

YEAR 3 LITERACY- WRITING

	AUTUMN 1	AUTUMN 2
COMPOSITION	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> o discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar o discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> o composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) o organising paragraphs around a theme o in narratives, creating settings, characters and plot o in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> o assessing the effectiveness of their own and others' writing and suggesting improvements o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	
VOCAB	<p><i>To teach 'pronouns' in relation to 1st, 2nd and 3rd person.</i></p> <p><i>To use the term 'synonyms'</i></p> <p><i>To use the terms simple and compound sentences, teaching the differences.</i></p> <p><i>To introduce FANBOYS conjunctions - and, but, or, yet, so</i></p> <p><i>Consonants and vowels</i></p>	<p>Headings and sub-headings to aid presentation</p> <p>Use headings and sub-headings</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Teach the use of paragraphs/ sections of writing referring to changes in topic, time and place.</p> <p><i>To introduce FANBOYS conjunctions - and, but, or, yet, so</i></p>
SENTENCE PUNCTUATION	<p><u>Expressing time, place and cause using conjunctions (when, before, after, while, so, because), adverbs (then, next, soon, therefore), or prepositions (before, after, during, in, because of)</u></p> <p>Extend simple sentences with conjunctions, adverbs and prepositions.</p> <p><i>Adjective sentences (VCOP- e) b)</i></p> <p><i>BOYS sentence (VCOP)- f)</i></p> <p><i>Teach how to use a comma before the FANBOYS conjunction.</i></p>	<p><u>Expressing time, place and cause using conjunctions (when, before, after, while, so, because), adverbs (then, next, soon, therefore), or prepositions (before, after, during, in, because of)</u></p> <p>Extend simple sentences with conjunctions, adverbs and prepositions.</p> <p><i>BOYS sentence (VCOP)- f)</i></p> <p><i>Teach how to use a comma before the FANBOYS conjunction.</i></p>
GENRE / TEXTS	<ul style="list-style-type: none"> • Yr3 Narrative - The True Story of the Three Little Pigs • Yr3 Poetry- Autumn is Here 	<ul style="list-style-type: none"> • Yr4 Non-Fiction- Secrets of a Sun King • Yr3 Narrative - Star in a Jar
SPELLING	<p>YEAR 3 SPELLING</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<p>Specific Spellings (Appendix):-</p> <p>Set 1: Words with 'ph' and 'wh'</p> <p>Set 2: Plurals of words ending in 'y' (change 'y' to 'i' and add 'es')</p> <p>Set 3: Adding 'ing', 'er', 'est' and 'y' to words ending in 'e'</p> <p>Set 4: Recommended Words List 1</p> <p>Set 5: Recommended Words List 2</p> <p>Set 6: Recommended Words List 3</p> <p>Set 7: Adding vowel suffixes to words with more than one syllable</p> <p>Set 8: Adding vowel suffixes for words with more than one syllable with unstressed vowels</p> <p>Set 9: Words with 'y' as /i/</p> <p>Set 10: Revision</p> <p>At least 2 weeks on personal spellings from the back of literacy books.</p>
HAND WRITING	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	

