



*...putting children at the heart of everything  
top we think, say and do.*



Year 3

2024 - 2025

Curriculum Planning Booklet

Writing

## What are we trying to achieve? (INTENT)

The threads in our curriculum builds our children's cultural capital with the knowledge, skills and understanding of the world around them to help them develop into responsible citizens, so that they can make a positive contribution to their community and the wider world. In our curriculum, oracy is a powerful tool for learning: by teaching children to become more effective speakers and listeners, we empower them to better understand themselves, each other and the world around them.

### Values

Leaders have taken the three values of Create Partnership Trust, excellence, partnership and perseverance and added alongside the values of integrity, open mind-set and a spirit of adventure.

- **Excellence:** we give our best at work and play; we aim high; we believe in ourselves; we enjoy learning; we love to contribute; we are curious; we celebrate success; we think about our learning; we achieve well independently; we are proud of our work; we understand that there are steps on the way to excellence;
- **Partnership:** a commitment to collaboration – we work together; we listen to each other; we share; we learn from each other; we respect each other; we are sincere; we are good citizens of Birmingham, the United Kingdom and the world; we contribute; we are happy; we feel safe; we look after our schools; we are part of a team; we are part of a family; we help each other to achieve well; we believe that everyone is equal.
- **Perseverance:** continued effort in the face of challenge – we don't give up; we try our best; we are not afraid to make mistakes; we learn from our mistakes; we can talk about our learning; we take responsibility for our learning; we help to make our own futures; we can change if we need to; we can find solutions; we look forward; we have the courage to make difficult decisions.
- **Integrity:** is the practice of being honest and showing a consistent and uncompromising adherence to strong moral and ethical principles and values; we are honest and truthful about our own actions; we do the right thing even when no one else is looking; we act with understanding, accepting and choose to live in accordance with our principles which include honesty, fairness and decency.
- **Open mind-set:** a characteristic that involves being receptive to a wide variety of ideas, arguments and information; having the ability to think critically and rationally; we are open to other ideas and perspectives to enable us to see all of the factors that contribute to problems or come up with effective solutions; we have the ability to step outside of our own comfort zone and consider other perspectives and ideas; we are open to new ideas and experiences even if these conflict with our existing beliefs; we ask questions and actively search for information that challenges our own beliefs; we are committed to the belief that other people should be free to express their beliefs and arguments even if they do not correspond with our own.
- **Spirit of adventure:** we embrace exciting, unusual or unfamiliar experiences; we partake fully in exciting and enterprising opportunities to further and/or apply our learning; we are bold; we are willing to try new things; we embrace risk taking as we know how to do so appropriately; we are pioneers; we are innovators; we are adventurers in our learning.

### Curriculum threads

Our curriculum threads are six broad themes that connect the learning across the school. The threads are designed to support our curriculum mission and narrative while putting the child at the heart of all we think, say and do. The curriculum is powered through oracy; teaching our children the skills that are needed to be an effective speaker and listener and by putting reading at the heart of all learning. Leaders draw upon literature and evidence based research from a myriad of sources in conjunction with the thoughts and feelings, ideas and innovation of our children, staff, parents and Create Partnership Trust.

