

| 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 | | | | |
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| Whole class shared reading and writing | | Whole class phonics, spelling, vocabulary and grammar | | | | Plenary | | |
| M o n | Talk about fables read previously. What did they tell us? What characters did they use? Does anybody know anything about myths? Different characters, but same idea of addressing a human problem or concern. Read The Birth of the Sun (Focus on Literacy) and talk about the meaning of this myth. Who wrote myths? Why did they write them? | Ask the children to pick out adjectives in the story eg. Young, dim, bright, cloudy. Which nouns do they describe? What happens if we delete these nouns. (Cover up nouns and re-read sentences) | Read The Magpie Bridge . Talk about the style of the myth. As they read the myth, could they hear a voice re-telling the story? Retell the key events in the story and sequence them. Discuss the setting and characters, and focus on use of adjectives. Discuss possible alternatives. | Read The Magpie Bridge . Talk about the style of the myth. As they read the myth, could they hear a voice re-telling the story? Retell the key events in the story and sequence them. Discuss the setting and characters, and focus on use of adjectives. Discuss possible alternatives. | Look at a picture of a character who could be in a myth. Write a list of words that describe the character around the picture. What does he look / smell / move / speak like? Fill in a factfile about this character name, age, personality, looks. In the group try to match the factfile to the picture. | Read the adjectives passage which uses nice . Change the word nice for more interesting adjectives and prepare the passage to read out in the plenary session. Use a dictionary if you need to spell a word. Word bank on the table to offer suggestions of interesting adjectives | Children work on classifying adjectives into colour, shape, size and mood. (page 45 pupils book) Use cards to slot adjectives under correct headings. Can you think of any other adjectives that fit under these headings? Choose three adjectives from each heading, and use them in own sentences. | Listen to the poems created by the green group. Have they used interesting language? Go through the steps of how to find a word in a dictionary. |
| T u e s | Read The Birth of the Sun again. Who can remember what it was about? What does the myth tell us? What is different between myths and fables? Ask the children to tell the story in their own words, identifying the beginning, middle and end. What is the theme of the story? Who are the supernatural characters? | Look for different types of words in the text. Who can find me an adjective/noun /verb? Who can change this word for a different one? What would happen to the story if we missed all the adjectives out? | Read The Magpie Bridge . Adult reads, children read when they can and help with words. Talk about the style of the myth. As they read the myth, could they hear a voice re-telling the story? Retell the key events in the story and sequence them-use pictures to help. Discuss the setting and characters, and focus on use of adjectives. Discuss possible alternatives. | Discuss any new vocab annotate text by drawing squiggly lines under unfamiliar words. Use dictionaries to define new words and add them to book of Fabtastic Words. Use a thesaurus to find collections of different words for the new vocab identified. | Discuss any new vocab annotate text by drawing squiggly lines under unfamiliar words. Use dictionaries to define new words and add them to book of Fabtastic Words. Use a thesaurus to find collections of different words for the new vocab identified. | Read the adjectives passage which uses nice . Change the word nice for more interesting adjectives and prepare the passage to read out in the plenary session. Use a dictionary if you need to spell a word. Word bank on the table to offer suggestions of interesting adjectives | Children work on classifying adjectives into colour, shape, size and mood. (page 45 pupils book) Use cards to slot adjectives under correct headings. Can you think of any other adjectives that fit under these headings? Choose three adjectives from each heading, and use them in own sentences. | Listen to the adjective paragraphs created by the yellow group. What is good about these new words? Why? Look at the book of Fabtastic Words. What other sorts of words might we put in there? |
| W e d | Read The Birth of the Sun again. Do the children think this is a good explanation of the creation of the sun? What does the myth not explain (movement of sun across sky, varying intensity in summer and winter) Do the children know any other creation stories? What is the most well known one? | Talk about special words which have endings called suffixes. Look for words in the text which have these endings. Use different words, and give children the suffixes. Can you match the suffix to the right word? | Read The Magpie Bridge . Adult reads, children read when they can and help with words. Talk about the style of the myth. As they read the myth, could they hear a voice re-telling the story? Retell the key events in the story and sequence them-use pictures to help. Discuss the setting and characters, and focus on use of adjectives. Discuss