



ENGLISH – YEAR 3		
Texts	Autumn 1	Autumn 2
The BFG	-Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions.	-To write a story in the third person organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue included.
The Butterfly Lion	-To write a story in four parts, in the first person, with a definite ending.	-Write a series of extended sentences, organised appropriately for a specific form to explain a process, ensuring relevant items are grouped together and enough details are included.
		<ul style="list-style-type: none"> <li>-Some use of inverted commas to mark direct speech - identify the character speaking and demarcate with inverted commas.</li> <li>-Maintain writing in the 1st person</li> <li>-Write a recount of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions.</li> <li>- Write a series of extended sentences to explain a process - use a range of conjunctions to expand sentences.</li> <li>- Show some awareness of different sentence openers including adverbs - begin some sentences with adverbs, two adjectives and similes</li> <li>- With support begin to use paragraphs to organise ideas - group sentences of the same topic</li> <li>- Demarcate sentences with capital letters and full stops, question marks, commas to separate items in a list and apostrophes for contraction and possession</li> <li>- Apply and spell correctly all Key Stage 1 spelling rules and those from Year 3 covered so far</li> <li>- Use diagonal and horizontal strokes needed to join letters in some of their writing.</li> </ul>
Greater Depth		Greater Depth
		<ul style="list-style-type: none"> <li>-Revise how the sequence of the story is expressed through conjunctions, adverbs and prepositional phrases.</li> <li>-Provide a clear audience for the explanation adding appropriate diagrams/flow charts and vocabulary choices to support the explanation for the specific audience.</li> </ul>
		<ul style="list-style-type: none"> <li>- Independently choose and know what to adapt and include when changing the form of writing</li> <li>- Maintain writing in the 1st and 3rd person</li> <li>- Include additional features for the form and audience of the writing</li> <li>- Independently and accurately use the full range of punctuation taught at Key Stage 1 and in Year 3, and proof read to make corrections.</li> </ul>



ENGLISH – YEAR 3		
Texts	Spring 1	Spring 2
Beowulf	<ul style="list-style-type: none"> <li>-Poetry- Explain use of figurative language e.g. simile and how this is used to create pictures. Prepare poem to read aloud and to perform showing understanding though intonation, tone, volume and action.</li> </ul>	<ul style="list-style-type: none"> <li>-To write a five part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward</li> </ul>
Journey to Jo'burg	<ul style="list-style-type: none"> <li>-Re-tell or write their own story varying voice and intonation to create a specific effect in the audience and sustain interest.</li> <li>- Non- Chronological Report - Write an information piece with a clear audience requiring an impersonal style and specific choice of language features for more formal writing.</li> </ul>	<ul style="list-style-type: none"> <li>- Write a non- chronological report about a subject researched in a specific form.</li> </ul>
		<ul style="list-style-type: none"> <li>-Retell or write own story varying voice and intonation to create effects and sustain interest</li> <li>-Write a five part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward</li> <li>-Write a formal information piece with a specific audience and specific form</li> <li>-Organise paragraphs around a theme</li> <li>- Use heading and sub-headings to aid presentation</li> <li>- Begin to experiment with figurative language - include the use of similes and personification</li> <li>-Use some words that capture the reader's interest, imagination and create a specific effect on the reader</li> <li>-Use inverted commas to punctuate direct speech</li> <li>-Capital letters, full stops, question marks and exclamation marks used mostly correctly</li> <li>-Spell many words correctly, adding prefixes &amp; suffixes appropriately, spelling the correct form of homophones &amp; spelling many common exception words correctly</li> <li>-Begin to use joined writing throughout independent writing.</li> </ul>
Greater Depth		Greater Depth
		<ul style="list-style-type: none"> <li>-Include dialogue to set the scene and present characters. Develop writing with a clear sense of purpose and intended effect on the reader.</li> <li>-Change the form of the non-chronological report so there is a change in structure and language features e.g. magazine article.</li> </ul>
		<ul style="list-style-type: none"> <li>-Revise one section of the story i.e. "problem" Use words and phrases to capture the readers' interest and imagination and select verbs carefully to describe actions thoughts and feelings.</li> <li>- Compare the subject in the leaflet to another similar subject using language of comparison and contrast.</li> </ul>



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|  | <p>Use dialogue to support characterisation and set the scene to a story</p> <ul style="list-style-type: none"><li>-Apt use of vocabulary especially verbs</li><li>-Independently choose and know what to adapt and include when changing the form of writing</li><li>-Inverted commas used mostly accurately</li><li>-Use the language of comparison and contrast in report writing</li><li>-Evaluate own writing against the purpose, text structure and audience.</li></ul> |
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ENGLISH – YEAR 3		
Texts	Summer 1	Summer 2
	<ul style="list-style-type: none"> <li>-Write a story that has a problem and a resolution. Organise into paragraphs that include adverbs of time.</li> <li>-Write increasingly complicated instructions with a clear audience ensuring they can be easily followed by the intended audience.</li> </ul>	<ul style="list-style-type: none"> <li>-Present a persuasive point of view in the form of a letter, beginning to link points together, selecting style and vocabulary appropriate to the reader.</li> <li>-Write a story where dialogue is the drive to move the story on.</li> </ul>
The Tunnel	<ul style="list-style-type: none"> <li>- Write a story that has a problem and a resolution and where dialogue is beginning to move the story on</li> <li>-Write increasingly complication instructions with clear audience ensuring they can be easily followed</li> <li>-Present a persuasive point of view in the form of a letter</li> <li>-Plan with a clear purpose, audience and form</li> <li>-Express time, place and cause using conjunctions</li> <li>-Independently organise paragraphs around a theme</li> <li>-Use expanded noun phrases to add detail and precision to writing</li> <li>-Capital letters, full stops, questions marks, commas in a list and apostrophes for contraction are mostly correct with very few errors</li> <li>-Use inverted commas to punctuate direct speech</li> <li>- Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly</li> <li>-Use joined writing throughout independent writing</li> <li>-Proof-read for spelling and punctuation errors, making corrections and revisions to own writing.</li> </ul>	
	<p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>Include detailed description of setting and time by using expanded noun phrases to give precise detail</li> <li>- Explore a range of organisational devices and use to transform the instructions, evaluating the effectiveness.</li> </ul>	<p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>-Revise the dialogue to provide strong characterisation</li> <li>-Change the viewpoint of the author selecting vocabulary appropriately.</li> </ul>
	<ul style="list-style-type: none"> <li>-Explain a range of organisational devices depending on the form and purpose of the writing</li> <li>-Select precise vocabulary based on the audience and style of writing</li> <li>-Use dialogue to provide additional characterisation, using sparingly so it effectively adds detail to the writing</li> <li>-Use a wide range of co-ordinating and subordinating conjunctions with and across sentences.</li> </ul>	