

Year group	3			
Term	Autumn 1		Autumn 2	
Genre	Portal Tale (Historical Fiction)	Non-chronological report	Warning Tale	Wishing Tale
Text	Stone Age	Stone Age/Bronze Age		
Audience and Purpose	To entertain	To inform	To entertain	To entertain
Links to previous year groups and current topic	Link to Stone Age topic First time writing a portal tale	Link to Stone Age topic	First time writing a warning tale	First time writing a wishing tale
Grammar, punctuation and composition.	<ul style="list-style-type: none"> -Write simple coherent narratives (in line with Y3 pitch) - Create settings, characters and simple plot in narrative -Use paragraphs -Use the range of punctuation taught at KS1 correctly where appropriate: capital letters, full stops, question marks, exclamation marks, commas in a list, apostrophes for contractions, apostrophes for singular possession. -Use speech punctuation correctly (inverted commas) -Use past tense correctly and consistently - Use co-ordination (e.g. or/and/but) to join clauses -Use subordination (e.g. when/if/because) to join clauses -Spell the Y3/4 statutory words correctly <p><i>- Starting with the past participle ‘-ed’ to explain why a character/subject behaves in a certain way, highlight and emphasising it.</i></p>	<ul style="list-style-type: none"> -Write in a range of non-narrative forms -Write for a range of real purposes and audiences, beginning to develop an awareness of the appropriate language, grammar and form (e.g. letter, report writing etc) -Use paragraphs -Use the range of punctuation taught at KS1 correctly where appropriate: capital letters, full stops, question marks, exclamation marks, commas in a list, apostrophes for contractions, apostrophes for singular possession. -Use past tense correctly and consistently - Use co-ordination (e.g. or/and/but) to join clauses -Use subordination (e.g. when/if/because) to join clauses -Spell the Y3/4 statutory words correctly <p><i>- Subordinating conjunction ‘as’ to describe simultaneous actions.</i></p>	<ul style="list-style-type: none"> -Write simple coherent narratives (in line with Y3 pitch) -Create settings, characters and simple plot in narrative -Use paragraphs -Use the range of punctuation taught at KS1 correctly where appropriate: capital letters, full stops, question marks, exclamation marks, commas in a list, apostrophes for contractions, apostrophes for singular possession. -Use speech punctuation correctly (inverted commas) -Use past tense correctly and consistently - Use co-ordination (e.g. or/and/but) to join clauses -Use subordination (e.g. when/if/because) to join clauses -Spell the Y3/4 statutory words correctly <p><i>- Starting with the past participle ‘-ed’ to explain why a character/subject behaves in a certain way, highlight and emphasising it.</i></p>	<ul style="list-style-type: none"> -Write simple coherent narratives (in line with Y3 pitch) -Create settings, characters and simple plot in narrative -Use paragraphs -Use the range of punctuation taught at KS1 correctly where appropriate: capital letters, full stops, question marks, exclamation marks, commas in a list, apostrophes for contractions, apostrophes for singular possession. -Use speech punctuation correctly (inverted commas) -Use past tense correctly and consistently - Use co-ordination (e.g. or/and/but) to join clauses -Use subordination (e.g. when/if/because) to join clauses -Spell the Y3/4 statutory words correctly <p><i>- Starting with the past participle ‘-ed’ to explain why a character/subject behaves in a certain way, highlight and emphasising it.</i></p>

	<p>- Repeating words or phrases for emphasis to stress points or ideas or to suggest urgency.</p> <p>- Subordinating conjunction 'as' to describe simultaneous actions.</p> <p>- Short sentences to open to create immediacy/drama and engage the reader.</p> <p>- Short sentences one after another to create pace.</p> <p>- Similes to enhance and embellish description by creating an analogy.</p> <p>- A range of ways to say 'said' to convey information about a character, their mood or feeling.</p> <p>- Adverbs of manner to set the tone/mood of the sentence.</p> <p>- A varied range of time/place adverbials to move action forward and create a sequence of linked events.</p>	<p>- Similes to enhance and embellish description by creating an analogy.</p> <p>- A varied range of time/place adverbials to create a sequence of linked events.</p>	<p>- Repeating words or phrases for emphasis to stress points or ideas or to suggest urgency.</p> <p>- Subordinating conjunction 'as' to describe simultaneous actions.</p> <p>- Short sentences to open to create immediacy/drama and engage the reader.</p> <p>- Short sentences one after another to create pace.</p> <p>- Similes to enhance and embellish description by creating an analogy.</p> <p>- A range of ways to say 'said' to convey information about a character, their mood or feeling.</p> <p>- Adverbs of manner to set the tone/mood of the sentence.</p> <p>- A varied range of time/place adverbials to move action forward and create a sequence of linked events.</p>	<p>- Repeating words or phrases for emphasis to stress points or ideas or to suggest urgency.</p> <p>- Subordinating conjunction 'as' to describe simultaneous actions.</p> <p>- Short sentences to open to create immediacy/drama and engage the reader.</p> <p>- Short sentences one after another to create pace.</p> <p>- Similes to enhance and embellish description by creating an analogy.</p> <p>- A range of ways to say 'said' to convey information about a character, their mood or feeling.</p> <p>- Adverbs of manner to set the tone/mood of the sentence.</p> <p>- A varied range of time/place adverbials to move action forward and create a sequence of linked events.</p>
Handwriting	<ul style="list-style-type: none"> • Consolidate using horizontal and diagonal strokes for joined cursive writing. • Consolidate relative sizing of lower case letters to each other, relative sizing of capitals and digits. • Consolidate correct spacing of words. • Consolidate understanding of which letters are best left un-joined. • Consolidate correct positioning, sizing, orientation and starting and finishing points for all punctuation taught so far ? ! , ' , 			
Spelling	See Read Write Inc. plan			