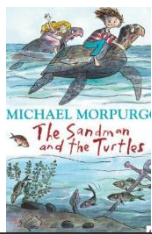


Year Three English – Summer Term



Grammar focus throughout the term:

To use adverbs and fronted adverbials appropriately.

To use coordinate conjunctions (and, but or).

To use subordinate conjunctions (because, when, if)

Spaghetti! Spaghetti!

Spaghetti! spaghetti!
You're wonderful stuff,
I love you spaghetti,
I can't get enough.

Spaghetti! spaghetti!
I love you a lot,
you're slushy, you're sloshy
delicious and hot.

Fiction texts

Modern Fiction - Dolphin Boy by Michael Morpurgo and The Sandman and the Turtles by Michael Morpurgo Your child will look at the illustrations visible on the front cover of Dolphin Boy. They will discuss questions, which the illustrations raise. *Why is the dolphin on the beach? Why is the boy looking worried? When is the story set?* They will identify that in a picture book, the illustrations carry the meaning as much as the text. Your child will then share the front cover of The Sandman and the Turtles by the same author. They will discuss the differences on this cover and how limited illustrations means the author has to make pictures in the readers mind using words. Your child will then read extracts from both texts to explore inference style questions. They will be modelled the reading skill of summarising, by omitting words that are unnecessary in some sentences. Your child will be exposed to the adjectives, nouns and verbs used within the texts and identify the affect they have on the reader. Through revisiting word categories and the use of powerful adjectives, your child will write an opening paragraph about swimming with/riding on a dolphin as well as writing an alternative ending to the Sandman and the Turtles. They will be modelled how to use dialogue appropriately.

Adventure Texts - The Hodgeheg by Dick-King Smith Your child will read extracts from this adventure text out loud and will be modelled the rules for reading dialogue. They will discuss the use of punctuation and the affect this has on the reader. When reading extracts from the text, children to focus on the use of adverbs and fronted adverbs. They will study the structure of the Hodgeheg and identify the problem, journey and resolution. Additionally, your child will be modelled the use of 'and', or' and 'but; to form compound sentences and conjunctions such as because, when and if to form more complex sentences.

Non-fiction texts

Persuasive Writing – Adverts.

When studying persuasive writing adverts, your child will four contrasting adverts. They will be encouraged to think about the purpose, audience and advert features. They will discuss in their talk partners, which they thought was the most effective and why. When looking at the printed adverts, your child will discuss how they differ to the TV adverts. Your child will read and discuss the selection of print adverts, looking for examples of features. Taking on the role as advertising consultants, they will analyse the toy adverts to approve the publications. Are they persuasive enough? Your child will then apply their spoken language and comprehension skills taught and modelled to write an advert for their chosen toy. They should decide on their audience and be modelled how to develop their ideas to persuade their potential buyers.

Non-Chronological report- Linked to Geography topic on Volcanoes and Earthquakes. Through planned speaking and listening opportunities, your child will explore a range of stage appropriate examples. They will present research and discussion points verbally to their peers, elaborating key points in their own words. When reading a range of stage appropriate examples, your child will identify key features- both language and structural techniques. They will focus on the use of vocabulary and use a range of strategies to define unfamiliar words. Your child will be modelled the use of the present tense and third person within their writing and be giving opportunities to apply these skills. They should use age-appropriate non-chronological reports and reference books to make notes about volcanoes and earthquakes with teachers modelling the process of note making. Your child will be taught how to turn note making into sentences, focusing on the use of the present tense and third person. They will then plan their own non-chronological report about volcanoes and earthquakes.

Poetry

Response to poetry, expanding vocabulary and performance. Your child will listen to the poem 'being read aloud by teachers, without displaying the text. They will identify any words or lines they particularly like and discuss why. Your child will analyse a variety of poems, identifying repetition of sounds and initial letters (alliteration, onomatopoeia). They will identify the letters which are the same and what words phonetically sound like the sound that it describes.

Poetry - The Works – Tongue twisters Your child will be given the opportunity to try and verbalise a range of tongue twisters. They will be modelled how to learn tongue twisters, starting by reading the words slowly. They should discuss which ones they find easy and which they find more difficult.