MARINA INTERNATIONAL SCHOOL
ENGLISH SCHEME OF WORK
YEAR 3 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	Read, enjoy and discuss a story, identifying main character, setting, plot and theme.	Read aloud three or four short stories / picture books to, and with, the class. Include different books by the same author. For each story, ask learners for their opinions: • What did they like and dislike? • What effect did the story have on them? What is their personal response? • Did they make 'pictures in their minds' as they read and listened to the story? What kind of pictures were they? • Were there any particular words, phrases or images that they found particularly effective? • Were there any particularly interesting or surprising moments in the story that learners responded to?
1.2	Read, enjoy and discuss a story, identifying main character, setting, plot and theme.	Discuss the main character, setting, plot and theme. Check that learners are familiar with the vocabulary. Ask them to explain the reasons for their responses.
1.3	Read, enjoy and discuss a story, identifying main character, setting, plot and theme.	How are the books similar … different? Always encourage learners to find evidence in the text to support their responses
1.4	1.4 Begin to infer meaning (1.5) Begin to infer meaning	(1.4) Re-read a page of a real life story. Ask learners questions about the events on the page. Begin with who, when and where questions and ask learners to find the words and phrases in the story which they use for their answers. (1.5) Move on to Why do you think…?How do you think/know…?What might have happened if…? questions. Again, ask learners to find evidence in the text to support their answers. Discuss how authors can give readers information without telling them directly. Discuss the difference for a reader between being told what a character or place is like and being 'shown' what it is like.

WEEK	TOPIC	TOPIC DETAILS
2.1	Use information from reading to write a character study.	Summarise what is known about one of the characters in a story, including information that has been deduced. Discuss how a short description of the character could be presented without simply writing a list of characteristics. Explore ideas such as: writing a 'wanted' poster; writing the school report of the character; drawing and labeling a picture; compiling the character's shopping list or a list of what you would expect to find in the character's bedroom/dustbin, etc.
2.2	Use information from reading to write a character study.	Use all the information to write a paragraph for a story introducing the character. Remind learners to explain what the character does and feels as well as what they look like
2.3	Recognise the impact of a good choice of words in a text and explore alternative verbs, particularly with dialogue.	Select part of a story in which the writer has chosen to use some powerful verbs and precise nouns. Discuss reasons for choosing powerful verbs. Cover up the powerful verbs. Ask learners to suggest other verbs which the author could have used instead. Discuss the impact on the meaning of the sentence.
2.4	(2.4 & 2.5) Recognise the impact of a good choice of words in a text and explore alternative verbs, particularly with dialogue.	(2.4) Focus on verbs connected with dialogue in the story. Explore what would happen if the 'he said' phrases were replaced by thundered, whispered, suggested, roared, etc. How would that impact on the reader's understanding of the text? (2.5) Explore ideas such as: writing a 'wanted' poster; writing the school report of the character; drawing and labeling a picture; compiling the character's shopping list or a list of what you would expect to find in the character's bedroom/dustbin, etc.
3.1	Use observations in reading as the model for writing dialogue.	Revisit part of one of the familiar stories where two characters are having a conversation. Speculate as to how the conversation might continue. Encourage pairs of learners to role-play possible dialogues.
3.2	Use observations in reading as the model for writing dialogue.	Ask learners to record part of the dialogue they improvised. Learners should check their punctuation against the punctuation in a book. They should see if they can strengthen any of the verbs or adjectives in their writing.
3.3	Recognise the importance of an accurate choice of vocabulary and develop lists of synonyms for common words.	Write a sentence which is in some way related to one of the texts, e.g. The big cat got down from the tree. Ask learners to change or add an adjective/noun/verb, each time with the aim of making the sentence give more information, e.g. The man-eating tiger lunged from the decaying branch; The pampered pussycat stretched down from the old apple tree. Explore how the meaning changes and discuss the impact on the reader.

WEEK	TOPIC	TOPIC DETAILS
3.4	(3.4 & 3.5) Recognise the importance of an accurate choice of vocabulary and develop lists of synonyms for common words.	(3.4) Give learners time to make their own lists of synonyms for words they use frequently in their writing, particularly verbs of motion, verbs of saying and adjectives to describe size and approval/disapproval (3.5) Encourage learners to use these words in their writings.
4.1	Understand why writers use paragraphs.	Choose one of the stories that has been read with the class. Re-read a few pages which have clear paragraphs – try to avoid pages with a lot of dialogue at this point.At the beginning of each new paragraph, ask learners to try to explain why the author chose to begin a new paragraph at that point. The most common reasons for new paragraphs are: • change of time or place • change of character focus • change of action • new speaker in dialogue.
4.2	Understand why writers use paragraphs.	Talk about how helpful it is to the reader to have these significant story changes marked by the visual impact of a paragraph.
4.3	Recognise that progression in paragraphs can be linked to the story structure.	Revisit one of the familiar stories. Using a preferred planning style, help learners to record the plan for the story they have read. Try to stick to no more than five plot development stages: introduction, conflict, build-up, climax, and resolution. Revisit the text and point out that the beginning of each of these stages usually coincides with a new paragraph. Discuss the reasons for this.
4.4	(4.4 & 4.5) Recognise that progression in paragraphs can be linked to the story structure.	(4.4) Together, draw a plan for a new story (e.g. a sequel/prequel to the one learners have read, a story about one of the characters from the book, an alternative version of the same story). (4.5) Encourage learners to use their plan for a new story, to write their own story. Remind them about the features of a story layout.
5.1	Write a short description of a setting using as many senses as possible.	Remind learners of a place they have all been to (or take them somewhere) that they could use as the setting for a 'real life' story. Photographs of a place that al learners have visited are useful but not essential. Ask learners to visualise the place and then quickly jot down: • four things they see there • three things they hear there • two things they can touch there • one thing they can smell.

