

**Y3 Medium Term Plan**

Autumn 1	<p><b>The Railway Children by E. Nesbitt</b></p> <p>This novel tells the story of three siblings who move to the countryside after their father is wrongfully imprisoned. They befriend an old gentleman who helps prove their father's innocence, leading to a joyful family reunion.</p>	<p>The key themes are family, friendship and resilience</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> <li>Identify the third person perspective and how this choice of narrative supports the storytelling (<i>building on narration discussion in 'A Bear Called Paddington' Y3</i>)</li> <li>justify predictions using evidence from the text. (<i>building on inference focus in 'Flat Stanley' Y2</i>)</li> </ul>	<p>Within the context of diary writing the children will learn to:</p> <ul style="list-style-type: none"> <li>Use ideas from the text to develop their own writing</li> <li>Use the first-person viewpoint and adverb consistently and accurately (<i>building on first person in 'The Day the Crayons Quit' Y2</i>)</li> <li>Understand the conventions of diary writing and the non-chronological nature of the individual entry.</li> </ul>	<p>Within both reading of the novel and writing opportunities, children will learn to identify and use:</p> <ul style="list-style-type: none"> <li>Expanded noun phrases to develop detailed description of a place</li> <li>Adverbs of time and place in simple sentences.</li> </ul>	<p>Hot seating one of the railway children:</p> <ul style="list-style-type: none"> <li>Ask relevant questions about how and why Peter chose to steal coal. (<i>building on interview of 'Queen on the Corner' Y2</i>)</li> <li>Use empathy to express feelings and emotions in role.</li> <li>Speak with confidence in front of peers.</li> <li>Move in and out of role understanding the change in tone and register.</li> </ul>	<p>Consolidation of KS1 GPCs:</p> <p>In Year 3, pupils will be assessed in order to identify a starting point and evident gaps.</p>	<ul style="list-style-type: none"> <li>Practising joining through a word in stages: no ascenders or descenders</li> <li>Practising joining through a word in stages: parallel ascenders</li> <li>Introducing joining from s to ascender: sh, sl, st, sk</li> <li>Introducing joining from s, no ascender: sw, si, se, sm, sn, sp, su</li> <li>Introducing joining from s to an anticlockwise letter: sa, sc, sd, sg, so, sq</li> </ul>
	<p><b>From a Railway Carriage</b></p> <p>'From a Railway Carriage' by Robert Louis Stephenson captures the swift, rhythmic movement of a train journey through vivid imagery. The poem describes the fleeting scenes of the countryside, including fields, towns, and people, as they rush by the window.</p>	<p>The key themes are journey and progression.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> <li>Discuss the poet's choice of rhythm and rhyme (<i>building on 'The Sound Collector' Y2</i>)</li> <li>Confidently read aloud a selection of rhyming couplets</li> <li>Imitate the movement of a steam train through use of intonation</li> </ul>	<p>Write a series of rhyming couplets imitating the style of Stephenson (<i>this introduces children to the style of the author in preparation for Year 5 sonnets and Treasure Island novel</i>)</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>Judiciously select ambitious word choices to add detail and create settings (<i>building on word choice in 'Someone' Y2</i>)</li> <li>Select language which supports the rhythm and rhyme of the poem (<i>building on schema of rhythm and rhyme that has been built across KS1</i>)</li> <li>Assess the effectiveness of their own and others rhyming couplets and suggest improvements</li> </ul>	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> <li>Collective nouns correctly and subvert use for effect</li> <li>Expanded noun phrases to indicate movement between places</li> <li>Prepositions to position people and objects within rhyming couplets</li> </ul>	<p>Perform a series of rhyming couplets from Stephenson's 'From a Railway Carriage'</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> <li>Read aloud to reflect the poet's use of rhythm and rhyme creating a sense of movement and pace in their presentation (<i>building on reading of 'Someone' Y2</i>)</li> <li>Deliberately identify points where a breath can be taken to support the phrasing and delivery of the poem, adapting the content of delivery for audience</li> </ul>	<p>Consolidation of Year 2 CEWs: Refer to NC Years 1 and 2 word list.</p>	
