

Year 3 English Writing Overview

	<u>Autumn 1</u>	<u>Autumn 2</u>												
Text	Stone Age Boy (Historical Fiction)	Winter's Child (Fantasy)												
Writers Role	Storyteller - Stone Age Child	Fantasy Author												
Audience and purpose	Audience: Children in my class and other readers Purpose: To entertain by telling a historical story	Audience: Children in my class Purpose: To entertain by telling a fantasy story												
Incidental Writes	Setting description, Character description, Diary, Non-chronological report	Setting description, Character description, Diary												
Unit outcome	<u>Writing outcome:</u> I can retell a story using expanded noun phrases and prepositions. <u>GDS outcome:</u> I can write a story in first person using expanded noun phrases and preposition	<u>Writing outcome:</u> I can retell a fantasy story in the past tense using adverbs. <u>GDS outcome:</u> I can write a fantasy story from a different perspective using adverbs.												
Cross Curricular Writing Opportunities	Science - Explanation of rock cycle	Geography - Information text about the United Kingdom												
Focus writing objectives	Plan, draft and orally rehearse writing, including selecting vocabulary and phrases to interest the reader. Begin to evaluate the effectiveness of own and others' writing, suggesting grammar and vocabulary improvements. Prepositions to express time, place and cause (e.g. before dark, during break, in the cave, because of him). Expanded noun phrases to add description and detail.	Use adverbs to express time, place and cause Use past and present tense appropriately and consistently throughout writing Create setting, characters and plot in narrative writing including consistent use of 1st or 3rd person.												
WD Objectives	Demonstrate some awareness of purpose through selection of relevant content.	Write from an alternative perspective												
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	Spring 1	Spring 2												
Text	Traction Man (Action and Adventure Story)	Big Blue Whale (Information)												
Genres	Fiction: Action and Adventure Stories	Non-fiction												
Writers Role	Adventure Author	Conservationist												
Audience and Purpose	Audience: Children in my class Purpose: To entertain by telling an exciting adventure story.	Audience: Children and adults who want to learn about whales Purpose: To inform readers about blue whales and persuade them to protect them.												
Incidental Writes	Character description, Setting description, Persuasive letter, Dialogue between character	Explanation about whales journeys, Persuasive article, Information text												
Unit outcome	<u>Writing outcome:</u> I can write an adventure story for a toy using a range of sentence structures. <u>GDS outcome:</u> I can write an adventure story with an alternative problem and resolution.	<u>Writing outcome:</u> I can write an informative article about whales persuading for the protection of the blue whale <u>GDS outcome:</u> I can write an informative article about an endangered animal persuading for the protection of them												
Cross Curricular Writing Opportunities	History: Information text about the Romans	Science: Explanation of plant cycle												
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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	through	mysterious rejoice	sub-aqua fluorescent	various weight	bristly	Equator shallows

	<u>Summer 1</u>	<u>Summer 2</u>												
Text	Journey (Adventure)	Zeraffa Giraffa (Information)												
Writers Role	Traveller / Explorer	Travel Guide Writer												
Audience and Purpose	Audience: Children in my class Purpose: To recount experiences and entertain through a diary entry	Audience: Visitors to Paris and the Jardin des Plantes Purpose: To inform and persuade people to visit the Jardin des Plantes												
Incidental Writes	Setting description, Diary entry	Letter, Diary entry, Advert, Character description, Poster												
Unit outcome	<u>Writing outcome:</u> I can write a diary using prepositions and adverbs. <u>GDS outcome:</u> I can write a diary using prepositions, adverbs and conjunctions.	<u>Writing outcome:</u> I can plan and write a persuasive guide for visiting Zeraffa at the Jardin des Plantes in Paris <u>GDS outcome:</u> I can plan and write a persuasive guide for visiting Zeraffa at the Jardin des Plantes in Paris including a section of a researched Paris landmark												
Cross Curricular Writing Opportunities	Science: Explanation text about health and movement	Geography: Information text about Italy												
Focus writing objectives	Use the present perfect form of verbs. Use adverbs to express time, place and cause Use prepositions, to express time, place and cause Group related ideas into paragraphs	Build an increasing range of sentence structures Use persuasive language e.g. alliteration, repetition. In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation Use present and past tenses correctly and consistently including the progressive form (Y2) and the present perfect form (Y3)												
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