
















## Year 3-Autumn

	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
													
<b>Grammar and Punctuation</b>	<p>Writing Composition <b>Writing (Composition):</b></p> <p>Plan their writing by:</p> <p>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> <p>Draft and write by:</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2), organising paragraphs around a theme, in narratives, creating settings, characters and plot</p> <p>Evaluate and edit by:</p> <p>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-read for spelling and punctuation errors, read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p><b>Vocabulary, Grammar &amp; Punctuation:</b></p>			<p>Writing Composition</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"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> </ul> <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"> <li>Editing Writing</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot.</li> <li>in non-narrative material, using simple organisational devices (headings &amp; subheadings)</li> </ul> <p>Evaluating their writing with the teacher and other pupils:</p> <ul style="list-style-type: none"> <li>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.</li> <li>proofreading to check for errors in spelling, grammar and punctuation.</li> </ul> <p>Sentences with different forms: statement, question, exclamation, command.</p> <ul style="list-style-type: none"> <li>the present and past tenses correctly and consistently including the progressive form.</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</li> </ul>			<p>Writing Composition</p> <p>Plan writing by:</p> <ul style="list-style-type: none"> <li>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar.</li> <li>Discussing and recording ideas.</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>Organising paragraphs around a theme.</li> <li>In narratives, creating settings, characters, and plot.</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing and suggesting improvements.</li> <li>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>Proof-reading for spelling and punctuation in settings, characters, and plot.</li> <li>in non-narrative material, using simple organisational devices (headings &amp; subheadings).</li> </ul> <p>Place Value of Punctuation and Grammar unit for the first half term.</p> <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>Writing Composition</p> <p>Plan writing by:</p> <ul style="list-style-type: none"> <li>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar.</li> <li>Discussing and recording ideas.</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>Organising paragraphs around a theme</li> <li>in narratives, creating settings, characters, and plot</li> <li>in non-narrative material, using simple organisational devices (headings &amp; subheadings).</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing and suggesting improvements.</li> <li>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>Proof-reading for spelling and punctuation in settings, characters, and plot.</li> <li>in non-narrative material, using simple organisational devices (headings &amp; subheadings).</li> </ul>			

	<p>Place Value of Punctuation and Grammar unit for the first half term. This runs alongside:</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, using the present perfect form of verbs in contrast to the past tense, using conjunctions, adverbs and prepositions to express time and cause, learning the grammar for years 3 and 4 in English Appendix 2, using and punctuating direct speech, using Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text], use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<ul style="list-style-type: none"> <li>• some features of written Standard English.</li> <li>• suffixes to form new words (-ful, -er, -ness).</li> <li>• sentence demarcation.</li> <li>• commas in lists.</li> <li>• apostrophes for omission &amp; singular possession.</li> </ul> <p>Place Value of Punctuation and Grammar unit for the first half term. This runs alongside:</p> <p>To use a capital letter and full stop at the start of a sentence.  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'</p>			
<b>Alan Peat</b>	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	
<b>Spelling Spelling Shed.</b>	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

<b>Handwriting</b>	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.
<b>VIPERS</b>	Dinosaurs and All That Rubbish Michael Foreman Stone Age Boy Satoshi Kitamura A range of non-fiction texts					Stone Age Boy Satoshi Kitamura The Mousehole Cat Antonia Barber A range of non-fiction texts							
<b>Class reading books</b>	<b>Reading for Pleasure.</b>												
<b>Writing outcomes</b>	Outcomes:  Writing in role, including diary entries, dialogue, persuasive pleas and non-chronological reports		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			

	Main outcome: Report  (assessed piece).												
<b>Writing Sequence</b>	<p>Lesson 1 To write to perform and persuade</p> <p>Lesson 2 To make inferences and predictions</p> <p>Lesson 3 To write an imagined conversation</p> <p>Lesson 4 To create questions and find solutions to a problem</p> <p>Lesson 5 To write in role</p>	<p>Lesson 1 To write to inform and persuade</p> <p>Lesson 2 To explore and use literary language</p> <p>Lesson 3 To reflect on outcomes</p> <p>Lesson 4 To begin writing an explanation or report</p> <p>Lesson 5 To conclude a report</p>	<p>Lesson 1 To plan a report AP</p> <p>Lesson 2 To draft a report AP</p> <p>Lesson 3 To write a report AP</p> <p>Lesson 4 To edit and evaluate writing</p> <p>Lesson 5 Transcription</p>	<p>Lesson 1 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>Lesson 1 To draft a setting 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><b>INSET DAY</b></p> <p>Lesson 1 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 1 To infer meaning using illustrations</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>Lesson 1 To empathise 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 compositional features to retell a narrative.</p> <p>Lesson 5 To edit the choice of verbs to add detail and avoid repetition .</p>	<p>AP 1<sup>st</sup> person historical 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>Continuation of AP 1<sup>st</sup> 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><b>Assessment Week</b></p> <p>Lesson 1 To immerse in the text 'The Polar Express</p> <p>Lesson 2 To write descriptive settings which include the 5 senses, prepositional phrases, adjectives, adverbs and similes.</p> <p>Lesson 3 and 4 Writing for Pleasure Monsters.</p>	<p>Lesson 1 To write descriptive settings which include the 5 senses, prepositional phrases, adjectives, adverbs and similes.</p> <p>Off timetable</p>	<p>Lesson 1 Continuation from last week</p> <p>Lesson 2 To write descriptive settings which include the 5 senses, prepositional phrases, adjectives, adverbs and similes.</p> <p>Lesson 3 Performance of poems: The Polar Express.</p>