












	<h1>Year 3-Autumn</h1>												
	Week 1 	Week 2 	Week 3 	Week 4 	Week 5 	Week 6 	Week 7 	Week 8 	Week 9 	Week 10 	Week 11 	Week 12 	Week 13 
Grammar and Punctuation	<p>Writing Composition</p> <p>Contexts for Writing:</p> <p>Writing narratives about personal experiences and those of others (real and fictional)</p> <ul style="list-style-type: none"> • writing about real events • writing poetry • writing for different purposes. <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar.</p> <p>Planning Writing</p> <p>Planning or saying out loud what they are going to write about.</p> <p>Discussing and recording ideas:</p> <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. <p>Drafting Writing</p> <p>Writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence.</p> <ul style="list-style-type: none"> • Editing Writing • organising paragraphs around a theme • in narratives, creating settings, characters and plot. • in non-narrative material, using simple organisational devices (headings & subheadings) <p>Evaluating their writing with the teacher and other pupils:</p> <ul style="list-style-type: none"> • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. • proofreading to check for errors in spelling, grammar and punctuation. <p>Sentences with different forms: statement, question, exclamation, command.</p> <ul style="list-style-type: none"> • the present and past tenses correctly and consistently including the progressive form. • subordination (using when, if, that, or because) and co-ordination (using or, and, or but). • some features of written Standard English. • suffixes to form new words (-ful, -er, -ness). • sentence demarcation. • commas in lists. • apostrophes for omission & singular possession. <p>To use a capital letter and full stop at the start of a sentence.</p>						<p>Plan writing by:</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 grammar. • Discussing and recording ideas. <p>Draft and write by:</p> <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. <p>Evaluate and edit by:</p> <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 in settings, characters, and plot. • in non-narrative material, using simple organisational devices (headings & subheadings). <p>Subordinate conjunctions</p> <p>Modal verbs</p> <p>Exclamation and question sentences</p> <p>Possessive Apostrophes</p> <p>Test Based Style Questions</p> <p>Exclamation marks</p> <p>Comparatives superlatives; er / est</p>				<p>Plan writing by:</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 grammar. • Discussing and recording ideas. <p>Draft and write by:</p> <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. <p>Organising paragraphs around a theme</p> <ul style="list-style-type: none"> • in narratives, creating settings, characters, and plot • in non-narrative material, using simple organisational devices (headings & subheadings). <p>Evaluate and edit by:</p> <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 in settings, characters, and plot. • in non-narrative material, using simple organisational devices (headings & subheadings). 		

	To combine words to make sentences. To use an exclamation mark at the end of a sentence. To use a question mark correctly. Alan Peat Sentences- BOYS sentences. To use coordinating conjunctions. To use subordinating conjunctions. To use adjectives. To identify verbs. To use a simile. To use apostrophes To use adverbs To use prepositions To use the correct form of 'a' or 'an' Alan Peat Sentences Year 3.												
Alan Peat	Recap Year 2 Sentences.			Introduction of Year 3 sentences BOYS sentences, As,ly Sentences, Ing ed sentences, Doubly-ly sentences			Introduction of Year 3 Sentences BOYS sentences, As,ly Sentences, Ing ed sentences, Doubly-ly Sentences			Introduction of Year 3 Sentences BOYS Sentences, As,ly Sentences, ing ed sentences Doubly-ly sentences			
Spelling Spelling Shed.	Week 1-Words where the digraph 'ou' makes an /ow/ sound Week 2-Words where the digraph 'ou' makes a /u/ sound Week 3- Words where 'y' makes an /i/ sound			Week 4-Words ending in '-sure' Week 5-Words ending in '-ture' Week 6- Challenge words			Week 7-Words with the prefix 're' Week 8-Words with the prefix 'dis'	Week 9-Words with the prefix 'mis' Week 10- Words where '-ing', '-er' and '-ed' are added to multisyllabic words		Week 11-Words where '-ing', '-en' and '-ed' are added to multisyllabic words Week 12-Challenge Words Week 13 Challenge words			
Handwriting	Seating position and pencil grip Capital letters Bottom Joins	Seating position and pencil grip. Top join, mixed letter families	ie join, igh join, j join, k join and common exception words.	l, Straight line capital letters, n, m, p and Common Exception Words	r and slanted, straight line capital letters, t, u, y, and common exception words.	y, v, w, x, and common exception words	l, Straight line capital letters, n, m, p and Common Exception Words	r and slanted, straight line capital letters, t, u, y, and common exception words.	y, v, w, x, and common exception words	Curly Capital letters, letter a, c, and Common Exception Words	d, g, q, o & Common Exception words	Numbers 0-9 and symbols	Letter s, m, n, r, f, a (revision letters) and Common Exception words.
VIPERS	Dinosaurs and All That Rubbish Michael Foreman A range of non-fiction texts						Stone Age Boy Satoshi Kitamura The Mousehole Cat Antonia Barber A range of non-fiction texts						
VIPERS Sequence.	See separate VIPERS documents.												
Class reading books	Reading for Pleasure.												
Writing outcomes	Outcomes: Letters, setting descriptions, instructions, narrative (retelling), pamphlets, posters. Final Outcome Set of instructions Setting Description			Outcomes: Letters, setting descriptions, instructions, narrative (retelling), pamphlets, posters. Final Outcome Set of instructions Setting Description			Outcomes Character description, diary entry, recount Final Outcome Own historical narrative				Outcomes Letter, advert, setting description. Main Outcome A descriptive setting Snapshot poem Acrostic poem- cross curricular		
Writing Sequence	Lesson 1. To use capital	AP: Set of Class Rules	Lesson 1. To use conjunctions	Lesson 1	Lesson 1 To draft a setting	Lesson 1	Lesson 1 To infer meaning using illustrations	Lesson 1 To empathise	AP 1 st person historical	Continuation of AP	Lesson 1 To immerse in the text	Lesson 1 To write descriptive	Lesson 1