Curriculum Threads (based upon ideas from Three Bridges Primary School)	Mind, body and soul: Our Physical and mental well-being	Our place in the world: Identity and Community	Nurturing nature: Sustainable development	What we are striving for: Peace v Conflict	Using our voice for good: Power and governance	Citizens of the world: Social justice and equity
	Physical and mental health cannot be separated. Poor physical health can lead to an increased risk of developing mental health problems. Conversely, poor mental health can impact negatively upon physical health, leading to an increased likelihood of some conditions occurring. Developing individual well-being is important to future health and happiness. It can also impact positively upon the well-being of the group, school and of the wider community.	Human beings have the same basic needs – it's the ways of meeting these needs that may differ. Differences in class, culture, ethnicity, gender, heritage, language, nationality and status may have significance when explaining these variations and in forming identity. In order to thrive, pupils need to feel confident in their own identity but they also need to be open in engaging positively with other identities and to recognise and challenge stereotypes.  We live in an interconnected world. Decisions taken in one place can affect people living elsewhere in the world. The notion of community underpins our sense of interconnectivity and we must shape our pupils to know they and their decisions could affect others both near and far.	There are a variety of different interpretations of sustainable development but at the heart lies the recognition that our relationship with the earth depends upon our acknowledgement that there are limits to resources and the human rights of all. How we choose to share the earth's resources affects the health of the planet and its inhabitants both now and in the future.	In all communities, regardless of location, size and make up, there are conflicts of interests and disagreements. There is a continual need to develop rules, laws, customs and systems that all people accept as reasonable. Social justice, equity and rights go hand in hand with issues of peace and conflict.	Our world is dependent upon our pupils knowing their role and responsibilities within a given system. Our pupils need to know the importance of their voice but also of multiple voices in the success of a system and that systems need to be built upon equity and equality. Our pupils need to have the skills to challenge inequalities and to use the past as well as their present to inform their future.	All human beings belong to a single human race, share a common humanity and are equal in worth. Consequently, all human beings should have the same basic rights and be treated with equity. Yet, religious, political and societal beliefs do not always reflect this.

Considering the four purposes of writing, the progression of teaching writing is as follows:

	Writing to Entertain	Writing to Inform	Writing to Persuade	Writing to Discuss
Y1-Y2	✓	✓		
Y3-Y4	✓	✓	✓	
Y5-Y6	✓	✓	✓	✓

### Year 3

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech.

Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt. Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

Pupils should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

Writing is taught through transcription (spelling and handwriting), composition and vocabulary, grammar and punctuation.

**Notes and guidance (non-statutory): Transcription**

Pupils should learn to spell new words correctly and have plenty of practice in spelling them. As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2). Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.

**Notes and guidance (non-statutory) : Handwriting**

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

**Notes and guidance (non-statutory): Composition**

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

**Notes and guidance (non-statutory): Vocabulary, Grammar and Punctuation**

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters.

The following list of objectives have come from the No Nonsense Spelling scheme and the Birmingham Continuum for Writing, which breaks the NC2014 document into smaller steps.

Prior Knowledge	New Knowledge: Autumn Term
<p>In Y2, children working at the expected standard can:</p> <p>After discussion with the teacher:</p> <ul style="list-style-type: none"> <li>• Write simple, coherent narratives about personal experiences and those of others</li> <li>• Write about real events, recording these simply and clearly</li> <li>• Demarcate most sentences with CL, FS and use ? correctly when required</li> <li>• Use present and past tense mostly correctly and consistently</li> <li>• Use co-ordination and some subordination to join clauses</li> <li>• Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others</li> <li>• Spell many common exception words</li> <li>• Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• Use spacing between words that reflects the size of the letters</li> </ul>	<p>In <b>writing</b>, most Y3 children will be able to:</p> <ul style="list-style-type: none"> <li>• Spell homophones appropriate to the context of their sentence</li> <li>• Spell words with common prefixes (eg mis-/re-)</li> <li>• Use the first two letters of a word to check its spelling in a dictionary</li> <li>• Use diagonal and horizontal strokes needed to join letters</li> <li>• Use modelled writing to plan their own, discussing and recording ideas</li> <li>• Compose and rehearse sentences orally</li> <li>• Assess the effectiveness of other's writing and suggest improvements</li> <li>• Begin to write multi-clause sentences</li> <li>• Use adverbs and prepositions to express time and place</li> </ul> <p>In <b>spoken language</b>, most Y3 children will be able to:</p> <ul style="list-style-type: none"> <li>• Vary the tone of voice for humorous or sad parts of storytelling</li> <li>• Take on the clarifier role in a small discussion</li> <li>• Notice when someone has not contributed and invite them to speak</li> <li>• Take on the challenger role in a small discussion</li> <li>• Be able to confidently change their mind</li> </ul>

