

## **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	Week 12
		130E	1200	1200	1300	1503	Tr. With Library St.	Counting Morriss	Countin Mothers		Cione tia Morriers	Comvin Moreus
Grammar	Rhetorical quest	ions		Rhetorical quest	ions		Test Style Questions	To use 'a' and 'an'	To write	Assessment	I can identify and	Test base style questions
and								correctly	research	Week	select the correct	
Punctuation	Conjunctions			Conjunctions			Writing Composition	-	questions		spelling of	Writing (Composition) Plan
							Contexts for Writing Test base	Prepositions			homophones	writing by: • Discussing
	Adverbs			Adverbs			style questions	İ '	To express place			and recording ideas Draft
								Conjunctions of	using			and write by: • Organising
	Subordinate clau	uses		Subordinate clau	ises		Writing (Composition) Plan	time, place and	prepositions		piece of writing	paragraphs around a
							writing by: • Discussing and	cause				theme • In non-narrative
	Types of nouns			Types of nouns			recording ideas Draft and		To use the 4			material, using simple
	L			L			write by: • Organising	Imperative verbs	grammatical			organisational devices [for
	Emotive adjectiv	es		Emotive adjectiv	es		paragraphs around a theme •		forms of			example, headings and
	L L.			D:t			In non-narrative material,	Present perfect	sentence		•	sub-headings] Evaluate and edit by: • Proposing
	Direct speech		Direct speech			using simple organisational devices [for example,	form of verbs	To distinguish		formal writing	changes to grammar and	
	DOVOO :			D O V C C	_		headings and sub-headings]		To distinguish between fact			vocabulary to improve
	B.O.Y.S Sentences B.O.Y.S Sentences				S		Evaluate and edit by: •	(Composition) Plan			Writing	consistency, including the
	As and –ly Sente	noon		As and –ly Sente	2000		Proposing changes to	writing by: •	and opinion		_	accurate use of pronouns
	As and -ty Sente	lices		As and -ty Sente	ices		grammar and vocabulary to	Discussing and	Writing		writing by: •	in sentences.
	-ing sentence sta	arters		ing sentence sta	erters		improve consistency,	recording ideas	(Composition)		Discussing and	in contonicco.
	ing contone ou			ling contoned out				Draft and write by: •			recording ideas Draft	
	Doubly –ly sente	nces		Doubly –ly sente	nces		pronouns in sentences	Organising	Discussing and		and write by: •	
	, , , , , ,			, , , , , ,				paragraphs around	recording ideas		Organising	
	Writing Compre	hension		Writing Compre	hension			a theme • In non-	Draft and write		paragraphs around a	
								narrative material,	by: • Organising		theme • In non-	
	Plan writing by: •	Discussing writing	g similar to	Plan writing by: •	Discussing writ	ing similar to that	Writing narratives about	using simple	paragraphs		narrative material,	
	that which they a	are planning to writ	e in order to	which they are pl	anning to write i	in order to	personal experiences and	organisational	around a theme		using simple	
	understand and	learn from its struc	cture,				those of others (real and	devices.	• In non-		organisational	
	, ,	grammar • Discuss	•				fictional) • writing about real	1	narrative		devices [for example,	]
		Oraft and write by:		,			events • writing poetry •		material, using		headings and sub-	
	_	entences orally (in	-	-		gue), progressively	writing for different purposes.		simple		headings] Evaluate	
		essively building a v		building a varied		•	Diamain a Maitin a	1	organisational		and edit by: •	]
	-	and an increasing r	-			uctures • Organising	Planning Writing		devices [for		Proposing changes to	1
		ıres • Organising p				narratives, creating			example,		grammar and	
		In narratives, creatives, cr	•	_		luate and edit by: •		1	headings and sub-headings]		vocabulary to improve consistency,	]
	-	ers and plot Evalua he effectiveness of		_		eir own and others' nents • Proposing			Evaluate and		including the	
	Dy. Thoocooling t	ne enectiveness of	i tiidii Owil	withing and Sugge	soung improven	ionia • Fiupusifig		1	_ ratuato una		otading the	

