

NEWHAM TRAVELLER EDUCATION TEAM

ENGLISH PLANNER

Year Group: 3

Term : Summer 2

Week Number: 7

Text Type/Unit of Work: Adventure Stories

Features of the text type – Appropriate to the year group and upon which we will focus:

Sequence of events

Opening – build-up ► exciting part (adventure) – resolution (ending).

Descriptive language to create mood/atmosphere (setting)

Descriptive language to describe feelings of characters

Checking Focus – to inform marking:

Consistent: Use of 'I' in first person account

Descriptive language to describe feelings and setting.

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Unit of Work Learning Objectives: T2 – To refer to significant aspects of the text. eg Opening, build-up, atmosphere and to know that language is used to create these eg use of adjectives for description T12- To write a 1 st person account, write a characters own account of incident in story				Word Level: To collect synonyms which will be useful in writing	Read Aloud Programme: Kosovan journeys	Expected Outcome: To write their own adventure story in the 1 st person	Homework: Writing own adventure story using spelling words	
Learning Objectives	What the teacher models (please list all resources)	What the children do (please list all resources)	Plenary	Guided Reading (list resources)	Reading Records/reading activity *	Phonics/spelling	Handwriting	Read Aloud Programme
to think about the needs of refugees/travellers	Read text – Ward Town Discuss with class:- Have you ever been to a new school? How many schools have you been to? What do you need to know about the new area. Go through map on pgs 2&3	Children brainstorm in pairs:- A new child arrives in your class. What can you and the teacher do to make the child feel at home. Make notes. Come together in groups and improve ideas	In groups, write welcoming letter to new child in the class	Ghosts of Ward Town o discuss feelings of refugees	Squirt (check reading diaries)	Spelling synonyms (make a list) of happy	Writing list of synonyms meaning happy	Kosovan Journeys (Refugee children tell their story)
To discuss and make notes of different reasons why people leave their homes	After Guided Reading & discussion, teacher leads shared reading of Fortessa's Story. Discuss different reasons why children leave their homes	Guided Reading at tables in mixed ability pairs read The Haunted House. Discussion on what happens in story. Children now brainstorm: If they had to leave their homes, what would they take? What would they miss the most of the things the couldn't take (notes)	Children who have left their homes share their stories. Others pick out reasons for moving. Post its on Kosovan book	The Haunted House	Reading with a buddy	Spelling – synonyms (make a list form readers) meaning sad	writing list of synonyms meaning sad	Fortessa's story pg 9-18
To discuss and plan own adventure story	Teacher reads introduction of The School (pgs 10-11) Together with children prepare some questions they'd like to ask Miss Stix. She arrives – hot-seating. Teacher models being a child in that class and writes bullet points of what happened to Miss Stix	Children close eyes – choose to be either grandma or Becky – tell story from their point of view (tell what spell was and what happened to Miss Stix – were they found out? Plan story in bullet point form on story planner. Work in mixed pairs	Children share their plans. Those listening comment on sense and sequence of events		Library	Spelling synonyms meaning feelings	Writing list of synonyms meaning feelings	Teacher reading Adventure stories & Kosovan Journeys
To use plan to write out own adventure story	Teacher models using her own plan to write out the story – emphasis placed on descriptive language and the build-up of the story. (about 3 sentences) flip over	Children now use their own plans to write out their stories – keeping in mind feelings of characters. Also, it's an I account. Children who cannot write draw pictures of themselves and Miss Stix and what happened to her using a few descriptive words	Read some accounts. Others listen for use of I and good explanations of feelings. Use pictures of characters to make character web		Squirt (check reading diaries)	Spelling test	Practise words about feelings	

*Reading activity meaning – paired, buddy, silent, comprehension or other generic reading activity

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Evaluation – to inform next year's teachers:

What went well?

What were the difficulties

What we would do differently next time if we had to do it again:

happy

contented

joyful

smiling

laughing

light-hearted

sad

upset

depressed

tearful

miserable

unhappy

crying

other feelings

angry

frightened

timid

shy

furious

brave

scary

cross

snappy