YEAR 3 LITERACY- WRITING

	SPRING 1	SPRING 2
COMPOSITION	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> o discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar o discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> o composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) o organising paragraphs around a theme o in narratives, creating settings, characters and plot o in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> o assessing the effectiveness of their own and others' writing and suggesting improvements <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	
VOCAB	<p><u>Introduction to paragraphs as a way to group related material</u></p> <p>Teach the use of paragraphs/ sections of writing referring to changes in topic, time and place.</p> <p><u>Use the present perfect form of verbs instead of the simple past (he has gone out to play contrasted he went out to play)</u></p> <p>Ensure agreement in verb forms.</p> <p><i>-To introduce FANBOYS conjunctions - and, but, or, yet, so</i></p> <p><i>-Similes</i></p>	<p><u>Introduction to paragraphs as a way to group related material</u></p> <p>Teach the use of paragraphs/ sections of writing referring to changes in topic, time and place.</p> <p><i>To teach 'pronouns' in relation to 1st, 2nd and 3rd person.</i></p>
SENTENCE	<p><u>Expressing time, place and cause using conjunctions (when, before, after, while, so, because), adverbs (then, next, soon, therefore), or prepositions (before, after, during, in, because of)</u></p> <p>Extend simple sentences with conjunctions, adverbs and prepositions.</p> <p><i>-Sentence with varying openers (VCOP)- j) l) m)</i></p> <p><i>Magic three sentence (VCOP)- i)</i></p> <p><i>-Connective opener (VCOP)- c)</i></p> <p><i>-BOYS sentence (VCOP)- f)</i></p>	<p><u>Expressing time, place and cause using conjunctions (when, before, after, while, so, because), adverbs (then, next, soon, therefore), or prepositions (before, after, during, in, because of)</u></p> <p>Extend simple sentences with conjunctions, adverbs and prepositions.</p> <p><i>Sentence with varying openers (VCOP)- j) l) m)</i></p>
PUNCTUATION	<p><u>Introduction to inverted commas to punctuate direct speech</u></p> <p>Speech marks - inverted commas</p> <p><i>-Teach how to use a comma before the FANBOYS conjunction.</i></p> <p><i>-Teach the comma used when a verb/ adverb or time phrase starts the sentence.</i></p>	<p><u>Introduction to inverted commas to punctuate direct speech</u></p> <p>Speech marks - inverted commas</p> <p><i>Teach the comma used when a verb/ adverb or time phrase starts the sentence.</i></p>
GENRE / TEXTS	<ul style="list-style-type: none"> • Narrative (OP) - Escape from Pompeii • Yr3 Narrative- Incredible Book Eating Boy 	<ul style="list-style-type: none"> • Yr3 Non-Fiction - Journey of Iliana • Yr4 Non-Fiction - Sicily Holiday Brochure
SPELLING	<p><u>YEAR 3 SPELLING</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<p><u>Specific Spellings (Appendix):-</u></p>
HAND WRITING	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	

YEAR 3 LITERACY- WRITING

	SUMMER 1	SUMMER 2
COMPOSITION	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> o discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar o discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> o composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) o organising paragraphs around a theme o in narratives, creating settings, characters and plot o in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> o assessing the effectiveness of their own and others' writing and suggesting improvements o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	
TEXT/ VOCAB	<p><i>Prefix</i></p> <p><i>Teach the comma used when a verb/ adverb or time phrase starts the sentence.</i></p>	<p><u>Headings and sub-headings to aid presentation</u> Use headings and sub-headings</p> <p><u>Introduction to paragraphs as a way to group related material</u> Teach the use of paragraphs/ sections of writing referring to changes in topic, time and place.</p> <p><i>Similes</i></p> <p><i>Prefix</i></p>
SENTENCE PUNCTUATION	<p><u>Expressing time, place and cause using conjunctions (when, before, after, while, so, because), adverbs (then, next, soon, therefore), or prepositions (before, after, during, in, because of)</u> Extend simple sentences with conjunctions, adverbs and prepositions.</p> <p><i>Sentence with varying openers (VCOP)- j) l) m)</i></p>	<p><u>Expressing time, place and cause using conjunctions (when, before, after, while, so, because), adverbs (then, next, soon, therefore), or prepositions (before, after, during, in, because of)</u> Extend simple sentences with conjunctions, adverbs and prepositions.</p>
GENRE / TEXTS	<ul style="list-style-type: none"> • Yr3 Non-Fiction - Street beneath my feet • Yr3 Narrative - The Blue Umbrella 	<ul style="list-style-type: none"> • Yr3 Narrative - The Secret of Black Rock • Yr3 Narrative - Flood
SPELLING	<p><u>YEAR 3 SPELLING</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<p><u>Specific Spellings (Appendix):-</u></p>
HAND WRITING	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	