	T	Τ.	L	T	
	and others' writing and suggesting	changes to grammar and vocabulary to improve	Planning or saying out loud	edit by: •	accurate use of
	improvements • Proposing changes to grammar	consistency, including the accurate use of pronouns	what they are going to write	Proposing	pronouns in
	and vocabulary to improve consistency,	in sentences • Proof-reading for spelling and	about	changes to	sentences
	including the accurate use of pronouns in	punctuation errors		grammar and	
	sentences • Proof-reading for spelling and		Drafting Writing	vocabulary to	
	punctuation errors			improve	
	panotaation on ore		Writing down ideas and/or key	consistency,	
			=		
			words, including new	including the	
			vocabulary • encapsulating	accurate use of	
			what they want to say,	pronouns in	
			sentence by sentence	sentences	
			Editing Writing		
			Evaluating their writing with	1	
			the teacher and other pupils •	1	
			rereading to check that their	1	
			writing makes sense and that	1	
			verbs to indicate time are	1	
			used correctly and		
			=		
			consistently, including verbs		
			in the continuous form •		
			proofreading to check for	1	
			errors in spelling, grammar		
			and punctuation		
			sentences with different		
			forms: statement, question,		
			exclamation, command • 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 (-	1	
			ful, -er, -ness) • sentence		
			demarcation • commas in		
				1	
			lists • apostrophes for		
			omission & singular		
			possession		
			]		
			]		
pelling	= :	Week 4-Words with the suffix '-ly'	Week 7- Words ending in '-ly' where the base wor	d Week 10- Words ending in 'al'	
	tetragraph 'aigh'		ends in '-ic'	1	
pelling		Week 5- Words that are homophones		Week 11- Words ending in 'le'	
Shed.	Week 2-Words with the digraph 'ei' and		Week 8- Words ending in '-ly'; exceptions	1	
	tetragraph 'eigh'	Week 6-Challenge Words		1	
	_	, and a second s	Week 9- Challenge Words		
	I .	j	I .		

	Week3- Words where	e the digraph 'e	y' makes an										
	Introduction of Year	2		Introduction of V	Introduction of Year 3			roduction of Year 3	Introduction of Y	laar 3			
							YS Sentences, Asly	BOYS Sentences, Asly					
	Sentences, Ing ed se sentences	entences, Ingled sentences, Doubly-ly Sentences, Ingled sentences, Doubly-ly sentences		ss Sentences, Ing ed sentences, Doubly-ly sentences			Sentences, Ing e	ed sentences,					
	Whole Words, capital letters and ioins.	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.	Numbers and symbols Dictation	Mixe	ole words wed family letters station	Whole Words Mixed Family Letters Dictation	Whole Words Mixed Family Letters 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
	Write Inc/Whole C		eading										
VIPERS	Autumn 1					Αι	utumn 2	2					
	Wendy Orr					Ni	im's Isla	sland					
						w	/endy O	Orr					
						Α	range of non-fiction texts						
Writing outcomes	Outcomes			Outcomes			Outo	tcomes		Outcomes			
	Persuasive poster, setting description, thought bubbles / diaryentry, dialogue  Mainl Outcome  Persuasive poster, setting description, thought bubbles / diaryentry, dialogue  Mainl Outcome				iption, thought		urative language, literal lan tasy poem for performance		Descriptive pass (instructions), le				
						Main Outcome			Main Outcome				
	Fantasy narrative inc	luding direct s	peech	Fantasy narrative	e including direc	ct speech	Fant	ntasy poem		Non-chronologic	cal report- cros	s curricular	
	Diary Recount			Diary Recount				Instructio			t- cross curricu		

/riting	Lesson 1	Lesson 1	Lesson 1	AP	AP	Lesson 1	Lesson 1	Lesson 1	Lesson 1	AP	Assessment Week	AP	AP
equence													
	_	To write multi-			To write a diary		To use the forms a or an	To frame questions		Non-		Non-chronological report	Instructional
	sentence types to	clause		fantasy narrative		,	correctly	for research	spell a word in	chronological			text
	II.			including direct		description			context where	report		(cross-curricular) linked to	
		with 'if'		speech			Lesson 2	Lesson 2	that word has			science: force and	(cross
	Lesson 2		Lesson 2			Lesson 2			one or more	(cross-		magnets	curricular
		Lesson 2					To express place using	To gather	related	curricular)			link to D&T)
	To identify word		To write the				prepositions	information from	homophones	linked to			
			opening of a			figurative language		multiple sources		science:			How to
		figurative	story				Lesson 3		Lesson 2	force and			make a
	Lesson 3	expanded				Lesson 3		Lesson 3		magnets			cushion
		noun phrases	Lesson 3				To express time, place and		To plan a non-				
	To select words and					To plan a	cause using conjunctions	To use inverted	fiction piece of				
	phrases for clarity		To write the			descriptive poem		commas to	writing				
	and impact		middle			which uses literal	Lesson 4	punctuate speech					
		To make	section of a			and figurative			Lesson 3				
	Lesson 4	inferences	story			language	To use imperative verbs	Lesson 4					
		about a							To ensure				
	To use adverbs and	character's	Lesson 4			Lesson 4	Lesson 5	To distinguish	factual				
	adverbial phrases to	emotions						between fact and	statements are				
	describe when,		To write the			To write a	To use the present perfect	opinion	cohesively				
	where and how	Lesson 4	ending of a			descriptive poem	form of verbs		linked				
			story			which uses literal							
		To use				and figurative			Lesson 4				
		questions and	Lesson 5			language							
		statements to							To ensure				
		record a	To edit			Lesson 5			factual				
		conversation	writing for						statements are				
			cohesion			To edit and			cohesively				
		Lesson 5				evaluate my writing			linked				
		To punctuate							Lesson 5 To be				
		direct speech							able to write				
									statements				1
				1				1	l	1			1