Prior Knowledge	New Knowledge: Spring Term
<p>In Y2, children working at the expected standard can: After discussion with the teacher:</p> <ul style="list-style-type: none"> <li>• Write simple, coherent narratives about personal experiences and those of others</li> <li>• Write about real events, recording these simply and clearly</li> <li>• Demarcate most sentences with CL, FS and use ? correctly when required</li> <li>• Use present and past tense mostly correctly and consistently</li> <li>• Use co-ordination and some subordination to join clauses</li> <li>• Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others</li> <li>• Spell many common exception words</li> <li>• Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• Use spacing between words that reflects the size of the letters</li> </ul> <p>In Y3, children working at the expected standard can:</p> <ol style="list-style-type: none"> <li>i. Spell homophones appropriate to the context of their sentence</li> <li>i. Spell words with common prefixes (eg mis-/re-)</li> <li>i. Use the first two letters of a word to check its spelling in a dictionary</li> <li>v. Use diagonal and horizontal strokes needed to join letters</li> <li>v. Use modelled writing to plan their own, discussing and recording ideas</li> <li>i. Compose and rehearse sentences orally</li> <li>i. Assess the effectiveness of other's writing and suggest improvements</li> <li>i. Begin to write multi-clause sentences</li> <li>k. Use adverbs and prepositions to express time and place</li> </ol>	<p>In <b>writing</b>, most Y3 children will be able to:</p> <ul style="list-style-type: none"> <li>• Spell words with common prefixes (eg sub-/tele-/super-/auto-)</li> <li>• Use diagonal and horizontal strokes needed to join letters</li> <li>• Organise paragraphs around a theme</li> <li>• Use inverted commas to punctuate direct speech</li> <li>• Read aloud their writing to a group</li> <li>• Peer assess, offering suggestions for improvement</li> <li>• Use commas appropriately to separate clauses within sentences</li> <li>• Use conjunctions to link ideas</li> </ul> <p>In <b>spoken language</b>, most Y3 children will be able to:</p> <ul style="list-style-type: none"> <li>• Recognise that volume of speech is important for different audience types</li> <li>• Use awareness of audience to support choice of in/formal language</li> <li>• Take part in a consensus circle and reach a shared conclusion</li> </ul>

Prior Knowledge	New Knowledge: Summer Term
<p>In Y2, children working at the expected standard can:</p> <p>After discussion with the teacher:</p> <ul style="list-style-type: none"> <li>• Write simple, coherent narratives about personal experiences and those of others</li> <li>• Write about real events, recording these simply and clearly</li> <li>• Demarcate most sentences with CL, FS and use ? correctly when required</li> <li>• Use present and past tense mostly correctly and consistently</li> <li>• Use co-ordination and some subordination to join clauses</li> <li>• Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others</li> <li>• Spell many common exception words</li> <li>• Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• Use spacing between words that reflects the size of the letters</li> </ul> <p>In Y3, children working at the expected standard can:</p> <ul style="list-style-type: none"> <li>k. Spell homophones appropriate to the context of their sentence</li> <li>i. Spell words with common prefixes (eg sub-/tele-/super-/auto-, mis-, re-)</li> <li>i. Use the first two letters of a word to check its spelling in a dictionary</li> <li>i. Use diagonal and horizontal strokes needed to join letters</li> <li>v. Use modelled writing to plan their own, discussing and recording ideas</li> <li>v. Compose and rehearse sentences orally</li> <li>i. Use adverbs and prepositions to express time and place</li> <li>i. Use commas appropriately to separate clauses within sentences</li> <li>i. Use conjunctions to link ideas</li> <li>k. Begin to write multi-clause sentences</li> <li>κ. Use inverted commas to punctuate direct speech</li> <li>i. Organise paragraphs around a theme</li> <li>i. Read aloud their writing to a group</li> <li>i. Peer assess, offering suggestions for improvement</li> </ul>	<p>In <b>writing</b>, most Y3 children will be able to:</p> <ul style="list-style-type: none"> <li>• Spell a wide range of homophones appropriate to the context of their sentence</li> <li>• Join most letters within cursive handwriting</li> <li>• Use paragraphs to group writing around a theme</li> <li>• Use conjunctions, adverbs, prepositions, to express time, cause and place</li> <li>• Use past, present and perfect forms of verbs consistently</li> <li>• Use 'a' and 'an' correctly to indicate a noun</li> <li>• Peer assess: propose changes to grammar and vocabulary to make improvements</li> </ul> <p>In <b>spoken language</b>, most Y3 children will be able to:</p> <ul style="list-style-type: none"> <li>• Adapt explanation to suit audience reaction</li> <li>• Take on the builder role in a trio discussion</li> <li>• Respond appropriately to discussion points that have been aired</li> <li>• Use facial expression to convey emotion for the audience</li> <li>• Begin to summarise the opinion of one contributor</li> <li>Use talk detectives to ensure all members contribute, give feedback appropriately</li> <li>• Deliver a short presentation (with notes) to an unfamiliar audience</li> </ul>