Autumn 2	<p><b>Charlotte's Web by E. B. White</b></p> <p>is a touching story about a pig named Wilbur and his friendship with a clever spider named Charlotte, who writes messages in her web to save him from being slaughtered.</p>	<p>The key themes are friendship, compassion and perseverance.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> <li>Identify aspects of the five-part narrative structure with support (<i>building on narrative structure identified in 'Greta and the Giants' Y2</i>)</li> <li>Confidently use appropriate terminology when discussing main and supporting characters (<i>building on character analysis across KS1</i>)</li> </ul>	<p>How does the character of Templeton change over the course of Charlotte's Web? (<i>building on character focus in 'A Bear Called Paddington' Y2</i>)</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>Use ideas from their own writing</li> <li>Organise their writing into two paragraphs displaying their understanding of the dual nature of his personality</li> </ul>	<p>Children will identify and use:</p> <ul style="list-style-type: none"> <li>The singular possessive apostrophe to discuss characters attributes</li> <li>Paragraphs to group related ideas</li> <li>Adverbs of time to support the idea of character transition</li> </ul>	<p>Whole Class Discussion - 'Is Templeton a hero or villain?'</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>Make precise language choices about character traits (<i>building on hot seating activity in Railway Children' Y3</i>)</li> <li>Reach a shared agreement when posed with a question</li> </ul>	<p>Year 3/4 Spelling Objectives:</p> <ul style="list-style-type: none"> <li>Adding suffixes beginning with a vowel letter to words of more than one syllable, e.g., forgetting, forgotten, beginning, beginner</li> <li>Adding suffixes beginning with vowel letters to words of more than one syllable, e.g., gardening, gardener, limiting, limited</li> <li>The /i/ sound spelt y elsewhere than at the end of words, e.g., disappoint, incorrect, myth, pyramid.</li> </ul>	<ul style="list-style-type: none"> <li>Introducing joining from r to an ascender: rb, rh, rk, rl, rt</li> <li>Introducing joining from r, no ascender: ri, ru, rn, rp</li> <li>Introducing joining from r to an anticlockwise letter: ra, rd, rg, ro</li> <li>Introducing joining from r to e: are, ere, ure, ore, ire</li> <li>Introducing break letters: g, j, y, f, b, p, x, z</li> </ul>
	<p><b>'Twas the Night Before Christmas'</b></p> <p>a poem by Clement Clarke Moore, vividly describes a family's encounter with St. Nicholas on Christmas Eve.</p>	<p>The key themes are Christmas joy, magic and wonder.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> <li>Identify how the poet uses the semantic field of Christmas (<i>building on Christmas focus in 'The Santa Trap' Y2</i>)</li> <li>Confidently discuss the poet's choice of words and phrases for effect (<i>building on 'The Chocolate Cake' Y2</i>)</li> <li>Identify archaic language relevant to the context of the poem (<i>building on archaic language in 'Someone' Y2</i>)</li> </ul>	<p>Write a prose description of the arrival and departure of St Nicholas.</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>Use ideas from own reading to inspire their piece</li> <li>Utilise language choices from the semantic field of Christmas</li> <li>Organise their writing into paragraphs indicating arrival, entering the house and departure (<i>building on prose written in 'The Owl Who Was Afraid of the Dark' Y2</i>)</li> </ul>	<p>Children will identify and use:</p> <ul style="list-style-type: none"> <li>Complex sentences opening with a main clause followed by a subordinate clause</li> <li>Know that subordinating conjunctions will be required</li> </ul>	<p>Perform the poem 'Twas the night before Christmas'</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>Partition the poem in preparation for a group performance (<i>building on individual performances in KS1</i>)</li> <li>Recognise distinct roles within the group</li> <li>Speak with confidence as a soloist and in unison</li> </ul>	<ul style="list-style-type: none"> <li>The /Û/ sound spelt ou as in young, touch, double, country</li> <li>Prefixes are added to the beginning of root words to change meaning.</li> <li>Add the following prefixes to change the meaning of the word: un- unable, unclear dis- disappoint, disobey mis- misbehave, mislead in- inactive, incorrect</li> <li>Before a root word starting with l, in- becomes il- as in illegal, illegible</li> </ul>	

	Text	Reading	Writing	Grammar	Oracy	Spelling	Handwriting
