

Year group: 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text Type (guidelines)	Traditional Tales – Fables (2 weeks)	Writing and performing a Play (2 weeks) Instructions – giving directions (2 weeks)	Traditional Tales – Fairy tales (3 weeks)	Report – Non fiction (3 weeks)	Adventure stories (3 weeks)	Take one poet – poetry appreciation (3 weeks)
	Recount (2 weeks) Poetry Vocabulary building (2 weeks)	Performance Poetry (2-3 weeks)	Explanations (2 weeks)	Poetry – Types and structure (3 weeks)	Persuasion - persuasive letter writing (3 weeks)	Class Novel Expanded narrative (3 weeks)
Recommended Text	The very best of Aesop's Fables by Margaret Clark The Quangle Wangle's Hat by Edward Lear I Never saw a Purple Cow by Emma Chichester Clarke. I've got a poem for you by John Foster The dragon who ate our school by Nick Toczek Cartoon Characters by Dan Green The Girl and the Snake and other short plays by Renata Allen Cruel Times: A Victorian Play Kaye Umansky Collected Plays for Children by Ted Hughes		Enchantment in the Garden by Shirley Hughes Born to Run by Michael Morpurgo. World Weather by Penny Coltman Wild, Wet and Windy by Claire Llewellyn. Great Little Facts by Clare Oliver. Running Shoes by Frederick Lipp. Michael Rosen's Sad Book by Michael Rosen. Earth Matters by David de Rothschild. Picture a Poem by Gina Douthwaite. The Upside Down Frown by Andrew Fuszek.		The Haunting of Pip Parker by Anne Fine Traction Man by Mini Grey The Ice Palace by Robert Swindells Dear Greenpeace by Simon James The Dragon Test by June Crebbin Poems by John Aghard. Pie Corbett collection of poetry. Paul Cooke poetry. The Wolves in the Walls by Neil Gaiman Tuesday by David Wiesner Coraline by Neil Gaiman	
Suggested Outcome	Write a new fable to convey a moral / tale. Write a news/sports report of an 'unfolding event' (e.g. commentary), including detail expressed in ways that will engage the reader/viewer. Read, write and perform free verse. Write and perform a play, based on a familiar story. Write and evaluate a range of instructions, including directions e.g. a treasure hunt. Recite familiar limericks by heart.		Write a traditional tale from a key characters perspective. Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively. Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spider gram to organise the information. Read and write haiku, tanka and kennings		Write an adventure story, focusing on plot. Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader. Research a particular poet. Personal responses to poetry. Recite familiar poems by heart	

<p>Punctuation Grammatical Terminology</p> <p><i>Words in bold are those that need to be taught and learnt.</i></p>	<p>Adverbs [for example, then, next, soon, therefore, happily] Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</p> <p>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]</p>	<p>Headings and sub-headings to aid presentation</p> <p>prepositions [for example, before, after, during, in, because of]</p> <p>conjunctions [for example, when, before, after, while, so, because],</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Introduction to inverted commas to punctuate direct speech</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p>W2 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>Formation of nouns using a range of prefixes for example super-, anti-, auto-</p> <p>clause, subordinate clause</p> <p>Reported speech</p> <p>Headings and sub-headings to aid presentation</p> <p>Adverbs [for example, then, next, soon, therefore, happily]</p> <p>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]</p>	<p>Commas to indicate possession and omission</p> <p>Adverbs [for example, then, next, soon, therefore, happily]</p> <p>preposition</p> <p>clause, subordinate clause</p> <p>Reported speech</p>	<p>Continue inverted commas to punctuate direct speech</p> <p>conjunctions [for example, when, before, after, while, so, because], conjunction</p> <p>clause, subordinate clause</p> <p>direct speech inverted commas</p>
<p>Punctuation Grammatical Terminology Next steps covered in grammar.</p>	<p>I use adverbs to give details of an event e.g. The man walks grumpily down the road.</p> <p>With help, I begin to use fronted adverbials e.g. As soon as he could... Quickly...</p> <p>I begin to edit my work so it is consistent (e.g. always using 'he' for a boy or I if in 1st person).</p>	<p>I begin to use a wider range of connectives, including when, if, because, although.</p> <p>I use conjunctions to show when an event takes place e.g. while, when, as.</p> <p>I use prepositions to show where an event takes place e.g. The cat snuggles up on top of the piano.</p>	<p>I use and punctuate direct speech (i.e. inverted commas). (ITP11)</p> <p>I start to use paragraphs that link different ideas in my writing. (ITP11)</p> <p>I use nouns or pronouns to make my writing easier to understand.</p>	<p>I use different types of verbs to show the past tense e.g. he went out/he has gone out.</p> <p>I use commas to mark clauses (main ideas) within sentences e.g. 'Before we begin, make sure you have a pencil.' (ITP12)</p>	<p>I indicate possession by using the possessive apostrophe correctly e.g. Jim's bag was left behind</p> <p>I can use a or an correctly depending on the word that follows it e.g. a cat, an open box. (ITP11)</p>	<p>I proofread for punctuation errors. (ITP13)</p>

<p>Next Steps Covered</p>	<p>I start to use paragraphs that link different ideas in my writing. (ITP11)</p> <p>I can write about events using the language of time e.g. 'When he saw.... , Suddenly.... , After that.... ' (ITP11)</p> <p>I start to use figurative language including similes.</p>	<p>I organise my writing using headings, subheadings, numbers, titles, bullet points and more</p> <p>I can make simple notes from non-fiction texts e.g. key words and phrases, page references, headings, and use these in my writing. (ITP12)</p> <p>I know and use features of different poems, e.g. haikus or kennings.</p> <p>I begin to read my own writing aloud, using the right intonation and volume so that the meaning is clear.</p>	<p>I plan and write stories using a known structure e.g. opening, problem, resolution, ending. (ITP12).</p> <p>I build a varied and rich vocabulary and choose phrases that are most appropriate</p> <p>I compose and rehearse sentences orally (including dialogue)</p> <p>I can use story maps and word webs to help me plan what I am going to write. (ITP11)</p>	<p>I can make simple notes from non-fiction texts e.g. key words and phrases, page references, headings, and use these in my writing. (ITP12)</p> <p>I can write about events using the language of time e.g. 'When he saw.... , Suddenly.... After that.... ' (ITP11)</p> <p>I discuss my ideas for my writing and record these</p>	<p>I steal ideas from books I have read to help me create settings, characters and plot in narratives.</p> <p>I discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar. (ITP11)</p> <p>My descriptions are detailed so the reader can picture a place or understand a character.</p>	<p>I say what is good and what can be improved of my own and others' writing.</p> <p>I include written dialogue to show the relationship between two characters.</p>
<p>Presentation</p>	<p>I know which letters, when next to one another, are best left unjoined My handwriting is easy to read with tall and long letters clear to see. (ITP11) I use correct diagonal and horizontal strokes that are needed to join letters. (ITP12)</p>					