## How will we achieve our intent? (IMPLEMENTATION)

Y3: Autumn = 8 weeks + 7 weeks

### Y3 Overview: Writing to Entertain – Short Story

15 lessons

**Key Learning: cohesion, accurate sentence demarcation, prepositions**

Text1: The New Vestments – sliver, Text2: The New Vestments – full, Text3: The New Vestments - continued

#### EXPLAIN and AGREE writing goals for this unit

**Paired Writing Project:** We are going to write a story; you will decide whether it is a rural or an urban setting. We will read our completed story to Y2 in a storytelling session.

#### ACCESS STRATEGIES

- Use prepositions effectively: **The preposition is a word (on, beside, during) and it works within an adjectival phrase to modify a noun** [ie the book is on the table.], **or within an adverbial phrase to modify a verb** [ie the King walked with determination]. Play Simon Says to understand preposition in relation to the position of nouns. (put the pencil on the floor, stand next to a friend, raise one hand in the air...) Identify prepositions within given adjectival and adverbial phrases.
- Use colourful semantics to improve cohesion: ensure that children understand varying word classes (noun, verb, adjective, subject, object, preposition) and the importance of cohesion and accepted sentence structure for English. (see Y3 GPS KO in resources). **Q – ASN? The adjective comes before the noun.** **SCAFFOLD** – provide a series of simple sentences on word strips and have children manipulate these to find a cohesive order to the sentence. **STRETCH** – chn should find examples in published texts to see if they can disprove their theory. Provide a series of expanded noun phrases. Notice that the adjective always sits before the noun, but the expansion may come after it in the form of adverbials and/or prepositions. Provide a series of simple sentences; identify the word class of each. eg **The busy street hummed incessantly.** Using colourful semantics, which words can move position within the sentence, and which cannot?
- Demarcate most sentences with CL, FS and use ? when required: **Dictation** Provide a short paragraph (3 or 4 sentences) to rehearse accurate sentence demarcation. Include adjectives and prepositions. Teach peer evaluation to check for accurately demarcated sentences.

Subject (noun)	Verb	Adjective	Object (noun)	Adverb	Preposition
-------------------	------	-----------	------------------	--------	-------------

#### Planning & Outline

- Compose and rehearse sentences orally: Share **Text1** and use The New Vestments image (see resources); work in pairs to ask and answer questions about the picture include prepositions. **What is on his head? What is unusual? Do you think this character lives in an urban or rural setting?** use **challenger & clarifier** to answer each other's questions. Tell me more about the personality of the man wearing the suit. Annotate the image with a description of the suit and some impressions about his personality.
- Use modelled writing to plan own: Read **Text2**; discuss the personality of the man wearing the suit. Identify prepositions in the text. Use KS2 word wheel (p5) to discuss how the man might be feeling. Write a one-paragraph **taster draft** to describe him, using ideas from the poem. **Q: How will you convey his character through a description of his clothes? SUPPORT** – what were the clothes made of? – how did the man feel after he had made his suit? **STRETCH** – don't rush to the ending... describe in detail how he was able to make one of the items of clothing. **EVALUATE** these drafts – which is the most descriptive/cohesive/imaginative?
- Explore the use of a dash: re-read **Text2** to identify dashes. Notice that these are used to slow down the reading, to add detail that was omitted in the main clause. How are these different from hyphens? Use **slow writing** (or dictation) to rehearse using dashes for omitted information.
- Use modelled writing to plan own: read **Text3** to find out what happens to the character in the story. Work in pairs to plan a short story about a character who lives in your chosen setting. Sketch the character – what is unusual about the clothing? - and label his/her appearance and characteristics - KS word wheels (p5-6, 10) might help. Create a three-part story about this character. What do they want to do? How do they achieve that? What happens when they have achieved it? Add adverbs and prepositions.

