



Year 3	Autumn 1				Autumn 2		
Duration	2 weeks (2 x INSET DAYS)	2 weeks CONSIDER HAVING 3 WEEKS FOR BFG	2 weeks	1	2 weeks	2 weeks Week 5– NTS?	2 weeks
Purpose	Setting Description To describe a setting Year 3 Teacher	Narrative Sequel Entertain Year 5	Letter To persuade Audience The BFG		To entertain Quest story Mrs Carr	To inform Diary entry Mrs Parr	To contribute to a class book Year 3 Poetry
Skills coverage: NC yr6/ TAF CEW selected and discussed. Purpose/ audience throughout Editing taught throughout.	<ul style="list-style-type: none"> Appendix : Spelling: Use of the forms—a or an according to whether the next word begins with a consonant or a vowel. <p>Composition:</p> <ul style="list-style-type: none"> plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>Revision from Year 2:</p> <p>Skill revision: Year 2: Composition</p> <ul style="list-style-type: none"> consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, 	<p>VGP</p> <p>* Extend sentences using a range of conjunctions</p> <p>so because</p> <p>Terminology—conjunctions-subordinate clauses, clause</p> <p>* using prepositions to express time</p> <p>Appendix, before, after,</p> <p>Composition:</p> <ul style="list-style-type: none"> In narratives, creating settings, characters and plot-Appendix introduction to paragraphs <p>Appendix—group related material.</p> <p>Year 2 Skill revision</p> <p>Composition:</p> <ul style="list-style-type: none"> plan their writing by: discussing writing similar to that which 	<p>VGP:</p> <ul style="list-style-type: none"> * using conjunctions, adverbs and prepositions to express time and cause <p>N/C when, if,</p> <ul style="list-style-type: none"> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition <p>Composition</p> <ul style="list-style-type: none"> Progressively build a varied and rich vocabulary and increasing range of sentence structures organising paragraphs around a theme in narratives, creating settings, characters and plot 		<p>Transcription:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (see Aut 2 weekly breakdown overview) (sub-inter) spell words that are often misspelt (see Aut 2 weekly breakdown overview) <p>Composition:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and 	<p>VGP:</p> <ul style="list-style-type: none"> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<p>Composition</p> <ul style="list-style-type: none"> use a range of devices to write descriptive sentences about scenes read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>Prepare poem scripts to read aloud.</p>



Year 3

Spring 1 (7 weeks)

Monday 4th January — Friday 18th February


Is the mind more powerful than reality?

Spring 2 (6 weeks)

Monday 28th February — Friday 8th April

What is true happiness?