WEEK	TOPIC	TOPIC DETAILS
5.2	Write a short description of a setting using as many senses as possible.	Re-read information about the setting from one of the books learners have been reading. Can learners write their own paragraph, describing the place they chose and incorporating the details they have noted, based on the style of the book?
5.3	Plan and write a story using paragraphs and containing dialogue, telling the story before writing it, using tone of voice appropriately	Give learners the opportunity to draw up a plan for a story, which should be related to one of the stories that have been studied..Learners should have the opportunity to tell the story to one another, checking that their planned story makes sense
5.4	(5.4 & 5.5) Plan and write a story using paragraphs and containing dialogue, telling the story before writing it, using tone of voice appropriately	(5.4) Revisit the main points of the unit, including: • how readers can infer information as well as being told it directly • study of character and dialogue • the importance of the choice of words • the use of the senses when describing a setting the use of paragraphs to signal a change of time, place, character or action (5.5) Give learners time to write the story they have planned. Make your success criteria clear before they begin writing, e.g. 'Write a story with paragraphs. Use some dialogue and remember to choose interesting and powerful words
6.1	Across the Board Test One	Across the Board Test One
7.1	Recognise the importance of verbs – in the correct person and tense – in an instruction.	In instructions, the importance of the verb is very clear. Make sure learners understand that changing the verbs in an instruction will change the entire outcome of the activity. (Try changing the verbs above to cut up and throw away and discuss how the outcome would be very different!)
7.2	Listen to instructions and follow them. Give oral instructions.	Model giving learners oral instructions to do something simple. Include language of sequencing in your instructions, e.g. First get your books, then open than at page 17. After that, get a clean piece of paper, and finally write the date on the paper. Some learners will not be able to retain a list of four instructions like this, others will find it too easy; amend your instructions as appropriate.
7.3	Listen to instructions and follow them. Give oral instructions.	Write your instructions and together explore how they could have been improved or clarified, e.g. • Would learners have found it easier if they were written instructions? • Would they have liked diagrams? • Would they prefer to have been given numbers rather than sequencing words?
7.4	MID-TERM BREAK.	MID-TERM BREAK.

WEEK	TOPIC	TOPIC DETAILS
8.1	Listen to instructions and follow them. Give oral instructions.	Let learners work in pairs or small groups to plan and then give instructions orally to another pair or small group. The instructions should be simple, e.g.: • make or draw a simple model/picture/pattern make / do something connected to another, cross-curricular subject, e.g. a pot made of clay, a simple science experiment, a PE activity.
8.2	Plan and write a simple instruction text	Give learners the opportunity to write simple instructions. This can relate to a text they have studied together, an activity you have done together as a class, the oral instructions learners planned, or a different idea. The success criteria should include all the features of the 'perfect' instructions identified in earlier work, including: • a clear aim • a 'you will need' list (with illustrations?) • a clearly sequenced set of instructions to achieve the goal (with illustrations/diagrams?) • command verbs at the beginning of instructions, unless there is a sequencing word.
8.3	Plan and write a simple instruction text	Depending on the stage of learners, the writing activity could include: • sequencing instructions together with a close procedure approach • sequencing pictures then adding instructions • adding missing instructions to a partially written set writing a complete set of instructions.
8.4	(8.4 & 8.5) Re-read and improve own writing.	(8.4) After learners have finished the first draft of their instructions, ask them to do the 'writer's mumble', i.e. read them aloud four times to check them. • Are the instructions clear? How can they be improved? • Is the information you have given your reader the information they need? • Are the sentences well-constructed? Do they help the reader? In groups, learners would look at their work and try to identify what (8.5) needs/need to be corrected. Help learners with clues of how to go about it.
9.1	Read, enjoy and discuss poems based on observation and the senses, identifying features.	Let learners browse through collections of poems based on the senses or observation, and choose and recite those that they particularly enjoy. Possibly ask learners to make copies of the poems to add to a class anthology.

WEEK	TOPIC	TOPIC DETAILS
9.2	Read, enjoy and discuss poems based on observation and the senses, identifying features	Work in groups with learners and discuss each poem: • likes and dislikes – Did you like/dislike the poem? Why? Were there certain words or phrases that you liked/disliked? • effects – What effect does the poem have on you, the reader? • pictures – Does the poem paint a picture in your mind? How? • patterns – Look for patterns of rhyme, rhythm, alliteration, lines, verse structure. • words – Which words and phrases were particularly effective? Why? • interesting things – What else would you like to say about the poem For individual poems, you can ask questions and have discussions about different topics, but this list includes many of the issues it is interesting to discuss with poetry.
9.3	Read, enjoy and discuss poems based on observation and the senses, identifying features	Bring some of the poems discussed by groups back to the whole class for a wider-ranging discussion and to model good discussion for groups where it didn't happen.
9.4	(9.4 & 9.5) Recognise the impact of a good choice of words in a poem.	(9.4) In poems, the choice of words is particularly important because poems are so compact that each word has to be worthwhile and meaningful. As you look at a poem, identify the meaning of unfamiliar words from their context and focus on the poet's choice of words. • Why did the poet choose this word? Is it for rhyme? Rhythm? Effect? • Try to find words the poet could have used instead. Are they more or less effective? Did they meet the criteria for the word that the poet used? (9.5) Introduce learners to simple thesauruses and rhyming dictionaries. Teach them how to use these resources when they are thinking about substituting words in a poem. Look at the overall impact of the poem with the substituted words. Recognise that a poem is more than a rhyme and rhythm.
10.1	Plan and write a poem.	Give learners the opportunity to draw up a plan for a poem based on observation and the senses. Their poem could be: • a rewrite of another poem, replacing pairs of rhyming words and particular verbs or nouns • writing a new verse for the poem • writing a new version of the poem write a new poem, which is based on a model.
10.2	Plan and write a poem.	Encourage learners to work with response partners as they write their poem. The role of the response partner is to offer help and advice on word choice, etc. It is also to listen to each version of the poem and state explicitly one or two things which are good and something that could be improved