continued overleaf

#### Draft

- Use adverbs and prepositions effectively: **draft write-a-line, miss-a-line**

<p><b>Revise</b></p> <p>i. Understand cohesion: <i>teach peer evaluation: work in 2x pairs to read one sentence at a time. Does it make sense? Does it link to a previous idea? It is plausible? Are there any words missing? Is there a more effective way to say it? What else does the reader need to know? AUTHOR to make appropriate revisions/amendments/additions.</i></p> <p><b>Edit</b></p> <p>j. Assess the effectiveness of others' writing and suggest improvements: <i>use 2x pairs for peer evaluation – focus on accurate sentence demarcation including dashes – how do you want your reader to read your writing? AUTHOR to make appropriate edits.</i></p> <p>k. Use the first two letters of a word to check its spelling in a dictionary: <i>edit draft where necessary</i></p> <p><b>Publish: Share our Stories</b></p> <p>l. <b>Vary the tone of voice for storytelling:</b> <i>read stories to a Y2 audience.</i></p>	
<p><b>Through No Nonsense Spelling</b> (5 x per fortnight)</p> <p>1. <b>Aut1 Wk1:</b> Revise and practice suffixes: -s, -es, -er, -ed, -ing; revise and teach prefixes: un-, dis-</p> <p>2. <b>Aut1 Wk2:</b> Practise and apply prefixes: dis-, un-; apostrophe for contraction</p> <p>3. <b>Aut1 Wk3:</b> Strategies for learning words and at the point of writing</p>	<p><b>Through discrete handwriting practice</b> (5 x per fortnight)</p> <p>1. Use diagonal and horizontal strokes needed to join letters</p> <p>i. 'underarm' joins – vowels: a, e, l, u</p> <p>ii. 'underarm' joins – vowels: ae, ai, au, eau</p> <p>i. 'underarm' joins: ab, ac, ad</p>



**Key Learning: cohesion, accurate sentence demarcation, prepositions, clause**

Text1: Urban or Rural, Text2: [Town Mouse and Country Mouse](#) website version and illustrated version, Text3: Abandoned Railways, Text4: Busy Street, Text5: Urban Rural Setting

**EXPLAIN and AGREE writing goals for this unit**

**Paired Writing Project:** We are going to work in pairs to use our detective skills and decide whether a picture shows an urban or a rural setting. We will use this work for next year's Y3 so that they understand the difference between urban and rural when they begin this topic!

**ACCESS STRATEGIES**

- Understand what a clause is: Read *Text2* to explore function and use of main clause and then co-ordinating conjunction... given a main clause, complete the idea in three different ways using and/but/so. Use this to identify the purpose of a co-ordinating conjunction (to join two main clauses). Do different co-ordinating conjunctions have different functions within a sentence? Use a table to define and/but/so and generate own examples of each [insist upon **accurate sentence demarcation**]. Challenge: given a series of sentences which include co-ordinating conjunctions, can you find the main clauses and separate them?
- Understand how to use co-ordinating conjunctions: Explore *Text3*. Does this picture show an urban or rural setting? MODEL first person sentences like I can see... I know that... I think this is... use co-ordinating conjunctions (and/but/so) and KS2 word wheel (p7, p10) to describe the image.
- Begin to use multi-clause sentences: introduce a vocabulary continuum for alternatives to BUT and AND (see KS2 word wheel p2). These conjunctions are SUBORDINATE conjunctions. Explore the use of these in a sentence to describe *Text4*. (KS1 word wheel p10 might be useful for describing colours). When using these words at the start of a sentence, a comma must be used to separate the subordinate clause from the main clause. No comma is needed if the subordinate conjunction is used in the middle of the two clauses. CHALLENGE: given a series of first person sentences which including conjunctions, can you find the main clauses?

