

# Staying out

by Pie Corbett



## Reading for Writing

### Fiction: Staying Out

Focus on suspense

Re-tell the story.

Decide on key elements (toolkit) from the story.

Write own version before editing it.

### Non -Fiction: Recount

Focus on structure and verb tenses

Linked to Science and Orion and the Dark

Decide on key elements (toolkit) from the text.

Write own version before editing it.



## Spellings

Words where 'ou' makes an /ow/ sound

Words where 'ou' makes a /u/ sound

Words where 'y' makes an /i/ sound

Words ending in '-sure'

Words ending in '-ture'



## Grammar and Golden Sentences

Revisit Grammar work from Year 2.

Use a range of conjunctions to explain cause, time or place: *because, when, if, after, before, within bronze sentences.*

*Example: The fox ran through the street after it went dark.*

Review verbs within sentences and how to improve them.

*Example: The man ran down the road – The man sprinted down the road.*

Use verb tenses correctly.

*Examples: caught/catch see/saw go/went*

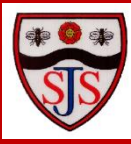
Use determiners

*Examples: an apple, a car, the group of children*

Use punctuation within direct speech.

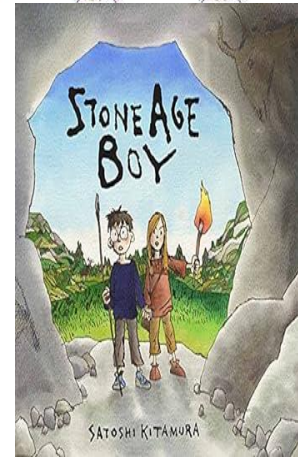
*Examples: "Come here as soon as possible!" shouted the girl.*

*The girl shouted, "Come here as soon as possible!"*



# Stone-Age Boy

by Satoshi Kitamura



## Reading for Writing

### Fiction: Stone-Age Boy

Focus on settings

Role play

Decide on key elements (toolkit) from the story.

Write own version before editing it.

### Non -Fiction: Instructions

Focus on structure and technical vocabulary

### Link to History

Links to Christmas.

Decide on key elements (toolkit) from the text.

Write own version before editing it.

## Spellings

Words with the prefix 're-'

Words with the prefix 'dis-'

Words with the prefix 'mis-'


Words where '-ing' and '-ed' are added to multisyllabic words

Words where '-ing', '-en' and '-ed' are added to multisyllabic words

Look 

Say 

Cover 

Write 

Check 

## Grammar and Golden Sentences

Revisit Grammar work from Year 2.

Use a range of conjunctions to explain cause, time or place: *because, when, if, after, before, within* **bronze sentences**.

**Example:** *The fox ran through the street after it went dark.*

Review verbs within sentences and how to improve them.

**Example:** *The man ran down the road – The man **sprinted** down the road.*

Use verb tenses correctly.

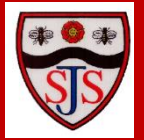
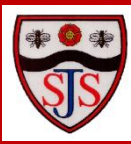
**Examples:** *caught/catch see/saw go/went*

Use determiners

**Examples:** *an apple, a car, the group of children*

Use punctuation within direct speech.

**Examples:** *"Come here as soon as possible!" shouted the girl.  
The girl shouted, "Come here as soon as possible!"*



### The Caravan

by Pie Corbett



#### Reading for Writing

##### Fiction: The Caravan

Focus on openings for warning stories.  
Decide on key elements (toolkit) from the story.  
Write own version before editing it.

##### Non -Fiction: Information Text – Mary Anning

Focus on structure using bullet points and sub-headings  
**Link to Science**- Rocks and soils  
Decide on key elements (toolkit) from the text.  
Write own version before editing it.



#### Spellings

Words with the 'ai' digraph

Words with the 'ei' digraph

Words where 'ey' makes an /ai/ sound

Adding the suffix '-ly'

Words that are homophones

Look	
Say	
Cover	
Write	
Check	

#### Grammar and Golden Sentences

Use a range of conjunctions to explain cause, time or place: *because, when, if, after, before, within bronze sentences.*

*Example: The fox ran through the street after it went dark.*

Understand adjectives and classify them according to: colours, sizes moods etc

*Examples: The yellow, spotted lizard, the large, imposing figure, the sad and lonely girl.*

Understand how to pluralise nouns.

*Example: trousers, trains, rain, sheep*

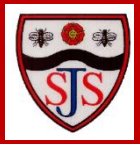
Understand first, second and third person

*Examples: I/We do You/you do He/She/They do/does: I went to the park. You went to the park. John went to the park.*

Understand how to use personal pronouns in a sentence.

*Examples: John visited the zoo before John went home.*

*John visited the zoo before he went home.*



# The Lion and the Mouse

By Gerald Rose and Jerry Pinkney



## Reading for Writing

### Fiction: The Lion and the Mouse

Focus on dialogue

Role play

Decide on key elements (toolkit) from the story.