possible alternatives. | Discuss any new vocab annotate text by drawing squiggly lines under unfamiliar words. Use dictionaries to define new words and add them to book of Fabtastic Words. Use a thesaurus to find collections of different words for the new vocab identified. Select important words. | Use worksheet to draw a new setting for a myth. Ask partner to write description of this new setting. Use new vocab. Children write out list of events from the myth, and then construct a plan for a new myth, altering the characters and settings. | Use worksheet to draw a new setting for a myth. Ask partner to write description of this new setting. Use new vocab. Children write out list of events from the myth, and then construct a plan for a new myth, altering the characters and settings. | Miss Fanshaw s Souvenir list change the words into plurals. Instructions on the table which tells the children what to do, and lists the rules we use for making plurals. Read the list to your partner, and get them to check your words to see if you have spelt them correctly. | Talk about why such stories were written. Are they all true? How were they passed on? What happened before books? Think of how stories are recorded today. |

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| T h u r | Read Dreamtime (Letts Poster Pack) This story is again written by Australian Aborigines. Why do people all over the world tell creation stories? Point out examples of typical story structure (in the beginning, after a while) What other story starters do we know? Identify the main characters of the story and describe them (appearance, behaviour, things they said.) | Suffixes what is a suffix? Give me some examples of words with suffixes. Complete the chart on the white board with some words missed out. Which is the strongest word (brave/braver/bravest). If you wanted to emphasise something, which one would you use the strongest or weakest? | Read <i>The Magpie Bridge</i> . Adult reads, children read when they can and help with words. Talk about the style of the myth. As they read the myth, could they hear a voice re-telling the story? Retell the key events in the story and sequence them-use pictures to help. Discuss the setting and characters, and focus on use of adjectives. Discuss possible alternatives. | Discuss any new vocab annotate text by drawing squiggly lines under unfamiliar words. Use dictionaries to define new words and add them to book of Fabtastic Words. Use a thesaurus to find collections of different words for the new vocab identified. Select important words. | Use worksheet to draw a new setting for a myth. Ask partner to write description of this new setting. Use new vocab given on a word bank. Children write out list of events from the myth, and then construct a plan for a new myth, altering the characters and settings. | Children make story plan of the new myth using a story board. Follow check list of things to include- characters/setting/ adjectives/verbs. Decide on the audience they are aiming their myth at. | Children make story plan of the new myth using a story board. Follow check list of things to include- characters/setting/ adjectives/verbs. Decide on the audience they are aiming their myth at. Provide a word bank to assist the children with their story plan. | Look at some of the story plans that have been created. Ask the child to describe what is going to happen in the myth. Talk about how to plan the myth beginning, middle, end. A problem and a resolution must be included. |
| F r i | Read Dreamtime again. Look at some of the more difficult words and try to predict what they might mean. How would the story change if we used simpler words? Find some words in the text that could have suffixes placed after them funny, happy, dark, quiet. | Use laminated sheets to write some suffixes. Fill in the missing words in the sentences. Write a verb, noun, adjective. Spell _____. Talk about the myths the children are writing what must they include? Write a list that will be displayed in the classroom. | Write a new opening for the myth. Introduce the characters and the setting using lots of description and verbs. Edit work checking spelling. Read aloud to your partner what do you think they should change? | Discuss any new vocab annotate text by drawing squiggly lines under unfamiliar words. Use dictionaries to define new words and add them to book of Fabtastic Words. Use a thesaurus to find collections of different words for the new vocab identified. Select important words. | Use worksheet to draw a new setting for a myth. Ask partner to write description of this new setting. Use new vocab. Children write out list of events from the myth, and then construct a plan for a new myth, altering the characters and settings. | Children make story plan of the new myth using a story board with some sentences included. Follow check list of things to include- characters/setting/ adjectives/verbs. Decide on the audience they are aiming their myth at. | Write a new opening for the myth. Introduce the characters and the setting using lots of description and verbs. Edit work checking spelling. Read aloud to your partner what do you think they should change? | Short spelling test of words with silent letters this will assess where the children are so that activities can be based around this in future lessons.) |