



Year 3-Spring

	Week 1 	Week 2 	Week 3 	Week 4 	Week 5 	Week 6 	Week 7 	Week 8 	Week 9 	Week 10 	Week 11 	
Grammar and Punctuation	Writing Comprehension Plan writing by: <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 grammar• Discussing and recording ideas. Draft and write by: <ul style="list-style-type: none">• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.• Organising paragraphs around a theme• In narratives, creating settings, characters, and plot. Evaluate and edit by: <ul style="list-style-type: none">• Assessing the effectiveness of their own and others' writing and suggesting improvements• Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences• Proof-reading for spelling and punctuation errors Rhetorical questions Conjunctions Adverbs Subordinate clauses Types of nouns Emotive adjectives Direct speech B.O.Y.S Sentences As and -ly Sentences -ing sentence starters Doubly ly sentences							Writing (Composition) Plan writing by: Discussing and recording ideas Draft and write by: <ul style="list-style-type: none">• Organising paragraphs around a theme• In non-narrative material, using simple organisational devices. [for example, headings and sub-headings] Evaluate and edit by: <ul style="list-style-type: none">• Proposing changes to grammar and vocabulary to improve consistency including the accurate use of pronouns in sentences . <ul style="list-style-type: none">• Proof-reading for spelling and punctuation errors To write research questions To express place using prepositions To use the 4 grammatical forms of sentence To distinguish between fact and opinion To use 'a' and 'an' correctly Prepositions Conjunctions of time, place, and cause. Imperative verbs Present perfect form of verbs				
Alan Peat	BOYS sentences, As,ly Sentences, Ing ed sentences, Doubly-ly sentences						BOYS Sentences, As,ly Sentences, ing ed sentences Doubly-ly sentences					
Spelling Spelling Shed.	Words with the digraph 'ai' and tetragraph 'aigh' Words with the digraph 'ei' and tetragraph 'eigh' Words where the digraph 'ey' makes an /ai/ sound Adding the suffix -ly Homophones						Challenge Words Words ending in 'al' Words ending in 'le' Words ending in '-ly' where the base word ends in 'le' Words ending in '-ly' where the base word ends in '-ic'					

						Words ending in '-ly'; exceptions.					
Handwriting	Whole word focus on bottom exit letters joining to groups B1 and B2.	Whole word focus on bottom exit letters joining to letter 'E'	Whole word focus on top exit letters joining to letter 'E'.	Whole word focus on top exit letters joining group T1 letters.	Whole word focus on top exit letters joining T2 letters. Dictation	Numbers and symbols Dictation	Whole Words Mixed Family Letters Dictation	Whole Words Mixed Family Letters Dictation	Whole Words Mixed Family Letters Bottom exit Letter joins Dictation	Whole Words Capital Letters and Mixed Letter Families and Joins Top Exit Joins	Whole Words Capital Letters and Mixed Letter Families and Joins Dictation
VIPERS	Nim's Island Wendy Orr A range of non-fiction texts					Nim's Island Wendy Orr A range of non-fiction texts					
VIPERS	See Separate Reading VIPERS Progression Texts										
Class reading books	Reading for Pleasure										
Writing outcomes	Outcomes Persuasive poster, setting description, thought bubbles / diary entry, dialogue. Main Outcome Fantasy narrative including direct speech. Diary Recount					Outcomes Figurative language, literal language, descriptive fantasy poem for performance, oracy practise Main Outcome Fantasy poem	Outcomes Descriptive passage, writing in role, 'how to' guide (instructions), letter, discussion. Main Outcome Non-chronological report- cross curricular Instructional text- cross curricular				
Writing Sequence	Lesson 1 To use a range of sentence types to persuade Lesson 2 To identify word classes Lesson 3 To select words and phrases for clarity and impact. Lesson 4 To use adverbs and adverbial phrases to describe when, where and how.	Lesson 1 To write multi-clause sentences with 'if' Lesson 2 To create figurative expanded noun phrases Lesson 3 To make inferences about a character's emotions Lesson 4 To use questions and statements to record a conversation. Lesson 5	Lesson 1 To plan the main events of a story Lesson 2 To write the opening of a story. Lesson 3 To write the middle section of a story. Lesson 4 To write the ending of a story. Lesson 5 To edit writing for cohesion.	AP To write a fantasy narrative including direct speech	AP To write a diary recount	Lesson 1 To use powerful vocabulary for description. Lesson 2 To use literal and figurative language Lesson 3 To plan a descriptive poem which uses literal and figurative language. Lesson 4 To write a descriptive poem which uses literal and figurative language. Lesson 5 To edit and evaluate my writing	Lesson 1 To use the forms a/ or an correctly. Lesson 2 To express place using prepositions. Lesson 3 To express time, place and cause using conjunctions. Lesson 4 To use imperative verbs Lesson 5 To use the present perfect form of verbs	Lesson 1 To frame questions for research Lesson 2 To gather information from multiple sources Lesson 3 To use inverted commas to punctuate speech. Lesson 4 To distinguish between fact and opinion	Lesson 1 To correctly spell a word in context where that word has one or more related homophones. Lesson 2 To plan a non-fiction piece of writing Lesson 3 To ensure factual statements are cohesively linked. Lesson 4 To ensure factual statements are cohesively linked.	AP Non-chronological report (cross-curricular) linked to science: force and magnets.	AP Instructional text (cross curricular link to D&T) How to make a cushion

		To punctuate direct speech.							Lesson 5 To be able to write statements.		
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