Duration	3/4 days -	3 weeks	2 weeks	3 weeks - week 4- NTS	2 week
Purpose	<p>Hook Day- Ancient Egyptians-</p> <p>Purpose: To instruct and inform</p> <p>Audience: Miss Cornell</p> <p>Form: Instructions</p> <p>Cross curricular writing opportunity—instructions on mummification</p>	<p>Purpose: Entertain</p> <p>Audience: Early Years</p> <p>Form: Story sequel -action sequel</p>	<p>Hook: Letter from British Museum</p> <p>Purpose: To share our learning</p> <p>Audience: British Museum</p> <p>Form: History Fact File</p>	<p>Hook : Butser Farm trip</p> <p>Purpose: to Entertain</p> <p>Audience: Someone of the same age.</p> <p>Form: Diary entry from POV character.</p>	<p>The First Drawings</p> <p>Purpose: To inform</p> <p>retell a part of his</p> <p>Audience: Miss Win</p> <p>Form: Own histori</p> <p>narrative—Cave D</p>
<p>Skills coverage: NC</p> <p>CEW selected and discussed. Purpose/ audience throughout Editing taught throughout.</p>	<p>VGP: Use a range of imperative verbs— to give instructions / a command</p> <p>Composition:</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar (WAGOLL)</p>	<p>VGP:</p> <p>Skill focus 1:</p> <p>Appendix 2 : 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]</p> <p>Skill focus 2:</p> <p>Organising paragraphs around a theme—This is a revision skill but we need to develop this so we will teach this again and develop skills practise</p> <p>Skill focus 3:</p> <p>Express time, place and cause using conjunctions—before, so</p> <p>Spelling: - sound spelt -ou- eg young,touched</p> <p>-Adding suffixes beginning with vowel letters to words of more than one syllable -l spelt y—eg myth, pyramid</p> <p>Revision skills:</p> <p>Evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements—this will take the form of editing</p>	<p>VGP:</p> <p>Skill focus 1:</p> <p>Expressing time using conjunctions</p> <p>Appendix 2- when, after</p> <p>Adverbs - next</p> <p>therefore</p> <p>Prepositions :during, because of</p> <p>Skills focus 2:</p> <p>Composition:</p> <p>Organise paragraphs around a theme in non-narrative material, using simple organisational devices [for example, headings and sub-headings</p> <p>Appendix 2:</p> <p>Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation</p>	<p>Skills focus1:</p> <p>Conjunctions to express cause—Appendix 2 - so, because</p> <p>Skills focus 2:</p> <p>Expressing time using adverbs Appendix 2—soon, then</p> <p>Skills focus 3</p> <p>Choosing nouns and pronouns appropriately for cohesion, clarity and to avoid representation</p> <p>Composition:</p> <p>Skills focus 4— linked to Purpose of writing/ outcome/ audience.</p> <p>Read aloud their own writing to a group using appropriate intonation, volume so the meaning is clear.</p>	<p>VGP:</p> <p>Use present perfect form has/have he has gone out he went out to play?</p> <p>Use inverted commas for</p> <p>Composition:</p> <p>assessing the effectiveness own and others' writing a improvements—edit statio</p> <p>proof-read for spelling and punctuation errors</p>

Year 3	Summer 1 What is a world without plants?		Summer 2 (7 weeks) Monday 6th June - Friday 22nd July Is change always good?				
Duration	4 Weeks Iron Man 2 BANK HOLIDAYS/STRIKE Week 1– text immersion– Week 2– skills week setting description Week 3– guided newspaper report Week 4– independent report		2 weeks Performance poetry Sentence dictation	3 weeks Week 1– text immersion/ Skills Week 2 –Guided Setting description Week 3– Independent setting retell	Week 4 /5 Lost Happy Endings	Week 4/ 5 NTS assessment week Week 6/7 NEW TEXT—NEED TO CONFIRM JOURNEY	Week 7—one / two mornings will be allocated to transition
Purpose	Purpose: To inform Audience: The Local Community Form: Newspaper report		<i>Purpose: To perform and entertain</i> <i>Audience: Year 2</i> <i>Form: Poetry</i>	Outcome 1: Purpose: To compare with out first setting description written in Autumn term. Form: Setting description Audience: Miss Newman	Outcome 2: Purpose: To entertain Form: Narrative story retell Audience: Year 5	Purpose: To support my transition into Year 4 Form: Narrative retell Audience: My Year 4 teacher	
Skills coverage: NC CEW selected and discussed er per relevance to text- Editing happening at the point of feedback and follow up lesson after independent write Handwriting taught weekly as	VGP: Revision skill: organising paragraphs around a theme Use conjunctions express time– when, before, while— appendix 2. Composition: <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn 		Composition: evaluate and edit by: assessing the effectiveness of their own and others’ writing and suggesting improvements Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear Sp: write from memory simple sentences, dictated by the	Composition: in narratives, creating settings, characters and plot Using conjunctions— While , so, because appendix 2 Use of the present perfect	VGP:I indicating possession by using the possessive apostrophe with plural nouns Composition: Adverbs: Then, next, soon therefore	Composition: In narratives, I can create settings and plot. I can assess the effectiveness of my writing, suggest improvements and proofread for spelling and punctuation errors.	