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
Grammar and Punctuation	Rhetorical questions Conjunctions Adverbs Subordinate clauses Types of nouns Emotive adjectives Direct speech B.O.Y.S Sentences As and –ly Sentences -ing sentence starters Doubly –ly sentences **Writing Comprehension** 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: • 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 Evaluate and edit by: • Assessing the effectiveness of their own			Rhetorical questions Conjunctions Adverbs Subordinate clauses Types of nouns Emotive adjectives Direct speech B.O.Y.S Sentences As and –ly Sentences -ing sentence starters Doubly –ly sentences **Writing Comprehension** 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: • 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 Evaluate and edit by: • Assessing the effectiveness of their own and others' writing and suggesting improvements • Proposing		Test Style Questions **Writing Composition** Contexts for Writing Test base style questions Writing (Composition) Plan writing by: • Discussing and recording ideas Draft and write by: • Organising paragraphs around a theme • In non-narrative material, using simple organisational devices [for example, headings and sub-headings] Evaluate and edit by: • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes. Planning Writing	To use 'a' and 'an' correctly Prepositions Conjunctions of time, place and cause Imperative verbs Present perfect form of verbs Writing (Composition) Plan writing by: • Discussing and recording ideas Draft and write by: • Organising paragraphs around a theme • In non-narrative material, using simple organisational devices.	To write research questions To express place using prepositions To use the 4 grammatical forms of sentence To distinguish between fact and opinion **Writing (Composition)** Plan writing by: • Discussing and recording ideas Draft and write by: • Organising paragraphs around a theme • In non-narrative material, using simple organisational devices [for example, headings and sub-headings] Evaluate and	Assessment Week	I can identify and select the correct spelling of homophones To plan a non-fiction piece of writing To use preposition To use appropriate conjunctions for formal writing To write statements Writing (Composition) Plan writing by: • Discussing and recording ideas Draft and write by: • Organising paragraphs around a theme • In non-narrative material, using simple organisational devices [for example, headings and sub-headings] Evaluate and edit by: • Proposing changes to grammar and vocabulary to improve consistency, including the	Test base style questions Writing (Composition) Plan writing by: • Discussing and recording ideas Draft and write by: • Organising paragraphs around a theme • In non-narrative material, using simple organisational devices [for example, headings and sub-headings] Evaluate and edit by: • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

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 errors	changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proof-reading for spelling and punctuation errors	Planning or saying out loud what they are going to write about Drafting Writing Writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence Editing Writing Evaluating their writing with the teacher and other pupils • 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 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 (-ful, -er, -ness) • sentence demarcation • commas in lists • apostrophes for omission & singular possession		edit by: • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	accurate use of pronouns in sentences	
Spelling **Spelling Shed.**	Week 1-Words with the digraph 'ai' and tetragraph 'aigh' Week 2-Words with the digraph 'ei' and tetragraph 'eigh'	Week 4-Words with the suffix '–ly' Week 5- Words that are homophones Week 6-Challenge Words	Week 7- Words ending in '-ly' where the base word ends in '-ic' Week 8- Words ending in '-ly'; exceptions Week 9- Challenge Words	Week 10- Words ending in 'al' Week 11- Words ending in 'le'		

	Week3- Words where the digraph 'ey' makes an /ai/ sound											
Alan Peat	Introduction of Year 3 BOYS Sentences, Asly Sentences, Ing ed sentences, Doubly-ly sentences			Introduction of Year 3 BOYS Sentences, Asly Sentences, Ing ed sentences, Doubly-ly sentences			Introduction of Year 3 BOYS Sentences, Asly Sentences, Ing ed sentences, Doubly-ly sentences		Introduction of Year 3 BOYS Sentences, Asly Sentences, Ing ed sentences, Doubly-ly sentences			
Handwriting	Whole Words, capital letters and joins. Dictation	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. Dictation	Numbers and symbols Dictation	Whole words Mixed family letters Dictation	'Whole Words Mixed Family Letters Dictation	Whole Words Mixed Family Letters Dictation	Whole Words Mixed Family Letters Bottom exit Letter joins 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
	Read, Write Inc/Whole Class Guided Reading											
Class reading books	**Reading for Pleasure**											
VIPERS	**Autumn 1** **Nim's Island** Wendy Orr A range of non-fiction texts				**Autumn 2** **Nim's Island** Wendy Orr A range of non-fiction texts						
Writing outcomes	Outcomes Persuasive poster, setting description, thought bubbles / diaryentry, dialogue Mainl Outcome Fantasy narrative including direct speech Diary Recount			Outcomes Persuasive poster, setting description, thought bubbles / diaryentry, dialogue Mainl Outcome Fantasy narrative including direct speech Diary Recount			Outcomes Figurative language, literal language, descriptive fantasy poem for performance, oracy practise Main Outcome Fantasy poem		Outcomes Descriptive passage, writing in role, 'how to' guide (instructions), letter, discussion Main Outcome Non-chronological report- cross curricular Instructional text- cross curricular			

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