








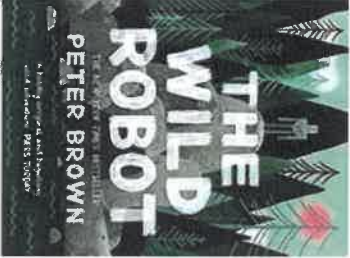




















Year 3 English LTP 20-21 – Learning Journeys
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<p align="center">Autumn 1 Around the World</p>	<p align="center">Autumn 2 Anthony Browne (Topic in PM only)</p>	<p align="center">Spring 1 Ancient Discoveries</p>	<p align="center">Spring 2 Clink, Clink, Clink</p>	<p align="center">Summer 1 In Bloom</p>	<p align="center">Summer 2 Back to the Beginning</p>
<p align="center">Learning Journey 1</p>  <p align="center">Increase familiarity with Little Red Riding Hood Story. Write Red's plan to stop the wolf. Character description of Little Red.</p>	 <p align="center">Write a story where an animal feels left out. Refer to the friendship charter made in Pumpkin Soup.</p>	 <p align="center">Teach: Instructions (how to make Egyptian pastries) Drop-In: Narrative (write the ending to M&ROTS) Reading: Inference and respond and explain</p>	 <p align="center">Teach: Diary Entry (an Iron Man appears) Drop-In: Instructions (how to build an Iron man) Reading: Inference and clarify</p>	 <p align="center">Teach: Persuasive Letter (to Colin to come outside) Drop-In: Diary Entry (children to choose a character to write as) Reading: Inference and Themes and conventions</p>	 <p align="center">Teach: Instructions (how to care for a Stig) Drop-In: Persuasive Letter (to Granny to let Stig stay) Reading: Inference and Select/Retrieve</p>
 <p align="center">Recipe for pumpkin soup. Consider character's feelings Write a friendship charter.</p>	 <p align="center">Share information book on dinosaurs. Design own dinosaur and write information text in the style of the book.</p>	 <p align="center">Teach: Non-Chronological Report (about Thabes) Drop-In: Recount (finding the Pharaoh's Tomb) Reading: Respond/Explain</p>	 <p align="center">Teach: Narrative (write about an illustration?) Drop-In: Letter (from Iron Man to Hogarth or SBAD) Reading: Inference and Themes and Conventions</p>	 <p align="center">Teach: Narrative (flower creature) Drop-In: Non-Chronological Report (about fictional flower creature) Reading: Inference and Monitor/Summarise</p>	 <p align="center">Teach: Non-Chronological Report (about Stone Age – children choose subheadings) Drop-In: Stone Age Narrative Reading: Summarise and Respond/Explain</p>
<p align="center">Learning Journey 2</p>  <p align="center">Photograph school grounds and write setting description. Information guide on wildlife in school grounds.</p>	 <p align="center">Choose a setting from the book and write a persuasive description. Write to one of Sunny's relatives inviting them to visit.</p>				

Year 3 English LTP 20-21 – Guided Reading

Autumn 1 Around the World	Autumn 2 Anthony Browne (Topic in PM only)	Spring 1 Ancient Discoveries	Spring 2 Clink, Clink, Clink	Summer 1 In Bloom	Summer 2 Back to the Beginning	
<p>Learning Journey 1</p> <p>Guided Reading Carousel</p> <p>Using G.R. group sets</p> <p>Differentiated groups with appropriate texts</p> <p>No more than 3 texts per class</p> <p>Children being heard reading as much as possible</p> <p>Extended eyes-on-print time</p> <p><i>Year team to make appropriate choices with regards to text choices (making use of sets so every child can have eyes on print)</i></p> <p>Y3 to do this until Christmas</p> <p>ERIC: Read and learn together</p> 		<p>Learning Journey 2</p>  <p>Select/Retrieve Language for Effect</p>    <p>Inference Respond/Explain</p>  		 <p>Read alongside English Themes /Conventions Language for Effect</p>    <p>Read alongside English</p> <p>Inference Monitor/Summarise</p>  	 <p>Read alongside English</p> <p>Inference Language for Effect</p>    <p>Inference Select/Retrieve</p>  	 <p>Select</p> <p>ERIC: Riddles</p> <p>Read alongside English</p>   <p>Inference Language for Effect</p>   <p>/Retrieve Clarity</p> 