

Year group	3			
Term	Summer 1		Summer 2	
Genre	Conquering The Monster Tale (Cornish Myths and Legends)	Informative Leaflet	Finding Tale	Poetry
Text	Jack and the Giant	Healthy Eating	Finding Love 'Lava' cartoon	
Audience and Purpose	To entertain	To inform and persuade	To entertain	To entertain
Links to previous year groups and current topic	First time doing a Conquering the Monster Tale.	Links to Science topic		Builds on Poetry from previous years
Grammar, punctuation and composition.	<p>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)</p> <ul style="list-style-type: none"> -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 	<p>-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)</p> <ul style="list-style-type: none"> -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 <p>-Use detail and vocabulary to interest and engage the reader</p>	<p>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)</p> <ul style="list-style-type: none"> -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 	<p>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)</p> <ul style="list-style-type: none"> -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

	<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>- Starting with the past participle '-ed' to explain why a character/subject behaves in a certain way, highlight and emphasising it.</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>-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>- Starting with the past participle '-ed' to explain why a character/subject behaves in a certain way, highlight and emphasising it.</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>- 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>	<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>- Starting with the past participle '-ed' to explain why a character/subject behaves in a certain way, highlight and emphasising it.</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>-Use detail and vocabulary to interest and engage the reader</p> <p>- Improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary)</p>
Handwriting	<ul style="list-style-type: none"> • Improve legibility, stamina and consistency of fluent, joined cursive writing. • Consolidate correct positioning, orientation, sizing and starting and finishing points for inverted commas for speech. 			

Spelling

See Read Write Inc. plan