**Planning & Outline**

- To compose and rehearse sentences orally: present the first two paragraphs of *Text1*; use *summariser* in pairs to identify main clause / subordinate clause / multi-clause sentence / subject-specific vocabulary, unfamiliar vocabulary / rhetorical question... Use the lists of features to orally compose sentences which use co-ordinating and subordinating conjunctions to contrast the two settings. Q: How can you use vocabulary effectively to convey the opposing nature of the two settings? SUPPORT – use BUT to join ideas – will the KS2 word wheel help to create subordinating clauses? STRETCH – begin a sentence with a subordinating clause Share and evaluate sentences. Who has been able to use co-ordinating / subordinating conjunctions? Who has been able to use subject-specific vocabulary? Who has been able to include prepositions?

**Draft**

- Draft writing: work in pairs (but write in own book) to evaluate *Text5*. Is the setting urban or rural? How can you tell? Q: How can you use vocabulary effectively to give your opinion about the setting? SUPPORT – how many people are in the picture? – what clues are there about where this is set? STRETCH – use a variety of sentence types to engage the reader - write-a-line, miss-a-line

**Revise**

- Assess the effectiveness of others' writing and suggest improvements: use **paired evaluation** – focus on cohesion – check for consistent first person, effective prepositions, multi-clause sentences, use of BUT (or similar) to present opposing impressions, state and justify your opinion – revise own draft where necessary

**Edit**

- Assess the effectiveness of others' writing and suggest improvements: use **paired evaluation** – focus on accurate sentence demarcation and commas to separate clauses – how do you want your reader to read your writing? Edit own draft for punctuation
- Use the first two letters of a word to check its spelling in a dictionary: edit draft where necessary, ensure subject-specific words and words from the statutory Y3 list are accurate

continued overleaf

Through No Nonsense Spelling  
(5 x per fortnight)

Through discrete handwriting practice  
(5 x per fortnight)

<ol style="list-style-type: none"><li>1. <b>Aut1 Wk3:</b> Strategies for learning words and at the point of writing</li><li>2. <b>Aut1 Wk4:</b> Teach rarer GPCs (vein, eight, straight, they)</li><li>3. <b>Aut1 Wk5:</b> Strategies for learning words; homophones</li></ol>	<ol style="list-style-type: none"><li>1. Use diagonal and horizontal strokes needed to join letters<ol style="list-style-type: none"><li>i. 'underarm' joins – ed, er, es</li><li>ii. 'underarm' joins – up, ey, it</li><li>iii. 'underarm' joins: eat, aim, un</li></ol></li></ol>
--	---

**Key Learning:** cohesion, accurate sentence demarcation, prepositions, clause

Text1: Daddy, Text2: Daddy Fell Into The Pond

**EXPLAIN and AGREE writing goals for this unit**

**Individual Writing Project:** We are going to work in pairs to plan and discuss writing which we will complete individually. We will be learning how to use humour to write a poem which we will perform at our upcoming pop-up event for our parents. (Y2 read this poem as part of their poetry assembly)

**ACCESS STRATEGIES**

- Understand the layout of poetry: Study *Text1*. What can you see? Prepare *Text2* as strips of a poem, with one line per strip. Given strips for the first stanza (verse) only, children work in pairs/trios to reconstitute the poem from these strips. Explore their reasoning. Discuss punctuation, line layout and meaning to establish a correct order for the first stanza. Now present the rest of the poem and have children reassemble the strips to complete a further two stanzas.
- Build up a repertoire of poems learnt by heart: Explore *Text2*. Work in pairs to memorise and recite the poem using expression, gesture and dynamics to bring the humour to life. (show us how to take the photograph, emphasise verbs and the alliterative phrase *dismal day*, emphasise the assonance [bright/delight]...)
- Express opinions about poems: Read *Text2*. Q: *How does the author make this poem funny?* Present the following analysis questions; children glue poem into their books and use white space thinking to annotate their answers.