Spring 1	<p><b>Iron Man by Ted Hughes</b></p> <p>The Iron Man is a gigantic metallic figure mysteriously appears and begins consuming farm machinery, causing alarm among the local farmers. The Iron Man befriends a boy named Hogarth, who helps him make peace with the humans, and together they confront and defeat a menacing space-bat-angel-dragon, securing Earth's safety.</p>	<p>The key themes are transformation, nature and the environment.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> <li>Identify in the text where the author moves between introduction, rising action, climax, falling action and resolution. (<i>building on inference focus in 'Charlotte's Web' Y3</i>)</li> <li>Analyse how language is used by the author to show the transformation of a character. (<i>building on transformation of Templeton in 'Charlotte's Web' Y3</i>)</li> <li>Analyse how the author uses chapters, paragraphs, sentence length and repetition to guide the reader.</li> </ul>	<p>In the style of Ted Hughes, answer the question of where the Iron Man came from posed at the start of chapter 1.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> <li>Make deliberate and ambitious choices to add detail</li> <li>Create effective settings</li> <li>Include details from description of Iron Man to make writing authentic (<i>building on the journal entry as Paddington in Y2</i>)</li> <li>Utilise short sentences for effect</li> <li>Begin to use word patterns, sentence patterns and repetition for effect.</li> </ul>	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> <li>adverbs of time and place to add specificity to writing</li> <li>onomatopoeic words to convey the size and scale of the character (building on Y2 Jim and the Beanstalk vocabulary)</li> <li>sentence length to modify the tone and pace of the narrative</li> </ul>	<p>Sharing origin story of the Iron Man with peers.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> <li>Precise language choices to engage their audience</li> <li>Deliberately vary their tone of voice in order to convey meaning</li> <li>Use pauses effectively after short sentences</li> <li>Express onomatopoeic words with the correct tone and volume.</li> </ul>	<p>Year 3/4 Spelling Objectives:</p> <ul style="list-style-type: none"> <li>Prefixes are added to the beginning of root words to change meaning.</li> <li>Before a root word starting with r, in- becomes ir- as in irregular, irresponsible.</li> <li>Before a root word starting with m or p, in-becomes im- as in impossible, imperfect.</li> <li>Add the following prefixes to form new words: re- redo, refresh sub-subdivide, submarine inter-interact, international super- supermarket, superstar anti-antiseptic, anti-clockwise auto- autobiography, autograph</li> <li>Possessive apostrophe with plural words.</li> </ul>	<ul style="list-style-type: none"> <li>Introducing joining to f: if, ef, af, of</li> <li>Introducing joining from f to an ascender: fl, ft</li> <li>Introducing joining from f, no ascender: e, fi, fu, fr, fy</li> <li>Introducing joining from f to an anticlockwise letter: fo, fa</li> <li>Introducing ff</li> </ul>
	<p><b>Stone Age Boy by Satoshi Kitamura</b></p> <p>This story follows a modern boy who accidentally travels back in time to the Stone Age, where he learns about prehistoric life firsthand. Through his adventure and friendship with a Stone Age girl, he discovers the daily activities and survival skills of early humans before returning to his own time.</p>	<p>The key themes are friendship and discovery.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> <li>Discuss and explore the meaning of unfamiliar words in context</li> <li>Ask questions to improve understanding of the text</li> <li>Draw inferences such as inferring characters feelings, thoughts, and motives from their actions (<i>building on character in 'The Iron Man' Y3</i>)</li> <li>Justify inferences with evidence from the text (<i>building on inference in 'The Railway Children' Y3</i>)</li> </ul>	<p>Write a dialogue between two main characters that emphasises friendship</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> <li>Compose and rehearse sentences orally especially dialogue progressively building a varied and rich vocabulary</li> <li>Use an increasing range of sentence structures</li> <li>Organise paragraphs around them creating characters through dialogue (<i>building on paragraph introduction in 'Twas the night before Christmas' Y3</i>)</li> </ul>	<p>The children will identify and use:</p> <ul style="list-style-type: none"> <li>Convert spoken word to direct speech with speech marks</li> <li>Use a comma correctly within direct speech</li> <li>Include a reporting clause within their sentence</li> <li>Use a new line for a new speaker within dialogue</li> </ul>	<p>Perform dialogue in pairs.</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>Deliver scripted spoken language in role</li> <li>Deliberately select gestures to support their characterisation</li> <li>Alter position and posture to convey friendship</li> </ul>		
