


Year 3– Autumn 2 (8 weeks)							
Key Text/Stimulus	 <p>The Stone Age Boy</p>				Visit the North Pole? Text unsure		Kenning Examples? T'was The Night Before Christmas
Text Type	<u>Persuasive Letter</u> Features, Vocabulary and Openers	<u>Persuasive Letter</u> Introductions, Persuasive Devices, Plan, Writing Assessment	<u>Narrative – Adventure</u> Features, Sentence Structure and Dialogue	<u>Narrative – Adventure</u> Vocabulary, Conjunctions, Prepositions, Plan and Write	<u>Information Text: Leaflet</u> Hook, Features, Layout, Conjunctions	<u>Information Text: Leaflet</u> Openers, Subheadings, Plan, Write and Edit	<u>Poetry – Kenning Poem</u> Features, Plan, Write and Perform
Curriculum Links	RHE – our community		History – Stone Age		Geography – artic conditions		RE – religious festivals
Opportunities for Oral Composition							Performing poetry written by themselves and famous poets
Written Composition	<p>Pupils should be taught to:</p> <p>plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas</p> <p>draft and write by: composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others’ writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 		<p>Pupils should be taught to:</p> <p>plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas</p> <p>draft and write by: composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>in narratives, creating settings, characters and plot</p> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others’ writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency proof-read for spelling and punctuation errors 		<p>Pupils should be taught to:</p> <p>plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas</p> <p>draft and write by: composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others’ writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency proof-read for spelling and punctuation errors 		<p>Pupils should be taught to:</p> <p>plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>draft and write by: composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others’ writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Vocabulary, Grammar and Punctuation	<p><u>Vocabulary and Grammar</u></p> <ul style="list-style-type: none"> use a range of co-ordinating and subordinating conjunctions use adverbs to express time use prepositions to express place and time maintain Standard English forms, e.g. using a/an correctly <p><u>Punctuation mostly correct</u></p> <ul style="list-style-type: none"> full stops and capital letters question marks and exclamation marks 		<p><u>Vocabulary and Grammar</u></p> <ul style="list-style-type: none"> describe settings and characters using expanded noun phrases use a range of co-ordinating and subordinating conjunctions use adverbs to express time <p>maintain Standard English forms, e.g. using a/an correctly</p> <p><u>Punctuation mostly correct</u></p> <ul style="list-style-type: none"> full stops and capital letters question marks and exclamation marks <p>begin to use inverted commas to punctuate speech</p>		<p><u>Vocabulary and Grammar</u></p> <ul style="list-style-type: none"> use a range of co-ordinating and subordinating conjunctions use adverbs to express time use prepositions to express place and time maintain Standard English forms, e.g. using a/an correctly <p><u>Punctuation mostly correct</u></p> <ul style="list-style-type: none"> full stops and capital letters question marks and exclamation marks 		<p><u>Vocabulary and Grammar</u></p> <ul style="list-style-type: none"> describe settings and characters using expanded noun phrases maintain Standard English forms, e.g. using a/an correctly <p><u>Punctuation mostly correct</u></p>

	<p>Layout</p> <ul style="list-style-type: none"> Introduction to paragraphs as a way to group related material 	<p>Layout</p> <ul style="list-style-type: none"> Introduction to paragraphs as a way to group related material 	<ul style="list-style-type: none"> use commas after fronted adverbials and with a reported clause <p>Layout</p> <ul style="list-style-type: none"> Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation 	<ul style="list-style-type: none"> full stops and capital letters question marks and exclamation marks <p>Layout</p> <p>Follow the format of the given poetry genre</p>	
<p>Handwriting</p>	<p>Progression: W1-3 lower, upper and number formation W4-7 letter joins</p>	<p>Spelling</p>	<p>Y3/4 CEW</p>	<p>Assessment</p>	<p>?</p>
<p>Class Reads</p>	<p>Flat Stanley The Twits</p>	