Find evidence to suggest that this poem was written a long time ago	Daddy Fell Into The Pond	What does grumbled mean?
Why is the final stanza longer than the first?		What mood do the children appear to be in at the start – and how do we know?

**Planning & Outline**

- Use modelled writing to plan own: work in pairs to plan own poem. Q: *How can you show a change in mood from the start to the end of the poem?* **SUPPORT** – can you use alliteration to describe the day/morning/afternoon/evening? – will the KS1 word wheel help to describe feelings? **STRETCH** – plan a list of antonyms to show opposing moods What is the story of your poem? Choose from one of these options:
  - Mummy Fell Into The...
  - Instead of a pond, choose an urban setting for the poem
  - [first line] My sister frowned, rain on her brow...
  - [first line] I was grumpy and grey and fed up with play... when ...

**Draft**

- Draft writing: use the paired plan to write individually, considering the layout of your poem - write-a-line, miss-a-line

**Revise**

- Assess the effectiveness of others' writing and suggest improvements: use **paired evaluation** – focus on cohesion – check that storyline makes sense, use of humour, change of mood from start to end – revise own draft where necessary

**Edit**

- Assess the effectiveness of others' writing and suggest improvements: use **paired evaluation** – focus on layout and punctuation – how do you want your reader to read your writing? Edit own draft for punctuation
- Use the first two letters of a word to check its spelling in a dictionary: edit draft where necessary, ensure words from the statutory Y3 list are accurate

**Publish**

- Vary the tone of voice to reflect mood in storytelling: perform your poem to the class, using expression, gestures and dynamics. Rehearse, perform, evaluate, re-perform...

continued overleaf

**Through No Nonsense Spelling**

(5 x per fortnight)

- Aut1 Wk5: Strategies for learning words; homophones
- Aut1 Wk6: Homophones

**Through discrete handwriting practice**

(5 x per fortnight)

- Use diagonal and horizontal strokes needed to join letters

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>i. 'underarm' joins: eat, aim, un</li><li>ii. 'underarm' joins – consonants: c, d, h, m, n, u</li><li>iii.</li></ul> |
|--|--|

**Y3 Overview: Writing to Entertain –Description (linked to Geography)**

**10 lessons**

**Key Learning: cohesion, subject-specific vocabulary, multi-clause sentences**

Text1: First Men in the Moon - Sliver, Text2: First Men in the Moon Text3: Images – Flying Fox, Tenrec, Aye Aye, Mongoose

**Individual Writing Project:** We are going to write a description. We will describe and sketch our image and use this for our pop-up event to share with our friends and family.

**ACCESS STRATEGIES**

- a. Begin to use multi-clause sentences: explore *text1*, this extract is taken from HG Wells 'First Men in the Moon' and describes Mr Bedford's first 30-second glimpse of the Earth from outer space. CT to model reading Bit-by-Bit (one phrase at a time, with ongoing summary/questioning to check understanding: Q: Why does the ocean look silver 'under the receding day?') Re-read the text, looking for punctuation to separate each clause. Q: Why has the author used a comma between 'fingers' and 'our mother earth'? Discuss how clauses make the reading easier to follow. Can you identify the main clause in each sentence? Revealing the main clauses helps us to put together a summary of the text. Complete a **taster draft** to write a description of what you might see if you were travelling with Mr Bedford and looking down at the earth from space, using commas to separate clauses.
- b. Begin to use precise vocabulary: Imagine seeing something for the first time... how would you describe it to the world? Read *Text2* [first 4 paragraphs – 'There! Yes! And there!'] Q: What does the phrase 'arrested my attention' suggest? What does 'inarticulate cry' suggest? Q: What does this opening suggest about how the observer feels? Use *Text3* to present a series of animals found only in Madagascar. Use KS1 Word Wheel (p10) to collect colours to describe these and (p5) to find a phrase to describe how you might feel upon first seeing such a creature. Complete a **taster draft**, imagining that you are the first person to see this animal; use precise vocabulary to express emotions and first impressions. Use commas to separate clauses. [**insist upon accurate sentence demarcation**]

**Planning & Outline**

- c. Use modelled writing to plan own: work in pairs to decide whether you want to describe an animal or a setting (linked to your own geography learning) as if for the first time. Use personal research to discover:
  - How the animal moves/sounds/smells
  - The climate/features of the environment and the animals/plants that thrive there
 Collect words/phrases from vocabulary continuums (KS1/2 word wheels & KS2 emotions wheel) to describe your chosen item. Organise ideas. CHALLENGE: use first person to describe emotions. STRETCH: experiment with similes.