Spring 2	<p><b>The Borrowers by Mary Norton</b></p> <p>This novel tells the story of a tiny family living secretly beneath the floorboards of a human house, surviving by "borrowing" items from the inhabitants. Their peaceful existence is threatened when they are discovered by a boy, leading to a series of adventures as they struggle to stay hidden and safe.</p>	<p>The key themes are courage, loyalty, and friendship.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> <li>analyse how tension is created through the language used by the writer. (<i>building on the rising action in 'Iron Man' Y3</i>)</li> <li>make predictions about what will happen to characters (<i>building on predictions in 'The Railway Children' Y3</i>)</li> <li>Identify and analyse differences deliberately drawn out by the author</li> <li>Identify and discuss ambiguity in texts especially the ending.</li> </ul>	<p>Write an alternative ending to the Borrowers.</p> <p>The children will learn to</p> <ul style="list-style-type: none"> <li>develop characters created by the author (<i>building on character analysis in 'Charlotte's Web' Y3</i>)</li> <li>consider a range of options for an ending</li> <li>use the ideas in the text to develop their own ideas</li> <li>utilise the story structure to create an effective ending (<i>building on story structure schema built up across Y2 and Y3</i>)</li> <li>tie up loose ends and create a sense of resolution</li> </ul>	<ul style="list-style-type: none"> <li>The children will learn to identify and use; paragraphs to divide their ideas and move the narrative on</li> <li>sentence length to create a drop in cadence in their writing and indicate an ending</li> <li>Use commas to support them in slowing the pace of their writing</li> <li>carefully selected adverbs of time and place to indicate an ending</li> </ul>	<p>'And that' said Mrs May, laying down her crochet hook, 'is really the end' Kate stared at her, 'Oh, it can't be', she gasped. 'oh please..please..'</p> <p>Stories never really end. It's just that sometimes, at a certain point, one stops telling them.</p> <p>Sharing their ending of the story.</p> <p>The children will learn to</p> <ul style="list-style-type: none"> <li>deliberately alter their tone to indicate the ending of a story.</li> <li>Initially, copy the teacher's use of a drop in cadence to indicate the completion of a narrative.</li> <li>use pauses and a slow pace effectively without support,</li> <li>consider options to select and ending and remain consistent in their language choice.</li> </ul>	<p>Year 3/4 Spelling Objectives:</p> <ul style="list-style-type: none"> <li>Words with endings sounding like /-ure/ or /ture/, e.g., sure, measure, creature, adventure, picture.</li> <li>Endings which sound like /-sion/, e.g., television, collision</li> <li>Add the suffix -ous to form new words, e.g., poisonous, various, vigorous, serious.</li> <li>Add suffix -ation to verbs to form nouns, e.g., information, sensation, preparation</li> <li>Add suffix -ly to an adjective to form an adverb, e.g., sadly, gently</li> <li>Explore exceptions, e.g., basically and happily</li> </ul>	<ul style="list-style-type: none"> <li>Introducing rr</li> <li>Introducing ss</li> <li>Introducing qu</li> <li>Revising parallel ascenders and descenders</li> <li>End of term check</li> </ul>

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	<p><b>'The Treasures' by Claire Bevan</b></p> <p>This is a poignant poem that reflects on beauty of nature. In it, a child vows to care for the treasures given to them throughout their life.</p>	<p>The key themes are nature and care for the environment. (building upon Please Mrs Butler Y2)</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> <li>Perform poems using two voices to show an awareness of the structure of the poem (<i>building on voice identification in 'The Day the Crayons Quit' Y2</i>)</li> <li>Identify the reporting clauses used by the poet to convey meaning (<i>building on dialogue task in 'Stone Age Boy' Y2</i>)</li> <li>Identify interrogatives and why they are repeated throughout the poem</li> <li>Analyse where the poet subverts the regular structure to emphasise the voice of the child and key message</li> </ul>	<p>Write a two-voice poem using repeated interrogatives.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> <li>Mirror the style of the poem (<i>building on modelled writing in 'Someone' and 'Chocolate Cake' Y2</i>)</li> <li>Deliberately select structural features</li> <li>Vary the reporting clause choosing synonyms to emphasise the character of the speaker (<i>building on dialogue in 'Stone Age Boy' Y3</i>)</li> </ul>	<p>The children will identify and use:</p> <ul style="list-style-type: none"> <li>A new line for each speaker within a creative poetic context</li> <li>Correctly punctuated speech with commas used accurately</li> </ul>	<ul style="list-style-type: none"> <li>Perform own two-voice poem</li> <li>Pose a question using high-rising intonation</li> <li>Respond appropriately in the second voice emphasising the verb of speech</li> </ul>		