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10.3	Re-read and improve own writing.	After learners have finished the first draft of their poem, ask them to do the 'writer's mumble', i.e. read it aloud four times to check it. • Does the poem make sense? Is the theme clear? How can it be improved? • Is the information you have given your reader the information they need? Would a better choice of vocabulary improve it? • Are the verses and lines well-constructed? Do they help the reader? Are punctuation and spelling as accurate as they can be? How can they be improved?
10.4	10.4 Perform own poem. 10.5 Read play scripts and understand their basic conventions.	(10.4) Give learners the opportunity to perform their poem to the class or to a small group. They should focus on engaging the listener. Ask other learners to comment on how the 'poet' engaged the listeners. (10.5) Introduce the conventions of play scripts to the class, including: • the layout – with the characters' names in a row going down on the left and the dialogue indented • the punctuation – there are no speech marks although there is a lot of dialogue • discuss why speech marks are unnecessary • the presentation and use of stage directions – how are settings introduced in the play? • the use of stage directions. Let groups of learners enjoy reading and performing?) some play scripts
11.1	ACROSS THE BOARD TEST TWO	ACROSS THE BOARD TEST TWO
12.1	Write a simple play script.	Once learners have read some play scripts, encourage them to attempt to write one. Their play script could be: • based on dialogue from a book or play you have read together • the continuation of a scene from a book or play • an alternative version of the events in a book or play • a new play script based on a familiar story.
12.2	Write a simple play script.	Before learners begin to write, remind them of the conventions of a play script. Ideally, they should have one in front of them as they write to remind them

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12.3	Re-read and improve own writing.	After learners have finished the first draft of their play script, ask them to do the 'writer's mumble', i.e. read it aloud four times to check it. • Does the play script make sense? Is the theme clear? How can it be improved? • Is the information you have given your reader the information they need? Would a better choice of vocabulary improve it? • Are the sentences and lines well-constructed? Do they help the reader? Are punctuation and spelling as accurate as they can be? How can they be improved?
12.4	(12.4 & 12.5) Re-read and improve own writing.	(12.4) Encourage learners to go through their writing, and redo a new version. Remind them of punctuation. (12.5) Put learners in group. Tell them to share ideas on how they can plan for writing a story. Let them know that they would use their planning to write a group story, which they would share with the class.
13.1	Use effective strategies to tackle unfamiliar words in reading.	• While learners are reading a text aloud, cover up a potentially unfamiliar word. Ask learners what strategies they know which could help them to identify the word. Encourage reference to: - using pictures cues - using the sense and syntax of the sentence (re-reading the whole sentence, without the missing word, and trying to predict the word class, then the likely meaning of the word). Uncover the word, bit by bit. Focus on common letter patterns (e.g. ough, ai, sp) or syllables, depending on the reading skills of the learner. Discuss which strategies were most productive, or whether all the strategies are helpful working together
13.2	Use effective strategies to tackle unfamiliar words in reading.	• Use five-minute sessions, including at the beginning and end of lessons, where you write a potentially unfamiliar word on the board. Ask learners what they can say about it. Encourage observations which include reference to: - any recognised long or short vowel phonemes and the possible pronunciations (ask learners to make links to other words when they explain the possible pronunciations, e.g. ea could be 'ee' as in bead or 'e' as in bread) - any recognised syllables and possible pronunciations (with analogous words) - prefixes or suffixes that are recognised possible pronunciations of the word.

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13.3	Predict the meaning of unfamiliar words	In the previous activity, when learners have given all the information they can from looking at the word, write the word in a sentence. Ask learners to read the word in the context of a sentence. What new information can they give about the word now? Can they: - try to give a definition for the word? suggest other words which could take the place of the focus word in the sentence and explain their reasoning
13.4	Use dictionaries to confirm the meaning of unfamiliar words.	• Ask learners to put groups of words in alphabetical order. Include: - groups that all begin with the same letter, and discuss how the order depends on the second letter - groups of unfamiliar words that individuals have collected from their own reading groups of words that learners have generated for themselves for a partner to order
14.1	Use dictionaries to confirm the meaning of unfamiliar words.	• Display a few potentially unfamiliar words on the board. Ask learners to look up the words in a dictionary. To develop learners' confidence in using dictionaries, begin by giving learners groups of words all beginning with the same letter to look up. Reinforce that the order of these words in the dictionary depends on the second letter. For each word ask a learner to share the meaning in their own words. Other learners check that the meaning given reflects the dictionary definition. Ask another learner to say the word in a sentence. • Ask learners to use dictionaries to explore the different meanings of words with the same spelling (e.g. form, wave). Check their understanding by asking them to write sentences containing the words with their different meanings.
14.2	Develop learners' reading appreciation.	• Use class novels – chapter books that you can read gradually across a unit/term. Use your class novels in a variety of ways, e.g. reading aloud to the class (either with learners simply listening or with them following in their own copies), asking learners to take turns to read short passages or assigning individuals to read the dialogue of particular characters. Once you have completed a novel, write a book review as a class. This will model what learners should include in their independent book reviews.

