

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- Instructions – recount- Stone age-</u></b>	<b><u>Narrative and books used</u></b>	<b><u>Fiction- Traditional tale –</u></b> Hansel and Gretel Stone underpants	<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 890L	<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 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 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 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