





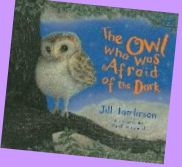


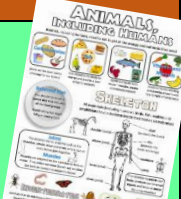




Year 3 - Reading and Writing opportunities.

Autumn term 1






Reading opportunities	Fantastic Mr Fox By Roald Dahl Reading skills covered: VIPERS  			Poem – The Adventures of Isabel (Year 3 poem to perform) Reading Skills covered - VIERS 	
Writing genre opportunities	Wanted Poster for Mr. Fox Character description using: Adventurous adjectives for appearance, personality and adverbs for movements.	Non-fiction writing about foxes (non-chronological report) Research information about foxes (link with reading comprehension).	Invitation to the Feast: List all the food and drink that Mr Fox collect underground. Write an invitation to the party he will hold will the food and drink.	Book Review – Fantastic Mr Fox.	
Foundation subjects (Whole half term)	Science – Rocks (Rocks, soils and fossils) History – Would you prefer to live in the Bronze Age, Stone Age or Iron Age?			 	

Autumn term 2





Reading opportunities	The Owl who was Afraid of the Dark By Jill Tomlinson Reading skills covered: VIPERS  		The Present – Literacy Shed – Film Unit  		Poem: Winter Wonderland – Twinkl Reading Skills covered - VIERS Identify rhyming words and patterns rhyming words Identify adjectives	
Writing genre opportunities	Character description of Plop.	Similes to make a firework poem	Non-chronological report on owls	Narrative opening - Write narrative of the opening sequence of the film.	Balanced information text Make a leaflet for the child and their family, telling them what to think about before they get a dog.	Write a verse for their own winter poem See above. Write own verse when given a framework to scaffold.
Foundation subjects (Whole half term)	Science – Animals including humans (Movement and nutrition for the human body) Geography – Why do people live near volcanoes? Explanation writing: Why do volcanoes erupt? / Why do people choose to live near volcanoes? R.E. Diwali Acrostic poem			  		

Year 3 - Reading and Writing opportunities.

Spring term 1

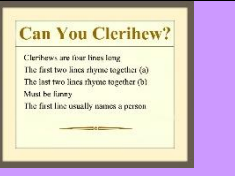
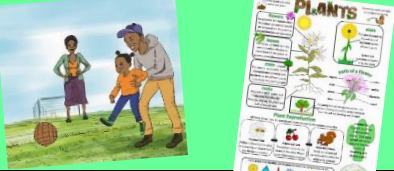
<p>Reading opportunities</p>	<p>Flat Stanley By Jeff Brown Reading skills covered: VIPERS</p>   						<p>Poetry – My brother might be bigfoot -Kenn Nesbitt Reading Skills covered - VIERS</p>
<p>Writing genre opportunities</p>	<p>Narrative – write your own chapter</p>	<p>Write a newspaper report giving detail about the incident where the boy has turned flat.</p>	<p>Character description to describe Flat Stanley's appearance and personality.</p>	<p>Letter writing</p>	<p>Script writing/ drama</p>	<p>Write a diary entry of Stanley's time in America.</p>	
<p>Foundation subjects (Whole half term)</p>	<p>Science – Light (Light and shadows) History – Romans – Non-Chronological Report All About the Romans</p>  						

Spring term 2

<p>Reading opportunities</p>	<p>Pigeon Impossible – Literacy Shed – Film Unit Reading skills covered: I, P, E, S</p> 				<p>Poetry – list poems - kennings Reading Skills covered - VIES</p>
<p>Writing genre opportunities</p>	<p>Newspaper report about the incident that takes place in Pigeon Impossible</p>	<p>Persuasive Argument/ Setting Description Write a setting description from the point of view of the pigeon and compare it to the point of view of the agent.</p>	<p>Create a comic strip of the story of Pigeon Impossible.</p>	<p>Look at kennings together and discuss vocabulary. Then write own kenning poem.</p>	
<p>Foundation subjects (Whole half term)</p>	<p>Science – Forces and magnets (Forces, friction, and magnets) Geography – Who lives in Antarctica? Non chronological report about Antarctica</p> 				

Year 3- Reading and Writing opportunities.

Summer term 1

<p>Reading opportunities</p>	<p>Charlie and the Chocolate Factory By Roald Dahl Reading skills covered: VIPERS Use VIPERS comprehensions from Literacy Shed for each chapter.</p>							<p>Poetry: Clerihew Reading Skills covered - VIERS</p>
<p>Writing genre opportunities</p>	<p>Narrative writing: Retell the story from another of the children's point of views</p>	<p>Letter to Mr. Wonka explaining why you should be allowed to visit the chocolate factory.</p>	<p>Newspaper article about what happened at the chocolate factory.</p>	<p>Write a diary from Charlie's perspective about winning and his visit.</p>	<p>Persuasive writing – advert for a new sweet/ chocolate bar.</p>	<p>Explanation writing – How is chocolate made?</p>	<p>Character description of Charlie Bucket.</p>	<p>Look at clerihews and write own.</p>
<p>Foundation subjects (Whole half term)</p>	<p>Science – Plants (Flowering plants and plant growth) History – How have children's lives changed? Discussion writing – When do you think life was best for children?</p>							

Summer term 2

<p>Reading opportunities</p>	<p>The Lighthouse – Film Unit – Literacy Shed Reading skills covered: V, I, P, S, E</p>						<p>Poetry: From a railway carriage Reading Skills covered - VIERS</p>
<p>Writing genre opportunities</p>	<p><u>Diary Entries</u> Use of emotive language The children are to write the lighthouse keeper's diary describing his thoughts and feelings during the story.</p>						<p>Rhyming couplets Write own modern day version of the poem</p>
<p>Foundation subjects (Whole half term)</p>	<p>Science – Plants (Flowering plants life cycle) Geography – Are all settlements the same?</p>						