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14.3	Develop learners' reading appreciation.	• Learners should be given opportunities to read a range of non-fiction and fiction books independently. When reading non-fiction, ask learners to consider: - what they liked and disliked about the book - what new information they have learned - how the information is presented, e.g. pictures with captions, illustrations, lists, bullet points. When reading fiction, ask learners to consider: - what they liked and disliked about the book - how the events unfolded - whether there was a good beginning and a good ending - how the writer uses interesting or powerful words to describe characters, settings or the action comparisons between books by the same and different authors
14.4	(14.4 & 14.5) Develop learners' reading appreciation.	(14.4) • Encourage learners to share their opinions of the books they have read with other learners (e.g. by writing book reviews). • Choose the main character from a story or fable that your learners are familiar with. Ask one learner to pretend to be that character and be in the hot-seat while the rest of the learners ask questions about his/her motives for doing what he/she did, and their feelings, at relevant moments in the story. Allow learners to take turns being different characters. At the end, you could ask learners to write what the hot-seated characters said in sentences using direct speech. (14.5) While sharing a book, talk about the function of the punctuation being to split the text into 'units of meaning' (the word clause will be introduced at Stage 4). Also talk about the difference between full stops, question marks, exclamation marks and commas, and discuss how the difference can be shown when reading. Be aware of the purpose of punctuation when reading and
15.1	LAST WEEK OF SCHOOL/FUN DAY WEEK.	LAST WEEK OF SCHOOL/FUN DAY WEEK.
16.1	N/A	N/A

ENGLISH SCHEME OF WORK
YEAR 3 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	Read, enjoy and discuss a story.	Read each story aloud to, and with, the class. Ask learners for their opinions of the story. • What did they like and dislike? • What effect did the story have on them? What is their personal response? • Did they make 'pictures in their minds' as they read and listened to the story? What kind of pictures were they? • Were there any particular words, phrases or images that they found particularly effective? • Were there any particularly interesting or surprising moments in the story that learners responded to?
1.2	Read, enjoy and discuss a story.	Discuss the main character, setting, plot and theme. Check that learners are familiar with the vocabulary. Ask them to explain the reasons for their responses. How are the stories similar … different? Always encourage learners to find evidence in the text to support their responses.
1.3	Recognise features of myths, legends and traditional tales.	Re-read the story and discuss the story features. Draw attention to: • the opening words Once upon a time… • the fact that the characters in the story are 'standard' characters – we don't need to know very much about them and how they feel; we only need to know those characteristics which are crucial to the plot • the use of a 'standard' setting – again, we know very little about the setting; the re-teller doesn't give us more information than we need • the rule of three – in traditional tales, things often happen in threes (Can learners identify the three events in this story?)
1.4	Recognise features of myths, legends and traditional tales.	• the theme – traditional tales often have themes (What do learners think the theme of this story is?) the use of magic – an important element in many traditional tales.

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2.1	Begin to infer meanings	In groups, ask learners to discuss the features of Myths, legends, and traditional tales. Encourage them to share their ideas with the class.
2.2	Begin to infer meanings	Re-read a page of a familiar story. Ask learners questions about the events on the page. Begin with who, when and where questions and ask learners to find the words and phrases in the story which they use for their answers. Move on to Why do you think …?, How do you think/know …?, What might have happened if …?questions. Again, ask learners to find evidence in the text to support their answers.
2.3	Begin to infer meanings	Discuss how authors can give readers information without telling them directly. Discuss the difference for a reader between being told what a character or place is like and being 'shown' what it is like. Link this discussion to the use of standard characters and settings in myths, legends and traditional tales. It is particularly important in these stories that the reader brings prior knowledge and inference to bear on the characters and settings.
2.4	(2.4 & 2.5) Use information from reading to write a character study.	(2.4) Summarise what is known about one of the characters in a story, including information that has been deduced. Discuss how a short description of the character could be presented without simply writing a list of characteristics (2.5) Explore ideas such as: writing a 'wanted' poster; writing the school report of the character; drawing and labeling a picture; compiling the character's shopping list or a list of what you would expect to find in the character's bedroom/dustbin, etc. Ask learners to use ideas and information from the text to write the character study Ask learners to share their work with the class. Guide them on how to improve their writing.
3.1	Recognise the impact of a good choice of words in a text and explore alternative verbs, particularly with dialogue.	Select part of a story in which the writer has chosen to use some powerful verbs and precise nouns. Discuss reasons for choosing powerful verbs.Which of the verbs are regular … irregular? How do you know? (link to the rules for adding -ing, -ed, -s.

WEEK	TOPIC	TOPIC DETAILS
3.2	Recognise the impact of a good choice of words in a text and explore alternative verbs, particularly with dialogue.	Cover up the powerful verbs. Ask learners to suggest other verbs which the author could have used instead. Discuss the impact on the meaning of the sentence
3.3	Recognise the impact of a good choice of words in a text and explore alternative verbs, particularly with dialogue.	Select part of a story in which the writer has chosen to use some powerful verbs and precise nouns. Discuss reasons for choosing powerful verbs.Which of the verbs are regular … irregular? How do you know? (link to the rules for adding -ing, -ed, -s.
3.4	(3.4 & 3.5) Recognise the importance of an accurate choice of vocabulary and develop lists of synonyms for common words.	(3.4) Write a sentence which is in some way related to one of your texts. Ask learners to change or add an adjective/noun/verb, each time with the aim of making the sentence give more information, e.g. the rich landlord captured the poor boy. Explore how the meaning changes and discuss the impact on the reader. (3.5) Give learners time to make their own lists of synonyms for words they use frequently in their writing, particularly verbs of motion, verbs of saying, and adjectives to describe size and approval/disapproval
4.1	Understand how themes are used in traditional tales.	Once the themes of a story have been established, look through it again and try to find how the theme is developed in the story. If the theme is 'kindness is more important than riches', encourage observations like: • the main character is poor; the people who try to force him to work are rich • the main character uses his work to help people; the rich men just want to help themselves • the very first thing we know about the main character is how poor he is and how hard he works; since this is a traditional tale, we know immediately that his poverty and hard work are going to be themes the only thing we really know about the rich men is that they are rich; since this is a traditional tale, we know that this is a feature about them which is important in the story.
4.2	Recognise that progression in paragraphs can be linked to the story structure.	Give learners the opportunity to draw up a plan for a traditional tale. It could be: • a retelling of one that has already been read • a new story based on one that has already been read, e.g. having the same theme or characters • a modern version of the existing story. Learners should have the opportunity to tell the story to one another, checking that their planned story makes sense.

