

Class: 3K Year Group: 3 Term: 2 Week Beginning: Teacher: Miss Lundy		Guided Group Tasks (reading or writing)	Guided Group Tasks (reading or writing)	Independent Group Tasks			Plenary	
Whole class shared reading and writing	Whole class phonics, spelling, vocabulary and grammar							
<b>M</b> <b>o</b> <b>n</b>	<i>Fables – A short anthology</i> Look at cover, contents, anthology what does it mean? Read introduction & The Fox and the Grapes. Discuss what fables are why were they written? What do they tell us? Children follow the text & read.	Revision of grammar and punctuation skills capitals, commas, nouns, adjectives etc. Identify features within the text. Use enlarged text, add punctuation. (Words) Discuss rules for where punctuation is added to text.	<i>Read Pandora's Box. Look at words which are not known how can we find out what they mean? Dictionary Use text to answer questions about the story.</i>	Read a series of sentences which have punctuation missing add the punctuation. Put the sentences in order to tell the fable. Practice reading the fable in pairs to perform at the end of the lesson.	Read series of sentences which have unknown words in and punctuation missing use dictionaries to find meanings of words, and add punctuation.	Choose words from the text that tell us what the fox does. (Verbs) Change these verbs to make the text sound different. (stretched = reached)	Read a series of sentences which have basic punctuation (full stops, capital letters) missing add the punctuation. Put the sentences in order to tell the fable.	Talk about fables what is special about them (all have a moral) Recap where different sorts of punctuation go in a sentence. Get children to identify mistakes in enlarged text.
<b>T</b> <b>u</b> <b>e</b> <b>s</b>	<i>Fables – A short anthology</i> Recap about fables what sort of stories are they? Read The Stag at the Pool, and the Young Crab and Her Mother. What is special about all the fables we have read so far? All have animals as main characters.	Group of children with cards that form a sentence. Others hold cards that can be interchanged. Can we make a sentence out of these words? Remove a child who can fill the gap? Can anyone pop themselves into the sentence? Recap punctuation rules.	<i>Read Pandora's Box. Look at words which are not known how can we find out what they mean? Dictionary. Use text to answer questions about the story.</i>	Read a series of sentences which have basic punctuation missing add the punctuation. Put the sentences in order to tell the fable. Practice reading the fable in pairs to perform at the end of the lesson.	Read series of sentences which have unknown words in and punctuation missing use dictionaries to find meanings of words, and add punctuation.	Use word cards to make up sentences which need adjectives added to them. How can you make the sentence more interesting? Game making up cvc words using an initial sound and a blend.	Look at text with punctuation missing what should go in the gaps? Why? Add missing punctuation. Identify different types of words nouns, verbs - by underlining them in colours. Could we change them?	Discuss the morals of the fables. What do they tell us about how we should behave? Can you think of any other morals that you have heard? Recap different sorts of words. Can you give me an example of an adjective/noun/verb?
<b>W</b> <b>e</b> <b>d</b> <b>s</b>	<i>Fables – A Short Anthology</i> Read The Wolf and the Crane and the Wolf in sheep's clothing. Why do you think certain animals are used in fables? Are they pleasant animals or not? Children take turns to read passages of the story.	Word building use laminated card and drywipe pens. Write the letter that makes this sound/I'm going to say a word, listen for the sounds & write them down /how many words can you find within this one?	<i>Read Pandora's Box. Look at words which are not known how can we find out what they mean? Dictionary. Use text to answer questions about the story. (Differentiated text for lower ability readers)</i>	Read a series of sentences which have basic punctuation missing add the punctuation. Put the sentences in order to tell the fable. Practice reading the fable in pairs to perform at the end of the lesson.	Fill in the missing cvc words in a passage of text relating to fables. Focus on spelling of these words taken from a central word bank on the table. How do you know it's the right word does it make sense?	In pairs talk about the questions which relate to Pandora's Box. (Have copies to refer to) Write the answers in full sentences, taking care to add correct punctuation.	Look at text with punctuation missing what should go in the gaps? Why? Add missing punctuation. Identify different types of words nouns, verbs - by underlining them in colours. Could we change them?	Speed spell how many adjectives can you think of and spell right in 30 seconds? Prize for the winner. How many nouns can you think of and spell correctly in 30 seconds?
<b>T</b> <b>h</b> <b>u</b> <b>r</b>	<i>Fables – A Short Anthology</i> Read The Ant and the Grasshopper and The Milkmaid. Identify different types of punctuation in the text. Find adjectives, verbs, nouns in the text. How could we change the words to make the text sound different? Children take turns to read passages of the text.	Word fans with a variety of endings on ies, es, ys. s. Talk about plurals of words. What is a plural? How do we make plurals of words? How would we make the plural of dog? (Children hold up the correct ending for the words). Discuss the rules that can be applied.	<i>Read Pandora's Box. Look at words which are not known how can we find out what they mean? Dictionary. Use text to answer questions about the story.</i>	Read a series of sentences which have basic punctuation missing add the punctuation. Put the sentences in order to tell the fable. Practice reading the fable in pairs to perform at the end of the lesson.	Change words into their plurals. Which endings do you need to use? Game snap with different plurals spelt incorrectly/correctly. Children must match the correct singular and plural words.	Read a piece of text that has plurals in it. Each time a plural appears there is a choice of two words select right one to fit into the sentence. Punctuation Posse match the descriptions of the punctuation marks to their pictures.	Poem based on plurals fill in the words at the end of the line to make the poem make sense. Practice reading the poem to perform at the end of the lesson.	Perform plurals poems. Who can spot the plurals that have been used? What were the words in the singular form? Talk about the Punctuation Posse which character fits which description?
<b>F</b> <b>r</b> <b>i</b>	<i>Fables – A Short Anthology</i> Read the Monkey and the Dolphin and The Lion and the Mouse. Find words in the text that can be changed to plurals, and change the endings to change singulars into plurals.	Use laminated cards and dry wipe markers to write words after they have been changed to plurals, or change plural back to a singular.	<i>Read Pandora's Box. Look at words which are not known how can we find out what they mean? Dictionary. Use text to answer questions about the story.</i>	Read a series of sentences which have basic punctuation missing add the punctuation. Put the sentences in order to tell the fable. Practice reading the fable in pairs to perform at the end of the lesson.	Change words into their plurals. Which endings do you need to use? Game snap with different plurals spelt incorrectly/correctly. Children must match the correct singular and plural words.	Read a piece of text that has plurals in it. Each time a plural appears there is a choice of two words select right one to fit into the sentence. Punctuation Posse match the descriptions of the punctuation marks to their pictures.	Poem based on plurals fill in the words at the end of the line to make the poem make sense. Practice reading the poem to perform at the end of the lesson.	Perform the plurals poem. Talk about the different types of plural that we have found. What different endings do plurals often have? What happens to words like mouse, goose?