

2023-24

ENGLISH LONG-TERM PLANNING –WRITING Y3

	Term 1 – Autumn		Term 2 – Spring		Term 3 - Summer	
Narrative	Adventure Story		Classic Fiction-Exciting Stories (4 weeks)		Traditional Tales-Myths & Legends (4 weeks)	
Final written outcome	Write an exciting adventure story using effective sentence techniques.		Write an exciting story focusing on plot, character and tension.		Re-write a myth from a key character perspective. Write and perform a play based on the story.	
Suggested Context	Read Stone Age Boy by Satoshi Kitamura and use as a framework for own stories.		Classic Fiction: Exciting Stories Through Roald Dahl’s Fantastic Mr Fox, children explore plot, character and tension and write their own exciting stories. Suggested Texts: Fantastic Mr Fox by Roald Dahl		Myths and Legends: Roman Myths Explore myths using Marcia Williams’ The Romans: Gods, Emperors & Dormice Suggested Texts: The Romans: Gods, Emperors & Dormice by Marcia Williams	
Non-fiction	Reports	Explanations (2 weeks)	Recount (3 weeks)	Explanations (2 weeks)	Recount (3 weeks)	Persuasion-persuasive letters (3 weeks)
Final written outcome	Write a report about Stonehenge/ Write a holiday brochure advertising Skara Brae	Create a flow chart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively	Write a third person report of unfolding event (eg commentary) including detail	Create a flow chart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively	Write a third person report of unfolding event (eg commentary) including detail	Present a point of view in a letter linking points persuasively and selecting style and vocabulary appropriate to the reader.
Suggested Context	Information texts about Stonehenge and Skara Brae by Dawn Finch	How volcanos erupt	Recounts: Newspaper Recounts Read Escape to Pompeii by Christina Balit & The Roman Record by Paul Dowswell. Research, take notes & write newspaper recounts.	How volcanos erupt	Recounts: Newspaper Recounts Read Escape to Pompeii by Christina Balit & The Roman Record by Paul Dowswell. Research, take notes & write newspaper recounts.	Persuasive Writing: Advertising Explore the power of persuasion in advertising. Children play with language, create adverts and promote healthy habits.

NB This is a working document and will be reviewed and updated regularly. This document refers to **Cycle A** foundation subjects.

		Suggested Texts: The Roman Record by Paul Dowswell Escape From Pompeii by Christina Balit	Suggested Texts: The Roman Record by Paul Dowswell Escape From Pompeii by Christina Balit
Poetry	Performance Poetry (2 weeks)	Poetry-Structure Shape Poems (2weeks)	Classic Poetry (2 weeks)
Final Outcome	Learn and perform poems. Write and perform a rap.	Write calligrams linked to topic	Research a poet. Give personal responses to poetry. Learn some poems by heart.
Suggested Context	Learn a poem and perform as part of a small and larger group in front of an audience.	Poetic Forms: Shape Poems Explore calligrams, poetic portraits and shape poems. Analyse features of poetry. improve and present your own shape poems. Suggested Texts: Apes to Zebras: an A-Z of Shape Poems by Liz Brownlee, Sue Hardy-Dawson and Roger Stevens Doodle Dandies: Poems That Take Shape by J Patrick Lewis	Classic Poems: A Child’s Garden of Verses by Robert Louis Stevenson Suggested Texts: A Child’s Garden of Verses by Robert Louis Stevenson

NB This is a working document and will be reviewed and updated regularly. This document refers to **Cycle A** foundation subjects.

2023-24
ENGLISH Sticky Knowledge- WRITING Y3

	Term 1 – Autumn	TERM 2 Spring	TERM 3 Summer
Handwriting	<p>increase the legibility, consistency and quality of handwriting.</p> <p>use the diagonal and horizontal strokes that are needed to join letters.</p>	<p>increase the legibility, consistency and quality of handwriting.</p> <p>use the diagonal and horizontal strokes that are needed to join letters.</p>	<p>increase the legibility, consistency and quality of handwriting.</p> <p>use the diagonal and horizontal strokes that are needed to join letters.</p>
Spelling	<p>use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>spell words with additional prefixes and suffixes and understand how to add them to root words. (from nouns using super, anti, auto)</p> <p>spell correctly word families based on common words. (solve, solution, solver)</p> <p>identify the root word in longer words.</p>	<p>recognise and spell additional homophones. (he'll/heel/heal)</p> <p>make comparisons from a word already known to apply to an unfamiliar word.</p> <p>spell some identified commonly misspelt words from the Year 3 and 4-word list.</p>
Composition	<p>write a non-narrative using simple organisational devices such as headings and sub-headings.</p> <p>develop resolutions and endings in narrative writing</p>	<p>make improvements by proposing changes to grammar and vocabulary to improve consistency. (The accurate use of pronouns in sentences/ tenses)</p> <p>look at and discuss different models of writing, taking account of purpose and audience. C.1</p> <p>plan writing by discussing and recording ideas. (timeline, flowchart, spider diagram, jottings)</p> <p>write a narrative with a clear structure, setting, characters and plot.</p> <p>suggest improvement to writing through assessing the writing with peers and through self-assessment.</p>	<p>identify structure, grammatical features and use of vocabulary for effect in texts.</p> <p>compose sentences using a wider range of structures linked to the grammar objectives. (e.g. tenses – including present perfect/subordinate clauses/ co-ordinating conjunctions.</p> <p>organise paragraphs around a theme. (Supported by planning then moving to independence)</p>

NB This is a working document and will be reviewed and updated regularly. This document refers to **Cycle A** foundation subjects.

Grammar	<p>use a range of sentences with more than one clause by using a wider range of conjunctions in writing. (when, if, because, although)</p> <p>recognise and use determiners 'a', 'an' and 'the' appropriately. (an apple; a house; the yellow car /the an a)</p>	<p>use the perfect form of verbs instead of the simple past. (I have written it down so we can check what he said) (he has worked hard)</p> <p>use conjunctions, adverbs and prepositions to express time and cause. (the next thing, next, soon, so, before, after, during, in, because of)</p>	<p>Make word choices that are adventurous and carefully selected to add detail and to engage the reader.</p> <p>Add detail by the expansion of noun phrases before and after the noun and with the use of adverbials.</p>
Punctuation	<p>use inverted commas for some direct speech punctuation.</p>	<p>Use apostrophes for possession with increasing accuracy including plural possession.</p>	<p>Use commas to mark clauses and phrases.</p>