

Year group	3			
Term	Spring 1		Spring 2	
Genre	Diary	Instructions	Quest Tale	Persuasive adverts
Text	Marcy and the Riddle of the Sphinx. Explorer finding a tomb.	Make a mummy	Explorer searching for tomb	Advert for class Egyptian museum
Audience and Purpose	To entertain and inform	To inform	To entertain	To persuade
Links to previous year groups and current topic	Linked to Egyptians topic	Linked to Egyptians topic	First time writing a quest tale Linked to Egyptians topic. Marcy link.	Linked to Egyptians topic
Grammar, punctuation and composition.	<ul style="list-style-type: none"> -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) -Create characters in narrative -Use paragraphs -Use 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 tense correctly and consistently -Use other verb forms for tense (e.g. will go, have eaten) -Use the range of punctuation in Y3 correctly: Possessive apostrophe regular plural (girls') Possessive apostrophe irregular plural (children's) -Spell the Y3/4 statutory words correctly -Use detail and vocabulary to interest and engage the reader 	<ul style="list-style-type: none"> -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 speech punctuation correctly (inverted commas) -Use 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 tense correctly and consistently -Use other verb forms for tense (e.g. will go, have eaten) -Use the range of punctuation in Y3 correctly: Possessive apostrophe regular plural (girls') Possessive apostrophe irregular plural (children's) -Spell the Y3/4 statutory words correctly - Improve the effect of their writing by making changes when 	<ul style="list-style-type: none"> 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) -Create settings, characters and simple plot in narrative -Use paragraphs -Use speech punctuation correctly (inverted commas) -Use 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 tense correctly and consistently -Use other verb forms for tense (e.g. will go, have eaten) -Use the range of punctuation in Y3 correctly: Possessive apostrophe regular plural (girls') Possessive apostrophe irregular plural (children's) -Spell the Y3/4 statutory words correctly 	<ul style="list-style-type: none"> -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 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 tense correctly and consistently -Use other verb forms for tense (e.g. will go, have eaten) -Use the range of punctuation in Y3 correctly: Possessive apostrophe regular plural (girls') Possessive apostrophe irregular plural (children's) -Spell the Y3/4 statutory words correctly -Use detail and vocabulary to interest and engage the reader

	<p>-Use paragraphs to indicate a change of Time, Person, Topic or Place (TIPTOP)</p> <p>- Improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary)</p> <p>- <i>Subordinating conjunction 'as' to describe simultaneous actions.</i></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>editing (e.g. re-ordering sentences and adapting vocabulary)</p> <p>- <i>Subordinating conjunction 'as' to describe simultaneous actions.</i></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>-Use detail and vocabulary to interest and engage the reader</p> <p>-Use paragraphs to indicate a change of Time, Person, Topic or Place (TIPTOP)</p> <p>- Improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary)</p> <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>- <i>Subordinating conjunction 'as' to describe simultaneous actions.</i></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>-Use paragraphs to indicate a change of Time, Person, Topic or Place (TIPTOP)</p> <p>- Improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary)</p> <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>- <i>Subordinating conjunction 'as' to describe simultaneous actions.</i></p> <p>- Short sentences to create an uncluttered statement of fact to be stark and to the point.</p> <p>- Repeated use of questions to add weight to an argument in order to persuade.</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>
andwriting	<ul style="list-style-type: none"> • Develop greater control of presentation: down-strokes are parallel and equidistant, ascenders and descenders are spaced not to touch letters on other lines. • Introduce correct positioning, sizing, orientation, starting and finishing points for inverted commas for speech. 			
Spelling	See Read Write Inc. plan			

