

St Oliver Plunkett Primary School

Medium Term Planning

Area of Learning: Writing Year Group: 3 Spring 1

Learning Intentions	Content / Activities	Resources / ICT	Monitoring / Evaluation Assessment
<p><u>Children should be able to:</u></p> <p>Talk about what they are going to write and how they will present their writing</p> <p>Recognise some of the features of instruction texts.</p> <p>Understand that instructions must be in the right order.</p> <p>Write using a given form.</p> <p>Show a sense of structure and organisation.</p> <p>Make changes in accordance with agreed criteria</p> <p>Use basic punctuation</p> <p>Spell and write common words recognisably</p>	<p><u>Narrative Writing</u></p> <p>Familiarisation – Familiarisation – discussion of a variety of settings and aspects of the locations within various texts(Cornerstones Writing pgs 4 and 5/ Use Big Book for this week)</p> <p>Group 1, Group 2,Group 3 - Carousel</p> <p>Problem Solving- explore how events in a story are linked (Cornerstones pgs. 6-9)</p> <p>Modelled writing – teacher models sequencing the events within a story (Cornerstones pgs. 3-11)</p> <p>Shared Writing – class and teacher discuss, plan and jointly compose a story about ‘Paradise Park’</p> <p>Guided Writing- Teacher presents a number of events which could occur in the park, children select three sequential events write one or two sentences about each</p> <p>Independent Writing- using previous week’s plan, children write an independent story about the park</p> <p>Redraft Children,working in pairs, will check their work in relation to specific criteria (refer to poster 2 – Cornerstones) and write a final draft of their story</p>	<p>Cornerstones (Writing) book 2 Teachers’ and pupils’ books</p> <p>Big books: The Great Lorenzo Winnie in Winter Doodling Daniel Range of weather/winter stories</p> <p>iPads (Pages, Forest Phonics, Phonics Master, Spellboard, Story builder, Explain Everything, Chatterpix, Seesaw)</p> <p>Task board</p> <p>W.A.L.T</p> <p>Cornerstones for Writing Yr.2 Bk</p> <p>Shared Flipcharts saved on the IWB.</p> <p>Writing Frames/Word Mats</p> <p>Examples of narrative writing</p> <p>Nelson Handwriting scheme</p> <p>Linguistic Phonics Folder</p>	<p>Negotiated Success criteria</p> <p>Self-evaluation</p> <p>Peer evaluation</p> <p>Sentence dictation</p> <p>2 Stars and a Wish.</p> <p>Daily marking of books</p> <p>Observations</p> <p>Discussions with children.</p> <p>Plenary 6 weekly assessments</p>

<p>Produce legible handwriting</p>	<p>(Time permitting, completed in Pages with picture imported from Hello Colour Pencil.)</p> <p><u>Handwriting</u> Week 1 – Week 7 Children to use red handwriting books to practice letter formation and spelling</p> <p><u>Spellings</u></p> <p>Using Linguistic Phonics scheme and Hampshire Word List, children will engage in a variety of activities focusing on the keywords for the week – segmenting, blending, manipulating, identifying rhyme, categorising sounds, word sorting, building words, listening to identify certain sounds, interactive writing</p> <p>Week 1 – oa, oe, ow, o-e,o Group 1 – coach, toast, goes, clothes, close, showing, spoke, drove, stone, throw HFW but, or, do, so, van, five Group 2- toe, snow, home, most, goes, nose HFW runs, love, hit, bat, get Group 3 – elf, act, imp HFW dog, toy, an</p> <p>Week 2 – oa, oe, ow, o-e,o Group 1 – broke, going, groan, window, spoken, phone, elbow, tomato, throat, smoke. HFW happy, are, tree, ball, say. Group 2 – goal, sold, glow, grow, rose, soap, HFW get, with, this, like, time Group 3 – ant, ask, and HFW one, men, not</p> <p>Week 3 – ow, ou Group 1 – astound, around, crown, cloud, south, crowd, count, frown, shouted, towel. HFW us, snow, daddy, under, give Group 2 – town, brown, our, down, loud, house HFW mummy, daddy, well, him Group 3 – end, asp, alp HFW has, six, lot</p> <p>Week 4 – ir, er, ur Group 1- birth, perch, general, camera, turnip, shirt, thunder, better, thirst, squirm. HFW eat, loves, its, went, dig Group 2 – hurt, dirt, purse, firm, fur, bird HFW live, will, as, look. Group 3 – jump, dump, lump HFW was, day, bat</p>	<p>Hampshire Word List</p>	
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<p>Spell and write common and familiar words recognisably</p>	<p>Week 5 – e, ee, y, ea, ey Group 1 – teacher, stream, season, sweep, money, chimney, discovery, sleet, teeth, peach HFW did, best, must, week, see Group 2 – feet, baby, week, silly, read, each HFW name, come, all, out. Group 3 – bump, pump, rump HFW get, way, mum</p> <p>Week 6 – ea, e Group 1 – weather, steady, shed, heavy, feather, leather, heaven, sped, dread, ready. HFW saw, plays, much, more, came. Group 2 – shed, red, pen, read, head, led HFW bread, today, but, or Group 3 – lamp, damp, ramp HFW a, as, bed</p> <p>Week 7 – Revision for all groups</p> <p><u>Grammar and Punctuation</u></p> <p>Children will engage in written activities giving them the opportunity to use full stops and capital letters where appropriate and will use them incidentally on an on going basis in all other written work.</p> <p>Week 1 - More sentences (connectives) cpf pg 20 Children will use when and because to join sentences. Group 1 – Teacher made worksheet. Group 2 – Cpf pg 20 Getting Started. Group 3 – Teacher made worksheet.</p> <p>Week 2 - Continue with connectives Cpf pg 21 Group 1 – Now try these part 1 and 2 Group 2 – Practise your punctuation Group 3 – Teacher made worksheet.</p> <p>Week 3 – Commas. Cpf pg 22 Children will use commas in lists Group 1 – Getting started plus extension (Make a list of your toys) Group 2 – Getting started Group 3 – Teacher made worksheet.</p>	<p>Linguistic phonics file Hampshire Spelling List</p> <p>Collins Primary Focus (Grammar and Punctuation) Introductory Collins Primary Focus Comprehension</p> <p>Collins primary Focus Grammar and Punctuation</p> <p>Collins EL Comprehension</p>	
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<p>Use basic punctuation</p>	<p>Week 4 – Continue with Commas. Cpf pg 23 Group 1 – Now try these part 2 and Practice your punctuation Group 2 – Now try these part 1 Group 3 – Teacher made worksheet.</p> <p>Week 5 – Using speech marks Collins EL Group 1 – pg 22 Group 2 – pg 12 Group 3 – Teacher made worksheet</p> <p>Week 6 – Using speech marks <u>Collins EL</u> Group 1 – pg 24 Group 2 – pg 22 part 1 Group 3 – Teacher made worksheet</p> <p><u>Week 7</u> Revision</p>		
<p>Evaluation:</p>			

Recap and discuss the importance of E-Safety. Children should discuss and reference the E- Safety policy and Cyber Tiger while engaging in ICT activities.