Summer 1	<p><b>Why the Whales Came by Michael Morpurgo</b></p> <p>This novel follows the story of two children who befriend an outcast on the remote island of Bryher during World War I, where they uncover secrets about the island's past and its mystical connections to the sea. As they navigate the challenges of war and friendship, they learn about the importance of compassion, bravery, and the natural world.</p>	<p>The key themes are adventure, discovery and nature (building upon ...)</p> <p>The children will learn to</p> <ul style="list-style-type: none"> <li>Independently identify the 5 parts of the narrative structure. (<i>building on 'Iron Man' Y3</i>)</li> <li>Use appropriate terminology when discussing narrative structure and feel confident with the plot, characters and setting (<i>building on 'Iron Man' Y3</i>)</li> <li>Discuss dilemmas in novels and make predictions about resolutions</li> </ul>	<p>'I looked over towards where Samson lay brooding darkly under gathering storm clouds. About it the sea, blood-red with the evening sun, surged and heaved. 'Island of ghosts,' I said. 'Don't care what you say, Daniel, I tell you there's ghosts on Samson just like father said there was. You only got to look at it. It's cursed, Daniel, I can tell it is.' (Why the Whales Came, Chapter 3, Page 40)</p> <p>Write your own story about an 'Island of Ghosts'.</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>Make judicious choices about vocabulary to describe their island. (<i>building on authentic choices made in 'Iron Man' Y3</i>)</li> <li>Consider purpose and audience in the choices made to create tension and suspense.</li> </ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>Use sentences for effect utilising subordinate clauses to add detail and atmosphere.</li> <li>Accurately employ adverbs of time and place as part of their description.</li> </ul>	<p>Read aloud their ghostly description.</p> <p>Children will learn to</p> <ul style="list-style-type: none"> <li>Speak fluently in sentences using a variety of subordinating conjunctions</li> <li>Make precise language choices to build tension and suspense.</li> <li>Consider the pace and tone of the different part of their narrative.</li> <li>Utilise a drop in cadence independently at the end of their story.</li> <li>Select one or two gestures for effect.</li> <li>Listen carefully to other children. and begin to suggest changes to improve their work.</li> </ul>	<p>Year 3/4 Spelling Objectives:</p> <ul style="list-style-type: none"> <li>Endings which sound like /shun/spelt -tion, -sion, -ssion, -cian, e.g., invention, expression, expansion</li> <li>Explore exceptions: attend – attention, intend – intention.</li> <li>Explore words with the /k/ sound spelt ch, e.g., scheme, chorus, chemist.</li> <li>Explore words with the /sh/ sound spelt ch, e.g., chef, chalet</li> <li>Homophones and near homophones, e.g., accept/except, berry/bury, missed/mist</li> <li>Revision of all CEW and Year 3 words. Refer to NC Years 3 and 4 Word list.</li> </ul>	<p>Revising joins:</p> <ul style="list-style-type: none"> <li>letter spacing</li> <li>spacing between words</li> <li>consistency of size</li> <li>fluency</li> <li>parallel ascenders</li> </ul>
	<p><b>The Rock from Above by Jon Klassen</b></p> <p>This is a picture book about a rock that falls from the sky and lands in a small town, perplexing the animals as they ponder its origin and significance.</p>	<p>The key themes are luck, imagination, and hurt feelings.</p> <p>The children will learn to</p> <ul style="list-style-type: none"> <li>Identify how suspense is created by the words and images in the book (<i>building on suspense in 'Someone' Y2</i>)</li> <li>Identify how the writer creates 5 stories one in each of the chapters</li> <li>Discuss the various meanings that can be attributed to the rock.</li> </ul>	<p>Write a dialogue between two characters (<i>building on conventions of speech introduced in 'Stone Age Boy' Y3</i>)</p> <p>Children will learn to</p> <ul style="list-style-type: none"> <li>Write direct speech and convey aspects of character</li> <li>Consider the conventions of speech and how we speak.</li> <li>Consider how speech is different to writing</li> <li>Focus on the conventions of adjacency pairs and turn taking.</li> <li>Carefully check their work and make improvements.</li> </ul>	<p>Children will learn to</p> <ul style="list-style-type: none"> <li>Confidently use direct speech drawing our features of each character through the exchange.</li> <li>Independently understand and utilise the conventions of speech.</li> <li>Utilise the first-person singular pronoun effectively.</li> </ul>	<p>In pairs perform their dialogue</p> <p>Children will learn to</p> <ul style="list-style-type: none"> <li>Select their vocabulary for purpose and audience.</li> <li>Create the impression of a conversation through their written dialogue.</li> <li>Convey characteristics of their characters through well- chosen gestures</li> </ul>		

