

Year 3 English Writing Overview

	<u>Autumn 1</u>	<u>Autumn 2</u>												
Text	Stone Age Boy	The Lighthouse												
Genres	Narrative: Stories with Historical Settings	Narrative: Action with familiar settings												
Text Types	Setting description, Character description, instructions, letter	Setting description, Character description, newspaper, story.												
Unit outcome	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Writing outcome</th> <th style="width: 50%;">GDS outcome</th> </tr> </thead> <tbody> <tr> <td>To write a letter back home. Skills - noun phrases and preposition</td> <td>GDS - to write as though they are OM and add adverbs.</td> </tr> </tbody> </table>	Writing outcome	GDS outcome	To write a letter back home. Skills - noun phrases and preposition	GDS - to write as though they are OM and add adverbs.	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Writing outcome</th> <th style="width: 50%;">GDS outcome</th> </tr> </thead> <tbody> <tr> <td>To write a story using a dilemma and resolution</td> <td>Write a story as the lighthouse.</td> </tr> </tbody> </table>	Writing outcome	GDS outcome	To write a story using a dilemma and resolution	Write a story as the lighthouse.				
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Cross Curricular Writing Opportunities	RE - Come to our Church advertisement	Guided reading writing in the POV of Mrs Goodyear- One Christmas Wish Instructions to make a lighthouse - computing												
Focus writing objectives	Expanded noun phrases to add and description and detail. Use full stops and capital letters mostly accurately (including for proper nouns). Commas to separate lists. Demonstrate some awareness of purpose through selection of relevant content. Prepositions to express time, place and cause. Sequence ideas or events maintaining writing form, e.g. bullet points for instructions, headings for an information text.	Use past and present tense appropriately and consistently throughout writing Create setting, characters and plot in narrative writing including a full sequence of events, dilemma/conflict and resolution. Create setting, characters and plot in narrative writing including consistent use of 1st or 3rd person. Prepositions to express time, place and cause (e.g. before dark, during break, in the cave, because of him).												
WD Objectives	Full range of punctuation Greater awareness of the reader, including good control of varied and rich vocabulary. Greater independence when evaluating and editing the effectiveness of word choice, grammar and punctuation in writing.	Full range of punctuation Greater awareness of the reader, including good control of varied and rich vocabulary. Greater independence when evaluating and editing the effectiveness of word choice, grammar and punctuation in writing. Inverted commas for speech												
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		Telescope	Desperate Choppy
Ongoing writing objectives	Use joined writing throughout their independent writing with greater consistency using diagonal and horizontal strokes Plan using features of the given form. Plan, draft and orally rehearse writing, including selecting vocabulary and phrases to interest the reader. Commas to separate lists Write from memory simple dictated sentences - apply punctuation taught so far with some accurate spelling of words from Y3/4 word list		

	<u>Spring 1</u>	<u>Spring 2</u>								
Text	Traction Man	The BFG								
Genres	Action and Adventure Stories	Fictional Stories								
Text Types	Character description, setting description, advert, recount, story	Setting description, information booklet, letter								
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Cross Curricular Writing Opportunities	Traction man advert - computing DT evaluation	I can write the life cycle of a plant.								
Focus writing objectives	Use exclamation marks and question marks mostly accurately Adverbs to express time, place and cause. Prepositions to express time, place and cause. Statements, questions, exclamations and commands to create an appropriate effect. Sequence ideas or events and use adverbs and prepositions. A/an used accurately, e.g. a rock, an open book. • Begin to use dictionaries (the first 2 or 3 letters of a word).	Adverbs to express time, place and cause. Group related ideas in paragraphs. In narrative, write an opening paragraph and further paragraphs for each stage. Sequence ideas or events maintaining writing form, e.g. bullet points for instructions, headings for an information text.								
WD Objectives	Variety of verb forms used with confidence. Greater variety in sentence structures. The full range of punctuation taught so far is used accurately: full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and singular noun possession, inverted commas for speech.	Variety of verb forms used with confidence. Greater variety in sentence structures. The full range of punctuation taught so far is used accurately: full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and singular noun possession, inverted commas for speech.								

