

www.janeconsidine.com			UNIT PLAN TITLE																														
			NARRATIVE															NON-FICTION										POETRY					
Year 3			THE MAGIC PAINTBRUSH	FLOOD	STONE AGE BOY	THE TRUE STORY OF THREE LITTLE PIGS	THE BLUE UMBRELLA	THESEUS AND THE MINOTAUR	STAR IN THE JAR	THE HAPPY PRINCE	THE SECRET OF BLACK ROCK	WOLVES IN THE WALLS	THE INCREDIBLE BOOK EATING	WISP: A STORY OF HOPE	GEORGE'S MARVELLOUS MEDICINE	THE LAST BEAR	LIBRARY LION	HOW TO HEAL A BROKEN WING	ILONA	LIGHT AND DARK	EARTHQUAKES	STREET BENEATH MY FEET	HOW A ROBOT DOG WORKS	SKARA BRAE	MY STRONG MIND	CHRISTMAS DESSERT SOCIAL POST	THE GARDENER	CLIMATE ACTION	SKELETONS AND MUSCLES	I ASKED THE LITTLE BOY WHO COULDN'T SEE	AUTUMN IS HERE	THE COLOUR COLLECTOR	
NATIONAL CURRICULUM IN ENGLAND STATUTORY REQUIREMENTS	SPOKEN LANGUAGE	Pupils should be taught to ask relevant questions to extend their understanding and knowledge.	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	
		Pupils should be taught to use relevant strategies to build their vocabulary.	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	
		Pupils should be taught to articulate and justify answers, arguments and opinions.	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☐	☐	
		Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☐	☐	
		Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☐	☐	
		Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒
		Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒
		Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates.	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒
		Pupils should be taught to gain, maintain and monitor the interest of the listener(s).	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒
		Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☐	☐
	Pupils should be taught to select and use appropriate registers for effective communication.	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	
	WRITING COMPOSITION	Pupils should be taught to write sentences by saying out loud what they are going to write about.	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☐	☐
		Pupils should be taught to write sentences by composing a sentence orally before writing it.	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☐	☐
		Pupils should be taught to write sentences by sequencing sentences to form short narratives.	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense.	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☐	☐	☐	☐	☐
		Pupils should be taught to discuss what they have written with the teacher or other pupils.	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☐	☐	☒	☒	☒
		Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher.	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☐	☐	☒	☒	☒
WORD	Formation of nouns using a range of prefixes [for example super-, anti-, auto-]	☐	☒	☐	☐	☒	☐	☒	☐	☒	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐	
	Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]	☐	☒	☐	☒	☐	☐	☐	☐	☒	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	☐	☐	☒	☒	☐	☐	☒	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
SENTENCE	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]	☒	☒	☒	☐	☒	☒	☒	☐	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☐	☒	☐	☒	☐	☐	☐	☐	
	Adverbs [for example, then, next, soon, therefore]	☒	☐	☐	☒	☒	☒	☐	☒	☒	☐	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☐	☒	☐	☒	☐	☐	☐	☐	
	Prepositions [for example, before, after, during, in, because of]	☒	☒	☒	☐	☒	☒	☒	☒	☒	☐	☒	☒	☐	☐	☐	☐	☐	☒	☒	☒	☒	☐	☐	☐	☒	☐	☒	☐	☐	☐	☐	
TEXT	Introduction to paragraphs as a way to group related material	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐	☒	☒	☒	☒	☒	☒	☐	☒	☒	☒	☒	☐	☐	☒	☐	☐	☐	☐	☐	
	Headings and sub-headings to aid presentation	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐	☒	☒	☒	☒	☒	☒	☒	☒	☐	☒	☐	☐	☐	☐	
	Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	☐	☐	☐	☒	☐	☒	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☒	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐	
PUNCTUATION	Introduction to inverted commas to punctuate direct speech	☒	☒	☒	☐	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☐	☐	☒	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐	

Comments

YEAR 1