Year 3

Long Term Curriculum Coverage

Term Text Non-Fiction Narrative

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| Autumn 1 | Twisted Fairy Tales | **Non-chronological report**  **Either** Write in an impersonal style using paragraphs to organise ideas **and** begin to incorporate the language of comparison and contrast | Re-tell (or write their own) story varying voice an intonation to create effect and sustain interest. Include dialogue to set the scene and present characters |
| Autumn 2 | Romeo and Juliet | **Persuasion**  Present a persuasive point of view in a letter, beginning to link points together, selecting style and appropriate vocabulary | Write a story in the third person, organised into paragraphs, ensuring that the sequence is clear with some basic dialogue |
| Spring 1 | Beaver Towers | **Instructions**  Write increasingly complicated instructions using a range of devices to make them easier to follow | Write a story in four parts, in the first person, with a definite ending |
| Spring 2 | Iron Man | **Recount**  Write the same event in a variety of ways in the third person, such as, a story, letter or diary. | Write a five part story with a strong dilemma, using conventions of written dialogue to show the relationship between the two characters and move the action forward |
| Summer 1 | 101 Dalmatians | **Explanation**  Write a series of extended sentences to explain a process, ensuring relevant items and details are grouped together. Create diagrams, such as flow charts to support the explanation | Write a character and setting description |
| Summer 2 | The Zoo | **Discussion**  Write a scene from a narrative from two different key characters perspectives in viewpoints | To write a story where dialogue is the drive to move the story on |