Write own version before editing it.

### Non -Fiction: News report

Focus on structure and facts

Links to The Lion and the Mouse.

Decide on key elements (toolkit) from the text.

Write own version before editing it.



## Spellings

Words ending in 'al'

Words ending in 'le'

Adding '-ly' when the root word ends in '-le'

Adding '-ally' when the root word ends in '-ic'

Adding '-ly' when the words do not follow the spelling patterns

Look	
Say	
Cover	
Write	
Check	

## Grammar and Golden Sentences

Use a range of conjunctions to explain cause, time or place: *because, when, if, after, before, within bronze sentences.*

*Example: The fox ran through the street after it went dark.*

Understand adjectives and classify them according to: colours, sizes moods etc

*Examples: The yellow, spotted lizard, the large, imposing figure, the sad and lonely girl.*

Understand how to pluralise nouns.

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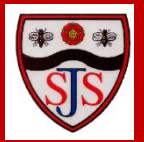
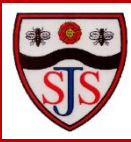
Understand first, second and third person

*Examples: I/We do You/you do He/She/They do/does: I went to the park. You went to the park. John went to the park.*

Understand how to use personal pronouns in a sentence.

*Examples: John visited the zoo before John went home.*

*John visited the zoo before he went home.*



# Biscuit Bear

by Mini Grey



## Reading for Writing

### Fiction: Biscuit Bear

Focus on Description.

Decide on key elements (toolkit) from the story.

Write own version before editing it.

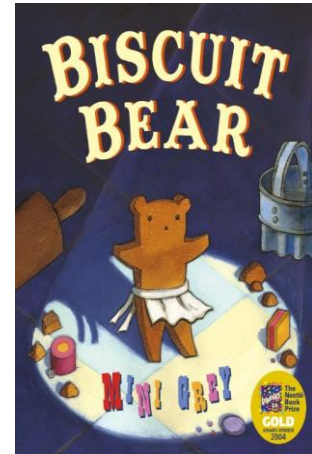
### Non -Fiction: Persuasive letter

Focus on structure and discussion

#### Link to Science

Decide on key elements (toolkit) from the text.

Write own version before editing it.



## Spellings

Words ending in '-er' when the root word ends in 'ch'

Words where 'ch' makes a /k/ sound

Words where 'que' makes a /k/ sound

Words where 'sc' makes a /s/ sound

Words that are homophones



## Grammar and Golden Sentences

Use a range of conjunctions to explain cause, time or place: *because, when, if, after, before, within bronze sentences.*

*Example: The fox ran through the street after it went dark.*

Introduce the use of paragraphs to group related pieces of information.

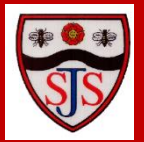
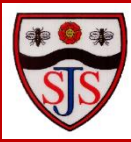
Identify the main and subordinate clause within a sentence.

*Examples: The fox ran through the street after it went dark. (Main clause) - The fox ran through the street after it went dark. (Subordinate clause)*

Use commas to mark boundaries.

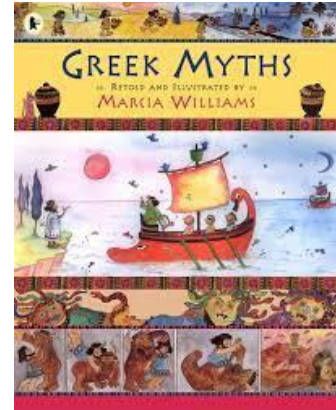
*Example: Early one morning, a cat squealed in pain because it was hurt.*

Use headings and sub-headings to aid presentation.



# Perseus and Medusa A Greek Myth

By Marcia Williams.



## Reading for Writing

### Fiction: Perseus and Medusa

Focus on characterisation  
Decide on key elements (toolkit) from the story.  
Write own version before editing it.

### Non -Fiction: Explanation

Focus on structure and imperative verbs  
[Link to PSHE](#) - How to survive at Shadsworth Junior School- a Guide for new Year Three children.  
Decide on key elements (toolkit) from the text.  
Write own version before editing it.

## Spellings

Words that end in 'sion'

Revision of spelling patterns learned in Stage 3

Look	
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Write	
Check	

## Grammar and Golden Sentences

Use a range of conjunctions to explain cause, time or place: *because, when, if, after, before, within bronze sentences.*

*Example: The fox ran through the street after it went dark.*

Introduce the use of paragraphs to group related pieces of information.

Identify the main and subordinate clause within a sentence.

*Examples: The fox ran through the street after it went dark. (Main clause) - The fox ran through the street after it went dark. (Subordinate clause)*

Use commas to mark boundaries.

*Example: Early one morning, a cat squealed in pain because it was hurt.*

Use headings and sub-headings to aid presentation.

Review of Grammar from the year.