














# Year 3 Summer

<b>Year 3 Summer</b>															
	<b>Week 1</b> 	<b>Week 2</b> 	<b>Week 3</b> 	<b>Week 4</b> 	<b>Week 5</b> 	<b>Week 6</b> 	<b>Week 7</b> 	<b>Week 8</b> 	<b>Week 9</b> 	<b>Week 10</b> 	<b>Week 11</b> 	<b>Week 12</b> 	<b>Week 13</b>	<b>Week 14</b>	
<b>Grammar and Punctuation</b>	<b>Writing Composition</b> Plan 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 Draft and write by: • In narratives, creating settings, characters and plot • 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 Evaluate and edit by: • 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 Abstract nouns Common nouns Four sentence types Irregular verbs To use similes Conjunctions of time Synonyms Speech punctuation Adverbials Noun phrases Regular and irregular verbs Conjunctions Revision: Alan Peat Sentences			<b>Writing Composition</b> Plan 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 Draft and write by: • In narratives, creating settings, characters and plot • 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 Evaluate and edit by: • 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 Test base style questions Sentence structure To write in the third person Direct speech Alan Peat sentence revision Test Base Style questions Oracy, Teacher and Peer Assessment Session			<b>Writing Composition</b> Plan writing by: • Discussing and recording ideas Draft and write by: • Organising paragraphs around a theme Evaluate and edit by: • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences To use the present perfect form To use conjunctions to give reasons Similes and metaphors Abstract nouns Noun phrases To use imperative verbs to create commands To use questions, commands and statements To use adverbs and adverbial phrases Alan Peat Sentences Test style questions				<b>Writing Composition</b> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Organising paragraphs around a theme. • In non-narrative material, using simple organisational devices (for example, headings and subheadings I can link clauses using conjunctions I can use pronouns to avoid repetition I can make a statement into a question I can use would/ should/could to express possibilities I can write in a formal tone Test style questions			Wellness Week	Transition
<b>Alan Peat</b>	BOYS Sentences	BOYS Sentences	BOYS Sentences	Asly Sentences	Asly Sentences	Asly Sentences	Ing ed sentences	Ing ed sentences	Doubly-ly sentences	Doubly-ly sentences	Doubly-ly sentences	Doubly-ly sentences			
<b>Spelling Spelling Shed.</b>	To spell words ending with 'gue' and 'que'	To spell words with the digraphs 'ue' and 'ew'		To spell words where the digraph 'ie' makes an /ee/ sound	To spell words ending in '-sion'		To spell words with irregular spelling patterns	Revision – spelling rules we have	Revision – spelling rules we have	Revision – spelling rules we have learned in Stage 3.	Revision – spelling rules we have	Revision – spelling rules we have	Revision – spelling rules we have learned in Stage 3.		

			an /igh/ sound				learned in Stage 3.	learned in Stage 3.		learned in Stage 3.	learned in Stage 3.				
<b>Handwriting</b>	Whole Words, Capital letters and bottom exit joins. Dictation.	Whole Words, Capital letters and top exit joins. Dictation	Whole words and joins. Dictation.	Whole words and mixed joins. Dictation.	Whole Words, capital letters and joins. Dictation.	Whole Words, capital letters and joins. Dictation	Whole Words, Capital letters and bottom exit joins. Dictation.	Whole Words, Capital letters and top exit joins. Dictation.	Whole words and joins. Dictation.	Whole words and mixed joins. Dictation.	Whole Words, capital letters and joins. Dictation	Whole Words, capital letters and joins. Dictation			
<b>VIPERS</b>	VIPERS Mark of the Cyclops Saviour Pirotta Non Fiction						VIPERS Mark of the Cyclops Saviour Pirotta Non Fiction								
<b>Class reading books</b>	Reading for Pleasure												Reading for Pleasure		
<b>Writing outcomes</b>	Outcomes Setting descriptions, advertisement/poster, retelling, instructional flyer, social media updates, dialogue  Main outcome A setting description in the past tense				Outcomes Setting descriptions, advertisement/poster, retelling, instructional flyer, social media updates, dialogue  Main outcome Newspaper report			Outcomes Short news report, diary entry, character description, advert Main outcome Own version traditional tale			Outcomes Writing in role, information reports, adverts, formal letters Main outcome Persuasive letter				
<b>Writing Sequence</b>	Lesson 1 To use abstract noun phrases in a setting description Lesson 2 To use expanded noun phrases to compare setting Lesson 3 To use different sentence types to create a poster Lesson 4 To use adverbs and adverbials of manner to add detail Lesson 5 To use present perfect tense in a recount	Lesson 1 To write dialogue between characters Lesson 2 To plan dialogue between characters Lesson 3 To write dialogue between characters Lesson 4 To plan a narrative in which a community overcomes adversity Lesson 5 To use noun phrases to introduce setting and character	<b>Bank Holiday</b> Lesson 1 To continue a narrative using past tense Lesson 2 To continue a narrative using dialogue Lesson 3 To draft a narrative in the past tense Lesson 4 To plan a narrative in the past tense	AP To write a narrative in the past tense To evaluate and edit a narrative To evaluate and edit writing	Picture News Newspaper report linked to current affairs. Lesson 1 Oracy, Lesson 2 Teacher and AP feedback session Lesson 3 To identify the key features of a newspaper report Lesson 4 To research facts for a newspaper report Lesson 5 To draft a newspaper report AP	AP Picture News Newspaper report linked to current affairs. Lesson 1 and 2 To plan a newspaper report AP Lesson 3,4 and 5 To edit and evaluate a newspaper report	<u>Cinderella of the Nile</u> Lesson 1 To write using the present perfect tense Lesson 2 To express cause using conjunctions Oracy rehearsal of piece.	<u>Cinderella of the Nile</u> Lesson 1 To identify and use literary language Lesson 2 To use literary language Lesson 3 To use commands to instruct and advise Lesson 4 To use the 4 grammatical forms of sentence Lesson 5 Oracy	<b>Inset Day</b> <u>Cinderella of the Nile</u> Lesson 1 To be able to sequence events in a story Lesson 2 To use literary language to describe a character and setting Lesson 3 To be able to write an innovated version of a traditional tale Lesson 4 To draft an innovated version of a traditional tale AP To write an innovated version of a traditional tale AP	<u>Cinderella of the Nile</u> Lesson 1 To write an innovated version of a traditional tale AP Lesson 2 To edit and improve writing Lesson 3 To evaluate and edit writing Lesson 4 and 5 Oracy and teacher/peer assessment feedback	<u>Pied Piper of Hamlin</u> Lesson 1 To write in role using a character's perspective Lesson 2 To extend single clause sentences into multi-clause sentences Lesson 3 To explore the rules for the 'shun' suffix Lesson 4 To use debate to discuss issues and put forward points of view To write a persuasive letter in role	<u>Pied Piper of Hamlin</u> Lesson 1 To draft a persuasive letter Lesson 2 To plan a persuasive letter Lesson 3 To write a persuasive letter Lesson 4 To edit and evaluate a persuasive letter Lesson 5 To edit and evaluate a persuasive letter-transcription			

