

LANGUAGE PLAY (POETRY) - YEAR 3 ENGLISH PLANNING

Programme of Study objectives covered

READING (Word reading) - Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

READING (Comprehension)

Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, **poetry**, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry (e.g. free verse, narrative poetry)

Pupils should be taught to understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

WRITING (Composition) - Pupils should be taught to plan, draft, evaluate and edit their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)
- assessing the effectiveness of their own and others' writing and suggesting improvements
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Vocabulary, grammar and punctuation - Pupils should be taught to:

- use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.

SPOKEN LANGUAGE - Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and build vocabulary and knowledge
- articulate and justify answers, arguments and opinions
- give well-structured descriptions and explanations
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Class: Year 3	Term: Summer 1	Week: 1	Teacher:
---------------	----------------	---------	----------

Day	Objective	Activity	Independent work/ Success Criteria			Plenary
			Must: all	Should: MA/HA	Could: HA	
			LA	MA	HA	
M	To identify and use alliteration Sum001	Read some examples of alliterative sentences to children and ask them what they notice When one word after another starts with the same sound, this is alliteration Give children some tongue twisters to practice saying and explain how these use alliteration	MUST: select correct choice from several adjectives to make names alliterative	SHOULD: select correct choice from several words to keep sentences alliterative	COULD: write some of their own examples of alliterative sentences	Children to read some of their own examples that they made up to the class
Tu	Comprehension READING (Comprehension) – several of the objectives listed above Sum002	Read 'Matilda' by Hilaire Belloc' from: http://downloads.bbc.co.uk/rmhttp/schools/teachers/offbyheart/matilda_belloc.pdf Ask children to think, pair, share what they enjoyed / did not enjoy about the poem Revise how poems are split into verses, rather than paragraphs (even though Matilda has no verses) Model for children how to answer questions in full sentences and remind them of the need to do this Children to answer comprehension questions on the text	MUST: answer questions requiring lower order thinking skills	SHOULD: answer questions requiring lower order, and some higher order thinking skills	COULD: answer questions requiring higher order thinking skills	In partners, children to make up questions for each other on Matilda
W	To recognise and write limericks Sum003	Explain that a limerick is a type of poem Ask children to listen out for the following when listening to / reading some limericks: <ul style="list-style-type: none"> • how many lines in each poem • which lines rhyme with each other • how many beats in each line • how they make you feel Go through the key features of a limerick: <ul style="list-style-type: none"> • Five lines long • One couplet and one triplet • Rhyming pattern a a b b a • Lines 1, 2 and 5 have 3 beats • Lines 3 and 4 have 2 beats • Meant to be funny Explain independent work On large / A3 paper, for each of the following ask children to think, pair, share some word that rhyme with them: take, joke, door, smell, hear, shoe, wall, toe, moan, pain, plate, high and sea Children can then use these word banks when writing their own limericks	MUST: complete the missing words in a limerick	SHOULD: rearrange limericks where the lines are mixed up so they make sense	COULD: write their own limerick after being given a first line and some rhyming words	Children read some of the limericks they have written to each other

Th	<p>GRAMMAR</p> <p>To classify words as nouns, verbs or adjectives</p> <p>Sum004</p>	<p>Read 'Jabberwocky' as a class.</p> <p>Discuss how even though many of the words are not real words, we could think of words to replace them e.g. gyre (blow) or vorpal (shiny).</p> <p>This means that we can still classify the words into groups: nouns, verbs and adjectives.</p> <p>Revise how a noun is a thing, a verb is a doing word and an adjective is a describing word.</p> <p>Model how to do this with the first verse.</p> <p>LA will have the poem with all of the nouns, verbs and adjectives highlighted in bold.</p> <p>Rest of the class will have the poem without any words in bold, so they will have to decide which words are nouns, verbs and adjectives.</p>	<p>MUST: classify words as nouns, verbs or adjectives, with all of these words highlighted in the poem</p>	<p>SHOULD: classify many of the nouns, verbs or adjectives, without all of these words highlighted in the poem</p>	<p>COULD: classify more of the nouns, verbs or adjectives, without all of these words highlighted in the poem</p>	<p>Go through answers with class, addressing any misconceptions or disagreements</p> <p>Revise how a noun is a thing, a verb is a doing word an adjective is a describing word</p>
F	<p>To recognise riddles and attempt to solve them</p> <p>Sum005</p>	<p>Explain to children how a riddle gives you a cryptic clue/s to what it is describing, but you need to think laterally to work out what the answer is</p> <p>Give children sheet with 10 riddles on it and give them:</p> <ul style="list-style-type: none"> • 10 minutes to discuss what they think the answers are without any clues • 10 minutes to discuss what they think the answers are with a clue for each • 10 minutes to discuss what they think the answers are with a choice of answers for each <p>After each period of 10 minutes, they must write down a guess (if they can think of one) and not change it. Instead they should write their next guess without changing / rubbing out the previous one</p>	<p>MUST: solve riddles after being given a choice of answers</p>	<p>SHOULD: solve riddles after being given an additional clue</p>	<p>COULD: solve riddles without being given any clues</p>	<p>Go through correct answers and discuss how children worked them out</p> <p>Why were they tricky?</p> <p>Why are they cleverly written?</p>

Children who cannot access the comprehension texts because they are EAL or because of gaps in their phonics knowledge should take part in a catch-up reading scheme. To find a review of the effectiveness of such schemes Google 'Brooks, G. What works for children and young people with literacy difficulties?' and check that you are reading the most recent edition of the review.

You may find the [phonics assessment](http://www.saveteacherssundays.com/phonics/year-1/168/) available at <http://www.saveteacherssundays.com/phonics/year-1/168/> useful to highlight gaps in the children's knowledge. The [phonics resources](http://www.saveteacherssundays.com/phonics/year-1/) from <http://www.saveteacherssundays.com/phonics/year-1/> can then be used to help work on these gaps.