WEEK	TOPIC	TOPIC DETAILS
4.3	Recognise that progression in paragraphs can be linked to the story structure	Revisit the main points of the unit, including: • how readers can infer information as well as being told it directly • study of themes in the stories and how they are created • the importance of the choice of words the use of paragraphs to signal a change of time, place, character or action
4.4	(4.4 & 4.5) Recognise that progression in paragraphs can be linked to the story structure	(4.4) Give learners time to write the story they have planned. Make the success criteria clear before they begin writing, e.g. 'Write a story with paragraphs. Use some dialogue and remember to choose interesting and powerful words (4.5) Invite learners to share their written stories with the class. Remind them to take note of what they will need to change later.
5.1	Re-read and improve own writing	After learners have finished the first draft of their story, ask them to do the 'writer's mumble', i.e. read it aloud four times to check it. • Does the story make sense? Is the theme clear? How can it be improved? • Is the information you have given your reader the information they need? Would a better choice of vocabulary improve it? • Are the paragraphs and sentences well-constructed? Do they help the reader? Are punctuation and spelling as accurate as they can be? How can they be improved?
5.2	Perform own poem.	Give learners the opportunity to read their story to the class or to a small group. They should focus on engaging the listener. Ask other learners to comment on how the 'storyteller' engaged the listeners (e.g. using tone of voice, non-verbal features).
5.3	Read, enjoy and discuss a variety of letters. Think about features of letters and how to skim a letter for its gist.	Discuss letter writing. • Do learners ever write letters? If so, who to and why? • Do they write emails? If so, who to and why? • Do they ever receive letters? How do they feel when they do? • Do their parents write/receive letters or emails? • Do they think their parents' letters and emails are about the same kind of things as their own letters and emails?

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5.4	(5.4 & 5.5) Read, enjoy and discuss a variety of letters. Think about features of letters and how to skim a letter for its gist.	(5.4) Share some of the letters and postcards that have been collected. Model skimming a letter to work out: • who the letter is from • the purpose of the letter what the writer wants the reader to do/feel/know (5.5) Together, evaluate whether the letter achieves its purpose. Give learners a variety of letters written for different purposes. Ask them to skim read the letters to find basic information, then to read the letters more closely to discover whether or not their initial skim read was effective and accurate. Let learners share the letters and their evaluations of them. Discuss whether letters are fact or fiction.
6.1	Recognise features of letters and know that we can use some of them to infer information about the sender and receiver.	Write a sentence which is in some way related to one of your texts, e.g. I got wet. Ask learners to change or add an adjective/noun/verb, each time with the aim of making the sentence give more information, e.g. I was drenched by the sudden downpour. Explore how the meaning changes and discuss the impact on the reader.
6.2	Recognise features of letters and know that we can use some of them to infer information about the sender and receiver.	Give learners time to make their own lists of synonyms for words they use frequently in their writing, particularly verbs of motion and adjectives to describe size and approval/disapproval
6.3	Understand why writers use paragraphs	Choose one of the letters that has been read with the class which has a number of paragraphs. Re-read the letter. At the beginning of each new paragraph, ask learners to try to explain why the writer chose to begin a new paragraph at that point.
6.4	(6.4 & 6.5) Understand why writers use paragraphs	(6.4) The most common reasons for new paragraphs in stories are: • change of time or place • change of character focus • change of action • new speaker in dialogue. (6.5) What do learners think are the most common reasons for a new paragraph in letters? • any of the above? • change of theme or subject? • developing an idea?
7.1	Understand why writers use paragraphs.	Discuss why writers use paragraphs in their writings. Encourage learners to write some paragraphs and share with a talk partner.

WEEK	TOPIC	TOPIC DETAILS
7.2	Understand why writers use paragraphs.	Remind learners about the most common reasons for new paragraphs in stories: • change of time or place • change of character focus • change of action • new speaker in dialogue.
7.3	MID-TERM BREAK	MID-TERM BREAK.
8.1	Plan and write a letter using paragraphs.	Read a letter to the class and together work out how they might reply to the letter. Use a shared writing session to develop a reply, focusing on: • using the features of letters you have previously identified • using paragraphs • replying to ideas and information in the original letter.
8.2	Plan and write a letter using paragraphs.	Write another letter (which could be the third in the chain or a new letter) and ask learners to write a reply. Generate/share the success criteria. Their letter should: • use the features of letters you have previously identified • have paragraphs reply to ideas and information in the original letter.
8.3	Re-read and improve own writing.	After learners have finished the first draft of their letter, ask them to do the 'writer's mumble', i.e. read it aloud four times to check it. • Does the letter make sense? Is the theme clear? How can it be improved? • Is the information you have given your reader the information they need? Would a better choice of vocabulary improve it? • Are the paragraphs and sentences well-constructed? Do they help the reader? Are punctuation and spelling as accurate as they can be? How can they be improved?
8.4	8.4. Re-read and improve own writing. 8. Proofing reading letters.	(8.4) Put learners in group. Give them a clue of how they can work on their letters to absorb the questions above. Ask learners how they can get rid of errors or mistakes in their letters. (8.5) Work with them, to help them understand with proofreading is. Tell them the essence of proofreading.
9.1	Read, enjoy and discuss poems.	Let learners browse through collections of poems from different cultures, and choose and recite those that they particularly enjoy. Possibly ask learners to make copies of the poems to add to a class anthology.

