

## Year 3 Writing Long Term Plan

Autumn			Spring			Summer		
<b><u>Narrative and books used</u></b>	<b><u>Fiction- Fables-</u></b> Fables- Hare and Tortoise, Lion and the Mouse, War and peas	<b><u>Non-fiction-</u></b> Greta and the Giants The Pebble in my pocket	<b><u>Narrative and books used</u></b>	<b><u>Fiction-</u></b> Stone underpants Operation Gadgetman Stone Age Boy	<b><u>Non-fiction</u></b> Sam Woo is not afraid of the dark- instructions linked to text	<b><u>Narrative and books used</u></b>	<b><u>Fiction-</u></b> Adventure stories- Stig of the dump <b>890L</b> The Dancing Bear The Hodgeheg The Magician's Nephew	<b><u>Non-fiction</u></b> Persuasive and news reports
<b><u>Grammar focus</u></b>	<b><u>Conjunctions, prepositions, speech, letters (CV), fronted adverbials , a/an, expanded noun phrases, formal vocabulary</u></b>		<b><u>Grammar focus</u></b>	<b><u>Subordinate clause, prepositions, Fronted adverbials, imperative verbs, adverbs, paragraphs, atmosphere, speech, purpose</u></b>		<b><u>Grammar focus</u></b>	<b>Revisit all</b>	
<b><u>Terminology</u></b>	Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas or speech marks		<b><u>Terminology</u></b>	Rhyming, alliteration, repetition, imperative verbs, acrostic poetry, headings,, diagrams, bullet points, information		<b><u>Terminology</u></b>	Revise and adverb	
<b><u>Big Write opportunities</u></b>	Own fable – narrative Character description based on War and Peas Persuasive letter- school holidays	Non-chronological report	<b><u>Big Write opportunities</u></b>	How to wash a woolly mammoth instructions Camping- setting description	Camping instructions Stone age – Rocks- information poster	<b><u>Big Write opportunities</u></b>	<b>Short story based on meeting Stig and Barney</b> <b>Setting description</b>	Create a newspaper article about the discovery of Stig of the Dump Formal persuasive letter
<b><u>Poetry</u></b>	Vocab building- read , write and perform	Performance poetry- CUSP	<b><u>Poetry</u></b>	Read, write and perform- Alliteration, rhyme, repetition	Haiku, tanka and kenning linked to stone age	<b><u>Poetry</u></b>	Read, write and perform	Take one poet-poetry appreciation

### Grammar Year 3

<b>Word</b>	<b>W1</b> Formation of nouns using a range of prefixes e.g. super, anti, auto <b>W2</b> Use of forms a or an before a consonant or vowel e.g. a rock, an egg <b>W3</b> Word families exploration e.g. solve, solution, solver, dissolve, insoluble
<b>Sentence</b>	Expressing time, place and cause using: <ul style="list-style-type: none"> <li>• <b>S1</b> Conjunctions- when, before, after, while, so because</li> <li>• <b>S2</b> Adverbs- then, next, soon, therefore</li> <li>• <b>S3</b> Prepositions- before, after, during, in, because of</li> </ul>
<b>Text</b>	<b>T1</b> Introduction to paragraphs to group related material <b>T2</b> Headings and sub-headings to aid presentation <b>T3</b> Present perfect form of verbs instead of simple past e.g. he has gone out to play contrasted with he went out
<b>Punctuation</b>	<b>P1</b> Introduce inverted commas to punctuate direct speech
<b>Terminology</b>	Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant,

	consonant letter vowel, vowel letter, inverted commas or speech marks
--	---

Grammar from previous year – Year 2	
<b>Word</b>	Formation of nouns using suffixes such as –ness, –er and compound nouns e.g. whiteboard Formation of adjectives using suffixes such as ful, less Use of the suffixes –er, –est in adjectives The use of –ly to turn adjectives into adverbs
<b>Sentence</b>	Subordination ( when, if, that , because,) and co-ordination (or, and, but) Expanded noun phrases for description and specification Functions- statements, exclamation, question or command
<b>Text</b>	Tense- present and past Tense- past and present progressive- she was shouting, he is drumming
<b>Punctuation</b>	Capital letter, full stops, question marks and exclamation marks Commas to spate items in a list Apostrophes for contractions Apostrophes to mark possessions in nouns ‘the girl’s shoes’
<b>Terminology</b>	Noun, noun phrase, statement, questions, exclamation, command, suffix, adjective, adverb, verb, tense- past and present, apostrophe, comma

Grammar from next year – Year 4	
<b>Word</b>	The grammatical difference between plural and possessive –s Standard English forms of verb instead of local forms. E.g. we were, not we was etc.
<b>Sentence</b>	Noun phrases expanded by the addition of modifying adjectives, nouns and Prepositional phrases Fronted adverbials, e.g. Later that day,
<b>Text</b>	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
<b>Punctuation</b>	Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause and ending the punctuation within the inverted commas The conductor shouted, “Sit down!” Apostrophes to mark plural possession e.g. the girl’s name, the girls’ names Use of commas after fronted adverbials
<b>Terminology</b>	Letter, capital letter, word, singular, plural , sentence, punctuation, full stop, question mark, exclamation mark

Working towards the expected standard

The pupil can, after discussion with the teacher: □ write simple, coherent narratives†

- write in a range of non-narrative forms
- use the range of punctuation taught up to and including Y2 mostly correctly^
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- spell many common exception words\*
- use phonic knowledge and other knowledge of spelling to spell many words relating to the KS1 programme of study correctly
- form capital letters and lower case letters correctly.