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Ongoing writing objectives	<p>Begin to evaluate the effectiveness of own and others' writing, suggesting grammar and vocabulary improvements.</p> <p>Proofread for spelling and punctuation errors</p> <p>Adverbs to express time, place and cause.</p> <p>Prepositions to express time, place and cause.</p> <p>Some accurate use of suffixes and prefixes from the Year 3 /4 spelling appendix (e.g. -ly, -er, -ing, -sion, -tion, -cian, -sian, -ssion, -sure, -ture, super-, anti-, auto-).</p> <p>Mostly accurate use of apostrophes for contracted forms, e.g. don't.</p>													

	Summer 1	Summer 2								
Text	The Great Paper Caper	Duffy's Great Escape								
Genres	Stories with issues and dilemmas	Stories with Issues and Dilemmas								
Text Types	Setting and character description, recount, postcard, persuasive letter. Persuasive text, letter, factfile	Setting description, newspaper article, blog,								
Unit outcome	<table border="1"> <tr> <th>Writing outcome</th> <th>GDS outcome</th> </tr> <tr> <td>Writing outcome: To write a letter from the point of view of the bear to the forest animals to raise awareness about not wasting paper and the importance of trees.</td> <td>Greater depth writing outcome: To write a letter to the Headteacher/Governing Body about the importance of trees and persuading them to plant more trees on parks field</td> </tr> </table>	Writing outcome	GDS outcome	Writing outcome: To write a letter from the point of view of the bear to the forest animals to raise awareness about not wasting paper and the importance of trees.	Greater depth writing outcome: To write a letter to the Headteacher/Governing Body about the importance of trees and persuading them to plant more trees on parks field	<table border="1"> <tr> <th>Writing outcome</th> <th>GDS outcome</th> </tr> <tr> <td>I can write my own story about an animal being rescued, using a full sequence of events and speech</td> <td>I can write my own story about an animal being rescued, using a full sequence of events and speech and adverbs</td> </tr> </table>	Writing outcome	GDS outcome	I can write my own story about an animal being rescued, using a full sequence of events and speech	I can write my own story about an animal being rescued, using a full sequence of events and speech and adverbs
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Writing Opportunities	David Attenburg fact file - PSHE Viking - instructions in Arthur's golden rope <u>guided reading</u>	Geography -Holiday advertisement for a mediterranean country Science - persuasive letter to Haribo about changing their packaging												
Focus writing objectives	Use past and present tense appropriately and consistently throughout writing. Start to use a varied and rich vocabulary and an increasing range of sentence structures. Create setting, characters and plot in narrative writing including a full sequence of events, dilemma/conflict and resolution. Create setting, characters and plot in narrative writing including consistent use of 1st or 3rd person. Create setting, characters and plot in narrative writing including some dialogue to show relationship between two characters	Consistent use of a variety of sentences with different structures and functions. Re-read writing to check for meaning and tense form. Begin to evaluate the effectiveness of own and others' writing, suggesting grammar and vocabulary improvements. Use exclamation marks and question marks mostly accurately Statements, questions, exclamations and commands to create an appropriate effect.												
WD Objectives	Paragraphs are used with greater control in both narrative and non-fiction. Suffixes and prefixes are used mostly accurately (e.g. -ly, -er, -ing, -sion, -tion, -cian, -sian, -ssion, -sure, -ture, super-, anti-, auto-). Accurate spelling of common exception words.	Paragraphs are used with greater control in both narrative and non-fiction. Suffixes and prefixes are used mostly accurately (e.g. -ly, -er, -ing, -sion, -tion, -cian, -sian, -ssion, -sure, -ture, super-, anti-, auto-). • Accurate spelling of common exception words.												
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Ongoing writing objectives	Group related ideas in paragraphs. In narrative, write an opening paragraph and further paragraphs for each stage. Confidently use the progressive form of verbs and demonstrate some use of the present perfect form of verbs: She is drumming, He has gone out to play, contrasted with, He went out to play. Some accurate use of suffixes and prefixes from the Year 3 /4 spelling appendix (e.g. -ly, -er, -ing, -sion, -tion, -cian, -sian, -ssion, -sure, -ture, super-, anti-, auto-). Most common exception words are spelt accurately. Some words from the Year 3 and 4 word list are spelt accurately. A/an used accurately, e.g. a rock, an open book. Begin to use dictionaries (the first 2 or 3 letters of a word).													