<p>letters and full stops mostly correctly.</p> <p>Lesson 2. To proof-read work by reading aloud and putting in full stops.</p> <p>Lesson 3. To edit and redraft my writing.</p>	<p>Lesson 1. To write a set of school rules using capital letters and full stops correctly.</p> <p>Lesson 2. To write a set of Academy rules</p> <p>Lesson 3. To proof-read my work by reading aloud and putting in full stops.</p> <p>Lesson 4. To mark most sentences correctly with question marks and exclamation marks.</p> <p>Lesson 5. To edit and re-draft my writing (Assessed Write).</p>	<p>to explain ideas.</p> <p>Lesson 2. To use conjunctions to explain ideas .</p> <p>Lesson 3 To use adjectives to describe a setting.</p> <p>Lesson 4 To write commands to give instructions.</p> <p>Lesson 5 To write simile sentences</p>	<p>To identify and label nouns.</p> <p>Lesson 2 To sequence events</p> <p>Lesson 3 To use prepositions in a setting description</p> <p>Lesson 4 To use the correct form of 'a' or 'an' in a setting description .</p> <p>Lesson 5 To write a setting description.</p>	<p>description AP .</p> <p>Lesson 2 To plan a setting description</p> <p>Lesson 3 To write a setting description AP</p> <p>Lesson 4 To write a setting description AP</p> <p>Lesson 5 To evaluate and edit writing AP.</p>	<p>To evaluate and edit writing AP.</p> <p>Lesson 2 Oracy Strategies for performance to an audience. AP</p> <p>Lesson 3 Historic Battle Snapshot Poem To choose powerful vocabulary for a Snapshot poem.</p> <p>Lesson 4 To write a Snapshot poem using powerful vocabulary, onomatopoeia, and similes.</p> <p>Lesson 5 To evaluate and edit writing .</p>	<p>Lesson 2 To use modal verbs to explore an imaginary scenario.</p> <p>Lesson 3 To identify how different sentences can be used for effect.</p> <p>Lesson 4 To know the difference between the homophone it's and its.</p>	<p>with and infer feelings of a character within a story.</p> <p>Lesson 2 To make connections and comparisons with the text .</p> <p>Lesson 3 To select and sequence key events in a narrative.</p> <p>Lesson 4 To use a variety of grammatical and composition al features to retell a narrative.</p> <p>Lesson 5 To edit the choice of verbs to add detail and avoid repetition.</p>	<p>narrative based on "The First Drawing".</p> <p>Lesson 1 To draft a first-person historical narrative</p> <p>Lesson 2 To plan a first-person historical narrative</p> <p>Lesson 3 To write a historical narrative</p> <p>Lesson 4 To evaluate and edit writing.</p>	<p>1st person historical narrative based on "The First Drawing". 2 DAYS</p> <p>Lesson 1 To evaluate and edit writing.</p> <p>Lesson 2 Oracy Assessment Week</p>	<p>"The Polar Express Lesson 2 To write descriptive settings which include the 5 senses, prepositional phrases, adverbs and similes. Lesson 3 and 4 Writing for Pleasure Monsters.</p>	<p>settings which include the 5 senses, prepositional phrases, adjectives, adverbs and similes. Off timetable</p>	<p>Continuation from last week Lesson 2 To write descriptive settings which include the 5 senses, prepositional phrases, adjectives, adverbs and similes. Lesson 3 Performance of poems: The Polar Express.</p>
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