WEEK	TOPIC	TOPIC DETAILS
9.2	Read, enjoy and discuss poems.	Work in groups with learners and discuss each poem: • likes and dislikes – Did you like/dislike the poem? Why? Were there certain words or phrases that you liked/disliked? • effects – What effect does the poem have on you, the reader? • pictures – Does the poem paint a picture in your mind? How? • patterns – Look for patterns of rhyme, rhythm, alliteration, lines, verse structure • words – Which words and phrases were particularly effective? Why? • interesting things – What else would you like to say about the poem?
9.3	Read, enjoy and discuss poems.	For individual poems, you can ask questions and have discussions about different topics, but this list includes many of the issues it is interesting to discuss with poetry. Bring some of the poems discussed by groups back to the whole class for a wider-ranging discussion and to model good discussion for groups where it didn't happen.
9.4	(9.4 & 9.5) Consider how poems differ from stories.	(9.4) Learners will have read poems from different cultures. Ask them how poems from the cultures are different: • How do we know which culture or country a poem comes from? • What kind of information do we find out in poems that we don't find out in stories and non-fiction books? • Why do people choose to write poems when they could write stories instead? (9.5) What are the themes and ideas in the poems? Ask learners how would they know which country does a poem come from. Guide them on some of the feature they should consider.
10.1	MID-YEAR ASSESSMENT	MID-YEAR ASSESSMENT
11.1	Recognise the importance of an accurate choice of vocabulary and develop lists of synonyms for common words	Give learners the opportunity to draw up a plan for a poem based on one they have read. Encourage them to research the country and culture they want to write about so their choice of words is more specific. Their poem could be: • a rewrite of another poem, replacing words to change the culture • writing a new verse for the poem • writing a new version of the poem, changing the culture • writing a new poem, which is based on a model.

WEEK	TOPIC	TOPIC DETAILS
11.2	Recognise the importance of an accurate choice of vocabulary and develop lists of synonyms for common words	Encourage learners to work with response partners as they write their poem. The role of the response partner is to offer help and advice on word choice, etc.It is also to listen to each version of the poem and state explicitly one or two things which are good and something that could be improved.
11.3	Perform own poem	Give learners the opportunity to perform their poem to the class or to a small group. They should focus on engaging the listener. Ask other learners to comment on how the 'poet' engaged the listeners.
11.4	Perform own poem	Ask learners what they think about feed backs. Is it important or not? Tell them the importance of feedback, and how it would help them improve on their poems. 11.5 CROSS COUNTRY.
12.1	Recognise a wider range of suffixes	Introduce the suffixes -ly, -ful and –less.
12.2	Recognise a wider range of suffixes	Ask learners to investigate the kinds of words that each of these suffixes can be attached to and consider what happens to the word when a suffix is added. (Most often, the addition of a suffix causes the word to change word class, e.g. help = noun; helpful = adjective.)
12.3	Recognise compound words.	Show learners how compound words are made from two combined words, e.g. everyone, somehow, anything, nowhere
12.4	(12.4 & 12.5) Recognise compound words.	(12.4) Talk about the importance of recognising these words as a strategy for reading – if learners are aware of compound words, they are less likely to get stuck trying to decode the odd combinations of consonants that occur where the words join. (12. 5) Ask learners how they can distinguish between compound words and sentences.
13.1	LAST WEEK OF TERM/FUN DAY WEEK.	LAST WEEK OF TERM- FUN DAY WEEK
14.1	N/A	N/A
15.1	N/A	N/A
16.1	N/A	N/A

ENGLISH SCHEME OF WORK
YEAR 3 - TERM 3

WEEK	TOPIC	TOPIC DETAILS
1.1	Read, enjoy and discuss a story, identifying main character, setting, plot and theme.	Read each story aloud to and with the class. Ask learners for their opinions of the story. • What did they like and dislike? • What effect did the story have on them? What is their personal response? • Did they make 'pictures in their minds' as they read and listened to the story? What kind of pictures were they? • Were there any particular words, phrases or images that they found particularly effective? • Were there any particularly interesting or surprising moments in the story that learners responded to?
1.2	Read, enjoy and discuss a story, identifying main character, setting, plot and theme.	Discuss the main character, setting, plot and theme. Check that learners are familiar with the vocabulary. Ask them to explain the reasons for their responses. How are the stories similar ... different? Always encourage learners to find evidence in the text to support their responses.
1.3	Recognise key features of adventure tales	While reading the stories, ask learners to consider the differences between these stories and real life stories, so they can begin to understand the features of adventure stories. These include: • they must have an element of excitement • there is always a bad character or enemy • the story is built up in waves, increasing the tension and danger at each point until towards the end of the story when there is resolution • the stories usually have a happy ending • children are usually heroes in children's fiction • it is important that we know how characters are feeling • details in building up the settings are crucial the story usually moves from a happy, safe place to the adventure, then back to the happy, safe place
1.4	Recognise key features of adventure tales	Help learners identify the features of a real life story and adventures stories.

