeth Zunon		
Sp3	POR 12 research plastic not the campaign	Model text of explanation of recycling plastic – tadpole and box up	Note and practice present progressive tense from model text – research recycling glass and use key phrases in present progressive tense	Shared writing – innovate model text for recycling glass – continue independently	Edit, review, perform			
Sp4	POR 16 17 – compare and contrast	Model text of story in 5 parts – box up – vocabulary	Tadpoling – SPAG focus modal verbs	Drama – act out as Isatou each section of story – feelings and thoughts	Shared writing – innovate opening and build up to two separate diary entries			Isatou's story through diary entries – 5 parts still
Sp5	Shared writing – innovate problem resolution and ending to three separate diary entries	Plan own story in diary form – become the character from story and talk through each diary entry with partner from plan	Write opening, build up and problem from plan using 3 diary entries	Write resolution and ending from plan using two diary entries	Edit, review, perform			
Sp6	Model a haiku on plastics / wood / glass / card – reflect on impact of few words	SPAG syllables	Shared writing – Brainstorm words and phrases related to recycling – write sentences – black out words not needed – explain choices – end with Haiku	Write own notes on recycling as stream of consciousness – photocopy each book – black out words not needed – create own haiku	Edit, review, perform			Haiku - recycling

Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)

Sp7	POR 1 reflections and responses	POR 2 drama	POR 3 comprehension and research (not writing)	POR 4 – role on the wall – shared writing model SPAG fronted adverbials in diary	POR 5 drawings of scenes – annotations of drawings	Pugs of the Frozen North by Philip Reeve and Sarah McIntyre	Narrative recount
Sp8	POR 6 – story map up to this point	POR 7 – comprehension – similarities and differences	SPAG paragraphs cohesion – use of pronouns and repeated nouns	POR 9 drama (not 10)	POR 11 illustration from text		
Sp9	POR 13 +14 – map out story so far and learn model text to this point	POR 15 +17 – spag focus synonyms and antonyms verbs emotions	POR 18 emotions grid	POR 19 +20 read to end of book - complete story map	Use story map to learn whole model text POR 21 reflection on whole story		
Sp10	Shared writing – plan story from different perspective write opening and build up	SPAG past progressive SPAG present perfect form contrast to past tense Plan own version from different perspective	Write own version of model text from plan (hot)	Write own version of model text from plan (hot)	Edit, improve, perform		
Sp11	Model text of newspaper report to be learned with vocab	Tadpoling – focus SPAG subordinate clauses	Focus on different headlines from different points in the story	Shared write opening paragraphs for headlines in previous lesson who what when where	Shared write direct speech – act out		
Sp12	Shared writing indirect speech	Plan own newspaper report for Great Northern Race	Write headline, opening paragraph	Write paragraph including direct and indirect speech and closing	Review, edit, perform		

Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)

Su1	POR 1 +2 prediction vocab comp research	POR 3 +4 comprehension and characterisation	POR 5 story mapping	POR 6+7+8 responding to illustrations	POR 9+10 Role on the wall	The Wild Robot by Peter Brown	Sequel to The Wild Robot – The return of the wild robot	
Su2	POR 11+12 response and comp	POR 13+14 drama and story mapping	POR 15 +16 role on wall and emotion chart	POR 17 +18 scale of intensity vocab (not research yet)	POR 19 +20 not poetry focus on language and fireside speech			
Su3	POR 21+22 story mapping and freeze frame	POR 23+24 language and reflections of RECOS	POR 25+26 reflections of the story SPAG modal verbs assertions	Learn model text version of The Wild Robot – sequence box up / tadpole	POR 28-30 – planning a sequel for Roz to escape and return – shared writing model plan			
Su4	Shared writing innovation of opening, build up and problem of sequel	Write own plan and opening for sequel (hot)	Write build up and problem (hot)	Write resolution and closing (hot)	Edit, review and perform			
Su5	Model text on an animal boxing up and tadpole	Research other animals SPAG question marks – headings SPAG technical language	Shared write innovation of habitat for researched animal – write own for own animal researched	Shared write appearance for animal researched – write own appearance and diet for own animal researched	Edit, review and perform			Non-chronological report about animals
Su6	Model text learn box up and tadpole	Vocabulary and focus spag question marks	Shared writing innovate model poem on different characters having a conversation	Write own dialogue for different point in story	Edit, review and perform			Question and answer poetry
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Su7	POR 1+2 Tell me and research Greek gods	POR 3 Role on the wall	POR 5+6 acting out (not playscript) storyboarding	POR 7 storm images creation with annotation	SPAG expanded noun phrases for describing the storm images along with powerful verbs	Odysseus by Hugh Lupton	Adventure narrative	
Su8	POR 8 descriptive language focus SPAG emotive language and empty words	POR 10 description SPAG adjectives (not speech)	POR 11+12 drama debate art	POR 13+14 story map and sequencing	POR 15 +16 +17 not writing story not newspaper report			
Su9	Model text of story (one chapter) learn box up and tadpole	From model text highlight SPAG short sentences for action	Shared writing – innovate a plan for chapter to our story with winnowing fan mistake	Continue to shared write innovation of model text	Continue to shared write innovation of model text			
Su10	Plan new chapter of adventure for Odysseus	Write opening and build up for new chapter	Write problem and resolution for new chapter	Write ending for next chapter	Review, improve and perform			
Su11	POR 9 reread land of the dead – model text of poem learn and tadpole	Vocab – spag – emotive language	Choral poem – musical instruments – performance – dynamics – voice expression – readers' theatre	Short burst writing to support individual targets	Short burst writing to support individual targets			Poetry – choral in stanzas
Su12	Shared writing – innovate model text	Vocabulary generator	Write start of own poem based on land of the dead in stanzas	Complete poem	Review, improve, perform			