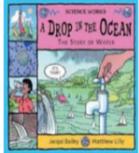
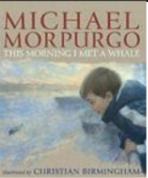




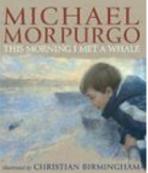
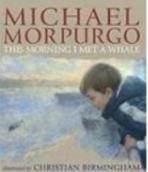
Year 3

Literacy Overview: FLOW

Spring 2 2021

	Week beginning	Text	Reading	Writing	Grammar and Punctuation	Spelling	Handwriting
1	22.02.21 <i>'A Drop in the Ocean' by Jacqui Bailey</i>	Vocabulary 	 Which subject specific vocabulary do we need to know the meaning of? Can we make a glossary	Newspaper Reports Tell their community about the local river or stream.	<ul style="list-style-type: none"> ✓ Plan their writing. ✓ Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. ✓ Discuss and record ideas ✓ I can write coherent narratives considering the purpose of my writing and the layout of the text by using paragraphs ✓ Organise paragraphs around a theme ✓ Direct and indirect speech – beginning to use speech marks correctly. ✓ I can use a range of subordination conjunctions for time, place and cause. ✓ I can use the progressive form of verbs in the present and past to mark actions in progress: <i>she is drumming, he was shouting.</i> ✓ Use interesting adverbial phrases and noun phrases 	Homophones & Near Homophones	<p><i>Continuous cursive.</i></p> <p>Handwriting is linked to the practice of spelling words.</p> <p>Children practice writing two spelling words a day and then putting each word into a sentence to clarify meaning. .</p> <p>Handwriting targets in year 3:</p> <ul style="list-style-type: none"> ✓ I can write all of my lower-case letters in the correct place and the ✓ right way round. ✓ I can write sensibly sized lower-case letters. ✓ I can use diagonal and horizontal strokes. ✓ I can join my handwriting legibly
2	01.03.21 <i>'A Drop in the Ocean' by Jacqui Bailey</i>	Sequence 	 What is the sequence of events during the water cycle? Can we summarise what happens? Model/show				
3	08.03.21 <i>'This Morning I Met a Whale' by Michael Morpurgo</i>	Retrieval 	 Basic retrieval questions based on the blurb of the book. Model and show the teaching of VIPERS skill of retrieval	Journal Writing write an imaginary journal documenting their voyage along their chosen river. Alternatively you might want to choose a specific river, perhaps the Nile or the Amazon, on which all of the children could work.	<ul style="list-style-type: none"> ✓ Plan their writing. ✓ Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. ✓ In narratives, create settings, characters and plot. ✓ Create settings, characters and plots in narratives, using inverted commas to punctuate direct speech. ✓ Organise paragraphs around a theme. ✓ Begin to group related ideas into paragraphs. ✓ Express time, place and cause using conjunctions, adverbs and preposition ✓ Use a range of sentence lengths and vocabulary to add interest and clarity to different forms of communication. ✓ Draft and write ✓ Evaluate and edit ✓ Assess the effectiveness of their own and others' writing, noticing some ways to improve the grammar, vocabulary or conventions of the genre 	Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or 'back')	

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4	15.03.21 <i>'This Morning I Met a Whale'</i> by Michael Morpurgo	Inference 	 What can we infer about the characters fo far? Model and teach VIPERS skill of Inference.			<i>Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'</i>
5	22.03.21 <i>'This Morning I Met a Whale'</i> by Michael Morpurgo	Explain 	 Using information inferred and retrieved to make explain key events in the novel at any given chapter. Model and teach VIPERS skills of Explain.	Instruction Writing To write instructions that explain to other children how to make a river.	<ul style="list-style-type: none"> ✓ Use simple organisational devices in non-narrative writing. <ul style="list-style-type: none"> ✓ Plan their writing ✓ Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. <ul style="list-style-type: none"> ✓ Plan, discuss and record ideas in notes on a writing frame, using similar writing to support with structure and vocabulary. ✓ Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing some errors and attempting to make appropriate corrections. <ul style="list-style-type: none"> ✓ Use of imperative verbs. ✓ Use of time conjunctions. ✓ Use of consistent tense throughout – present tense. <ul style="list-style-type: none"> ✓ Draft and write ✓ Evaluate and edit ✓ Assess the effectiveness of their own and others' writing, noticing some ways to improve the grammar, vocabulary or conventions of the genre 	<i>Words with a /sh/ sound spelt with 'ch'</i>
6	29.03.21 <i>'This Morning I Met a Whale'</i> by Michael Morpurgo	Prediction 	 Predict – At the end of any given event, model and explaining the process of prediction using details retrieved and inferred. Model and teach VIPERS skill of Prediction	Big Write End of Topic Assessment and publication Letter Writing	<ul style="list-style-type: none"> ✓ Writing, editing, reviewing and publishing 	<i>Statutory Spellings Challenge Words</i>