WEEK	TOPIC	TOPIC DETAILS
2.1	Develop awareness of the importance of verbs in sentences and know that consistency of tenses is important.	Choose sentences from the stories. Write them on the board, but without the verb each time. • Can learners say what is missing from each of the sentences? And suggest a replacement? • Can they explain how they know? • How do you know whether the verb should be singular or plural?
2.2	Develop awareness of the importance of verbs in sentences and know that consistency of tenses is important.	Emphasis the fact that a sentence must have a verb – without a verb you don't have a sentence. What do learners instinctively know about verb tenses in stories? Show them different stories and ask them to say what tense they think it is written in (at this point, don't trick them by finding unusual examples).Talk about the logic of the different tenses used in each text type.
2.3	Identify the function of pronouns and ensure the grammatical agreement of pronouns and verbs in standard English.	Re-read a text, replacing all the pronouns with common nouns. Can learners identify what is odd about the reading? Find paragraphs which begin with a pronoun. Can learners tell you who the pronoun refers to? How do they know?
2.4	(2.4 & 2.5) Identify the function of pronouns and ensure the grammatical agreement of pronouns and verbs in standard English.	(2.4) Introduce the word pronoun, explaining that it takes the place of a noun phrase (a noun and the words associated with it) in a sentence.Show learners sentences with nouns and noun phrases and ask learners to show you which word you could replace with a pronoun. (2.5) Discuss the importance of pronoun–verb agreement in standard English. If necessary, give learners options between e.g. we was and we were, discussing how they know which option to choose.
3.1	Use information from reading to write a character study.	Summarise what is known about one of the characters in a story, including information that has been deduced. Ask learners to draw and label the character, then write about them, guessing how they would react in different circumstances.
3.2	Recognise the impact of a good choice of words in a text and explore alternative verbs, particularly with dialogue.	Select part of a story in which the writer has chosen to use some powerful verbs and precise nouns. Discuss reasons for choosing powerful verbs. Cover up the powerful verbs. Ask learners to suggest other verbs which the author could have used instead. Discuss the impact on the meaning of the sentence.
3.3	Recognise the impact of a good choice of words in a text and explore alternative verbs, particularly with dialogue.	Focus on verbs connected with dialogue in the story. Explore what would happen if the 'he said' phrases were replaced by thundered, whispered, suggested, roared, etc. How would that impact on the reader's understanding of the text?

WEEK	TOPIC	TOPIC DETAILS
3.4	(3.4 & 3.5) Recognise the impact of a good choice of words in a text and explore alternative verbs, particularly with dialogue.	(3.4) Discuss the importance of details in settings in adventure stories, e.g. the creaking door, decaying cobwebs, broken window pane (3.5) Ask learners to choose a setting for an adventure story they would like to write. Tell them to give a description of their sitting, and why is it appropriate for their story.
4.1	Use observations in reading as the model for writing dialogue.	Revisit part of a familiar story where two characters are having a conversation. Speculate as to how the conversation might continue. Encourage pairs of learners to role-play possible dialogues.
4.2	Understand why writers use paragraphs and adverbials	Read the beginning of a story together. Can learners explain the reason for the change in all of the paragraphs?
4.3	Understand why writers use paragraphs and adverbials	Investigate the use of adverbials in the story and how they give extra information, particularly about when or how something happens. Discuss how adverbials can be used to vary sentence openings.
4.4	(4.4 & 4.5) Write a short description of a setting using as many senses as possible	(4.4) Ask learners to visualise two contrasting settings; one comfortable and safe, one dangerous and insecure. Photographs of places that all of the learners have visited are useful but not essential. (4.5) For each place, ask learners to write a paragraph describing it. Each paragraph should include references to the senses: seeing, hearing, touching and smelling. Ask learners to evaluate one another's writing.
5.1	MID-TERM BREAK	MID-TERM BREAK
6.1	Plan and write a story using paragraphs and containing dialogue, telling the story before writing it, using tone of voice appropriately.	Give learners the opportunity to draw up a plan for a story, which should be related to one of the stories that has been studied. Learners should have the opportunity to tell the story to one another, checking that their planned story makes sense.
6.2	Plan and write a story using paragraphs and containing dialogue, telling the story before writing it, using tone of voice appropriately.	Revisit the main points of the unit, including: • how readers can infer information as well as being told it directly • study of character and dialogue • the importance of the choice of words • the use of the senses when describing a setting • the use of paragraphs to signal a change of time, place, character or action • the use of adverbials to vary sentence openings.

WEEK	TOPIC	TOPIC DETAILS
6.3	Plan and write a story using paragraphs and containing dialogue, telling the story before writing it, using tone of voice appropriately.	Give learners time to write the story they have planned. Make your success criteria clear before they begin writing, e.g. 'Write a story with paragraphs. Use some dialogue and remember to choose interesting and powerful words.
6.4	(6.4 & 6.5) Re-read and improve own writing.	(6.4) After learners have finished the first draft of their story, ask them to do the 'writer's mumble', i.e. read it aloud four times to check it. • Does the story make sense? Is the theme clear? How can it be improved? • Is the information you have given your reader the information they need? Would a better choice of vocabulary improve it? • Are the paragraphs and sentences well-constructed? Do they help the reader? Are punctuation and spelling as accurate as they can be? How can they be improved? (6.5) Help learners identify areas they would need to strengthen in their writing. Can they identify what they did right and wrong?
7.1	Find books in libraries	Take the class to the school/local library. Introduce them to the different ways of organising books for fiction and non-fiction: fiction is usually shelved alphabetically by the author's name; non-fiction is shelved by subject and topic. Ask them to consider why that might be the case. Give learners information about the classification system used in the library, and show them how to find books. Encourage them to use the library.
7.2	Look at books containing report texts and recognise the key features and their purposes.	Give pairs of learners different books of report texts and ask questions about their different books to establish what they know and their expectations of the books: • Is your book fiction or non-fiction? How do you know? • What is your book about? How do you know? (Encourage learners to use the title, the covers pictures, the blurb as well as a brief skim through.) • Which features usually found in non-fiction books can you find in your book? (e.g. contents, index, glossary, photographs, illustrations, diagrams, maps, charts, headings and subheadings, captions and labels, bullet points, different fonts for different ways of presenting information)
7.3	Distinguish non-fiction books from fiction books, and know how to find information in them.	Check that all of the learners can identify the features. Discuss the purpose of each of the features. Focus particularly on the different purposes and organisation of the contents and index pages.