	Text	Reading	Writing	Grammar	Oracy	Spelling	Handwriting
Summer 2	<p><b>Sheep Pig by Dick King-Smith</b></p> <p>This novel follows the journey of a pig named Babe who defies expectations by becoming a skilled sheepdog through his determination and kindness. With the help of Farmer Hogget and other animals on the farm, Babe learns valuable lessons about friendship, perseverance, and the importance of believing in oneself.</p>	<p>The themes are friendship, adversity, and perseverance.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> <li>Discuss the authors choice of the third person perspective (<i>building on Charlotte's Web Y3</i>)</li> <li>Ask simple inference questions based on a range of characters' motives</li> <li>independently identify the five-part story structure (<i>building on novel studies across Y3</i>)</li> </ul>	<p>Write an expository piece titled "How does friendship benefit people?" (<i>building on friendship dialogue in Stone Age Boy</i>)</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> <li>Utilise understanding from text to generate ideas for own writing through examination of Fly and Babe's friendship</li> <li>Use paragraphs to organise their ideas in a balanced argument (<i>building on paragraph focus in 'Stone Age Boy' Y3</i>)</li> <li>Assess the effectiveness of their own argument in comparison to peers</li> </ul>	<p>The children will identify and use:</p> <ul style="list-style-type: none"> <li>The present perfect tense to link events from the past to the present</li> <li>Complex sentences to expand with supporting argument</li> <li>Topic sentences to start new paragraphs and aid cohesion</li> </ul>	<p>Formal debate on 'How does friendship benefit people?'</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>Speak in sentences using a variety of subordinating conjunctions to create complex sentences</li> <li>Make precise language choices to present argument concisely</li> <li>Recognise roles within a debating team</li> </ul>	<p>Year 3/4 Spelling Objectives:</p> <ul style="list-style-type: none"> <li>Explore words with the /k/ sound spelt ch, e.g., scheme, chorus, chemist</li> <li>Explore words with the /sh/ sound spelt ch, e.g., chef, chalet</li> <li>Words ending in /g/ sound spelt -gue and the /k/ sound spelt -que, e.g., league, antique</li> <li>Words with the /s/ sound spelt sc, e.g., science, discipline, fascinate.</li> <li>Words with the /ay/ sound spelt ei, eigh or ey, e.g., vein, weigh, eight</li> <li>Revision of all CEW and Year 3 and 4 Word list.</li> </ul>	<p>Revising joins:</p> <ul style="list-style-type: none"> <li>parallel ascenders and descenders</li> <li>Revising horizontal join from r to an anticlockwise letter: rs</li> <li>Revising break letters</li> <li>Assessment Revising capital letters</li> </ul>
	<p><b>On the Ning Nang Nong by Spike Milligan</b></p> <p>This is a whimsical poem that creates a fantastical world filled with nonsensical creatures and landscapes.</p>	<p>The key themes are comedy and imagination.</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>Enjoy the sound of nonsense words and how they can still fit semantically and rhythmically in a poem</li> <li>Break words into syllables and see why an author has selected nonsense words (<i>building on vocab selection in 'The Sound Collector' Y2</i>)</li> <li>Identify alliteration and the effect this has on the reader</li> </ul>	<p>Write your own nonsense poem.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> <li>Select nonsense words that fit with their rhythm and rhyme (<i>building on rhyming couplets in 'From a Railway Carriage' Y3</i>)</li> <li>Repeat the initial letters of words for effect</li> <li>Utilise hyperbole to make the nonsense poem more humorous. Eg by exaggerating the noises of animals for instance.</li> <li>Use onomatopoeic words to create sounds in their poems.</li> </ul>	<p>The children will learn to</p> <ul style="list-style-type: none"> <li>Ensure that the words they create have the correct grammatical context in their poem</li> <li>Discuss the word classes for some of the nonsense words used by Milligan</li> </ul>	<p>By reading aloud the poem the children will learn to</p> <ul style="list-style-type: none"> <li>Understand the text makes some sense despite the use of nonsense words</li> <li>Discuss their choice of language and the effect io the reader.</li> <li>Use appropriate intonation especially when reading nonsense words</li> </ul>		