Year 3

Working at the expected standard

The pupil can:

- write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form (e.g. letter; report writing)
- create settings, characters and plot in narrative†
- use speech punctuation correctly when following modelled writing
- use some conjunctions ( e.g. and, because, when, even though), adverbs (e.g. often, quickly, very), and prepositions (e.g. next to, underneath, with) for cohesion and to add detail
- use past and present tense mostly correctly (e.g. ran, wander) and begin to use other verb forms (e.g. will go, have eaten)
- use the range of punctuation taught up to and including Y3 mostly correctly^ (e.g. apostrophes for possession, commas in lists)
- spell correctly words from learning in previous year groups, and some words from the year 3 / year 4 spelling list,\* using phonic knowledge and other knowledge of spelling such as morphology, to spell words as accurately as possible
- spell most common exception words\*
- increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters are parallel and equidistant)
- join letters with diagonal and horizontal strokes where appropriate.<sup>2</sup>

Year 3

Working at greater depth within the expected standard

The pupil can:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- use detail and vocabulary to interest and engage the reader
- use paragraphs
- improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary).

# Year 3 Overview

<p align="center"><b>Block 1</b></p> <p><b>Rule:</b> Common exception words <b>KS1 revisited</b></p> <hr/> <p><b>Etymology:</b> dec</p>	<p align="center"><b>Block 2</b></p> <p><b>Rule:</b> Adding –es to nouns and verbs ending in –y Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it <b>Y2 revisited</b></p> <hr/> <p><b>Etymology:</b> tele</p>	<p align="center"><b>Block 3</b></p> <p><b>Rule:</b> Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it and to words of one syllable ending in a single consonant letter after a single vowel letter <b>Y2 revisited</b></p> <hr/> <p><b>Etymology:</b> photo</p>	<p align="center"><b>Block 4</b></p> <p><b>Rule:</b> Homophones and near-homophones <b>Y2 revisited</b></p> <hr/> <p><b>Etymology:</b> de</p>
<p align="center"><b>Block 5</b></p> <p><b>Rule:</b> The suffixes –ment, –ness, –ful, –less and –ly <b>Y2 revisited</b></p> <hr/> <p><b>Etymology:</b> uni</p>	<p align="center"><b>Block 6</b></p> <p><b>Rule:</b> Contractions <b>Y2 revisited</b></p> <hr/> <p><b>Etymology:</b> kilo</p>	<p align="center"><b>Block 7</b></p> <p><b>Rule:</b> Rare GPCs <b>Y2 revisited</b></p> <hr/> <p><b>Etymology:</b> mill(e)</p>	<p align="center"><b>Block 8</b></p> <p><b>Rule:</b> Words ending in –tion <b>Y2 revisited</b></p> <hr/> <p><b>Etymology:</b> fract</p>
<p align="center"><b>Block 9</b></p> <p><b>Rule:</b> Y3/4 statutory word list</p> <hr/> <p><b>Etymology:</b> peri</p>	<p align="center"><b>Block 10</b></p> <p><b>Rule:</b> Adding suffixes beginning with vowel letters to words of more than one syllable</p> <hr/> <p><b>Etymology:</b> graph</p>	<p align="center"><b>Block 11</b></p> <p><b>Rule:</b> The /ɪ/ sound spelt y elsewhere than at the end of words</p> <hr/> <p><b>Etymology:</b> scrib</p>	<p align="center"><b>Block 12</b></p> <p><b>Rule:</b> Homophones</p> <hr/> <p><b>Etymology:</b> aqua</p>
<p align="center"><b>Block 13</b></p> <p><b>Rule:</b> Prefixes – un– (<b>revisited</b>), dis–, mis–, in–, il–, im–, ir–</p> <hr/> <p><b>Etymology:</b> mech</p>	<p align="center"><b>Block 14</b></p> <p><b>Rule:</b> The suffix –ation</p> <hr/> <p><b>Etymology:</b> para</p>	<p align="center"><b>Block 15</b></p> <p><b>Rule:</b> The suffix –ly</p> <hr/> <p><b>Etymology:</b> dict</p>	<p align="center"><b>Block 16</b></p> <p><b>Rule:</b> The /ʌ/ sound spelt ou</p> <hr/> <p><b>Etymology:</b> phon(o)</p>