WEEK	TOPIC	TOPIC DETAILS
7.4	(7.4 & 7.5) Skim and scan a report text	(7.4) Prepare copies of one report text for all learners to look at. Ask learners to skim read the text. What kind of information does the text give? Ask learners to scan the text to answer a specific question. Ask learners to make a record of other information drawn from the report. (7.5) Talk about the layout of the text: • What are the headings? • What is their function? • How do you know what is a heading and what is main text? Is it important to read the information from the top of the page to the bottom of the page? Does the text still make sense if you read a lower heading before a heading higher up the page?
8.1	Understand why writers use paragraphs	Revisit the reasons for changing paragraphs in fiction texts. Are the same reasons used in non-fiction texts? (No.) Ask learners to re-read a report text and decide why a writer of a non-fiction text decides to start a new paragraph (change of topic or change of focus). Read the opening sentence of each paragraph. This is often called the topic sentence. Discuss why. (Generally the first sentence will introduce the theme or topic for the paragraph.)
8.2	Consider the language used in report texts.	Remind learners of the work they did previously on instructions. How is the language in report texts similar and different? Focus on: • the use of present tense verbs throughout (unless the report is a historical report, where the tense will be past) • the use of the third person • a slightly distant, formal style – the writer is giving information, not chatting or giving instructions the use of full sentences, no dialogue and generally no questions (except in headings and subheadings, where questions are often used).
8.3	Compare report texts in print and in IT sources.	Once paper texts have been explored, introduce learners to e-texts, via non-fiction texts either on CD-ROMs or using the internet. Compare the different types of text. • Is the style of writing generally the same? • Are paragraphs used in the same way? • Can you skim and scan to find information quickly? • Is the way that you find the information the same? What else is different?

WEEK	TOPIC	TOPIC DETAILS
8.4	8.4. Make an oral report on a topic of interest. 8.5. Plan writing a report text, then write it	(8.4) Challenge learners to work in groups and plan and present an oral report on a subject that interests them. This may be linked to a school topic or leisure activities. Tell learners that their talk may be based either on scripted writing or on notes, and should include: • a clear title to tell the audience what they are going to learn about • sections with headings and a topic sentence to introduce the topic • consistent use of tense and an appropriate register (not too chatty and informal) • interesting ideas and information for the audience – plus background information if the audience is likely to need it. Some learners may want to make an electronic presentation as the background to their talk. Assess learners on the clarity and presentation of their talk as well as on the content. (8.5) After learners have given an oral report, ask them to write one. This may be linked to their talk or be on a different subject. They should first plan their writing, recording the information in the most appropriate way: • on a chart • in a diagrammatic form, e.g. a mind map (often recommended as the most effective planning format for report texts, because learners can easily add information as they think of it before they decide which order to write it down) • as a flow diagram (the hardest planning method for report writing; only use if they already know what they are going to write and the order in which they are going to present their ideas). Once learners have planned their writing, remind them of the success criteria, including: • the use of headings and a title • paragraphs with topic sentences to introduce new topics • the use of illustrations, maps and diagrams if they are helpful – and the importance of labeling them or adding a caption well-constructed sentences with clear links between ideas
9.1	YEAR 3 NAT MOCK EXAMS WEEK.	YEAR 3 NAT MOCK EXAMS WEEK.
10.1	Re-read and improve own writing.	After learners have finished the first draft, ask them to do the 'writer's mumble', i.e. read it aloud four times to check it. • Does it make sense? How can it be improved? • Is the information you have given your reader the information they need? • Are the paragraphs and sentences well-constructed? Do they help the reader? Are punctuation and spelling as accurate as they can be? How can they be improved?

WEEK	TOPIC	TOPIC DETAILS
10.2	Read, enjoy and discuss humorous poems.	Let learners browse through collections of humorous poems, and choose and recite, those that they particularly enjoy. Possibly ask learners to make copies of the poems to add to a class anthology. Work in groups with the learners and discuss each poem: • likes and dislikes – Did you like/dislike the poem? Why? Were there certain words or phrases that you liked/disliked? • effects – What effect does the poem have on you, the reader? • pictures – Does the poem paint a picture in your mind? How? • patterns – Look for patterns of rhyme, rhythm, alliteration, lines, verse structure. • words – Which words and phrases were particularly effective? Why? • interesting things – What else would you like to say about the poem? For individual poems, you can also ask questions and have discussions about different topics. Bring some of the poems discussed by groups back to the whole class for a wider-ranging discussion. This is also an opportunity to reinforce how to have a good discussion.
10.3	Explore what makes humorous poems funny	Give groups of learners different humorous poems to look at, recite and consider. First ask them whether they think the poem is funny. What makes it funny? Is it: • the subject matter? • the poet's choice of words? • the fact that the poet implies things that are never mentioned explicitly? • the fact that words that look the same can have other meanings? • that some lines are ambiguous (i.e. the whole line in the poem has another meaning)? • the sound of the words? • the rhythm? • the length of the poem? Talk as a class and for each poem try to find out what it is that learners find funny about that poem. Compile a class list of Things that make poems funny. Ask learners to think about how funny poems are different from jokes

WEEK	TOPIC	TOPIC DETAILS
10.4	Recognise the importance of an accurate choice of vocabulary and develop lists of synonyms for common words.	Look at the words in the poems that have been read. Consider what made the poet choose those particular words. • How did they enrich the poem? • How much did the choice of words contribute to making the poem funny? • Could the poet have used different words? Ask learners to use a thesaurus and rhyming dictionary to suggest other words the poet could have used. How would they have changed the meaning of the poem?
11.1	YEAR 3 NAT PERIOD	YEAR 3 NAT PERIOD
12.1	LAST WEEK OF TERM/FUN WEEK	LAST WEEK OF TERM/FUN WEEK
13.1	N/A	N/A
14.1	N/A	N/A
15.1	N/A	N/A
16.1	N/A	N/A