













Year 3-Summer														
	<u>Week 1</u> 	<u>Week 2</u> 	<u>Week 3</u> 	<u>Week 4</u> 	<u>Week 5</u> 	<u>Week 6</u> 	<u>Week 7</u> 	<u>Week 8</u> 	<u>Week 9</u> 	<u>Week 10</u> 	<u>Week 11</u> 	<u>Week 12</u> 	<u>Week 13</u> Wellness Week	<u>Week 14</u> Transition
Grammar and Punctuation	<p>Writing Composition</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">• 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. <p>Organising paragraphs around a theme.</p> <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. <p>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 Test base style questions Sentence structure To write in the third person Direct speech Alan Peat sentence revision Test Base Style questions</p> <p>Oracy, Teacher, and Peer Assessment Session</p>						<p>Writing Composition</p> <p>Plan writing by:</p> <ul style="list-style-type: none">• Discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none">• Organising paragraphs around a theme <p>Evaluate and edit by:</p> <ul style="list-style-type: none">• Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>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</p>				<p>Writing Composition</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.• 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 express possibilities. I can write in a formal tone. Test style questions			
Alan Peat	BOYS Sentences			As-ly sentences			Ing ed sentences Doubly-ly sentences							

Spelling Spelling Shed.	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 /igh/ sound	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 learned in Stage 3.	Revision – spelling rules we have learned in Stage 3.	Revision – spelling rules we have learned in Stage 3.	Revision – spelling rules we have learned in Stage 3.	Revision – spelling rules we have learned in Stage 3.	Revision – spelling rules we have learned in Stage 3.		
Handwriting	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.	Wellness Week Transition	Transition
VIPERS	VIPERS Mark of the Cyclops ~Saviour Pirotta Non-Fiction Texts						Summer 2 VIPERS Mark of the Cyclops ~Saviour Pirotta Non-Fiction Texts							
VIPERS Sequence	See Separate Reading VIPERS document.													
Class reading books	Reading for Pleasure													
Writing outcomes	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							
Writing Sequence	Lesson 1. To use abstract noun phrases in a setting description. Lesson 2. To use expanded noun phrases to compare setting. Lesson 3.	Lesson 1. To write dialogue between characters. Lesson 2. To plan dialogue between characters. Lesson 3. To write dialogue	Lesson 1. To continue a narrative using past tense. Lesson 2. To continue a narrative using dialogue. Lesson 3. To draft a narrative in	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	AP Picture News Newspaper report linked to current affairs. Lesson 1 and 2 To plan a newspaper report AP. Lesson 3,4 and 5.	<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.	<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.	<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.	<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	<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.	Wellness Week	Transition

	<p>To use different sentence types to create a poster.</p> <p>Lesson 4. To use adverbs and adverbials of manner to add detail.</p> <p>Lesson 5. To use present perfect tense in a recount.</p>	<p>between characters.</p> <p>Lesson 4. To plan a narrative in which a community overcomes adversity.</p> <p>Lesson 5. To use noun phrases to introduce setting and character.</p>	<p>the past tense.</p> <p>Lesson 4. To plan a narrative in the past tense</p> <p>Lesson 5. Oral rehearsal for proofreading and performance.</p>		<p>a newspaper report.</p> <p>Lesson 4. To research facts for a newspaper report.</p> <p>Lesson 5. To draft a newspaper report AP.</p>	<p>To edit and evaluate a newspaper report .</p>		<p>Lesson 4. To use the four grammatical forms of sentence.</p> <p>Lesson 5 Oracy.</p>	<p>To be able to write an innovated version of a traditional tale.</p> <p>Lesson 4. To draft an innovated version of a traditional tale AP.</p> <p>Lesson 5. To write an innovated version of a traditional tale AP.</p>	<p>Lesson 4 and 5. Oracy and teacher/peer assessment feedback.</p>	<p>rules for the 'shun' suffix.</p> <p>Lesson 4. To use debate to discuss issues and put forward points of view.</p> <p>To write a persuasive letter in role.</p>	<p>To edit and evaluate a persuasive Letter.</p> <p>Lesson 5. To edit and evaluate a persuasive letter-transcription .</p>		
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