**Draft**

- d. Draft writing: use the plan to write about your chosen animal or environment as if you were seeing it for the first time and were writing to describe to another who had not seen it - write-a-line, miss-a-line

**Revise**

- e. Assess the effectiveness of others' writing and suggest improvements: use **paired evaluation** – focus on cohesion – check for precise vocabulary to describe emotions and what sensory input, multi-clause sentences, sentence structure, sentence order and grammar – revise own draft where necessary

**Edit**

- f. Assess the effectiveness of others' writing and suggest improvements: use **paired evaluation** – focus on accurate sentence demarcation as well as internal sentence punctuation - how will you separate clauses for your reader? Edit own draft for punctuation
- g. Use the first two letters of a word to check its spelling in a dictionary: edit draft where necessary

**Publish**

- h. Use diagonal and horizontal strokes needed to join letters: using best handwriting, re-present the add labelled diagrams/collage using known art techniques

**Through No Nonsense Spelling**

(5 x per fortnight)

- 1. **Aut2 Wk1:** Revise statutory word lists learnt last half term; revise homophones and Y2 affixes
- 2. **Aut2 Wk2:** Teach and practise prefixes mis-, re-

**Through discrete handwriting practice**

(5 x per fortnight)

- 1. Use diagonal and horizontal strokes needed to join letters
  - i. 'underarm' joins – and, man, can, nan

**Y3 Overview: Writing to Inform – Report (linked to Geography)**

**18 lessons**

**Key Learning: cohesion, subject-specific vocabulary, multi-clause sentences**

Text1: Y3 GPS KO, Text2: See Inside Planet Earth (Lift-the-flap text), Text3: Y4 River KO

**Individual Writing Project:** We are going to write a report about our Geography learning this term. We must consider the layout and the amount of information that we can share. We will present this learning at our pop-up event for our friends and family.

**Planning & Outline**

- a. **Notice when someone has not contributed and invite them to speak:** explore *text1, 2 and 3*; discuss how layout contributes to readability of the report; find examples of subject-specific vocabulary as well as adverbs, prepositions and multi-clause sentences, find rhetorical questions; notice that the writing is organised into sections – which report do you find the most readable/engaging/informative?
- b. Use modelled writing to plan own: decide on the layout for your report, separate the layout into sections/sub-headings;
- c. Organise ideas: research and categorise interesting facts and subject-specific vocabulary; begin to organise the layout of each section – leave spaces to indicate which diagram you will use/sketch after the writing is complete

**Draft**

- d. Draft writing: use the plan to write one section at a time - write-a-line, miss-a-line

**Revise**

- e. Assess the effectiveness of others’ writing and suggest improvements: use **paired evaluation** – focus on cohesion – check for multi-clause sentences, sentence structure, sentence order and grammar – revise own draft where necessary – to check **ONE SECTION AT A TIME**. Include subject-specific vocabulary and words from statutory lists

**Repeat the DRAFT/REVISE process for all sections of the report**

**Edit**

- f. Assess the effectiveness of others’ writing and suggest improvements: use **paired evaluation** – focus on accurate sentence demarcation as well as internal sentence punctuation (CTs challenge pupils to include dash, bullets, brackets as appropriate to the text) – how do you want your reader to read your writing? Edit own draft for punctuation
- g. Use the first two letters of a word to check its spelling in a dictionary: edit draft where necessary; ensure subject-specific words and words from the statutory Y3 list are accurate

**Publish**

- h. Use diagonal and horizontal strokes needed to join letters: using best handwriting, re-present the work on A3 paper; add labelled diagrams/collage using known art techniques

**Through No Nonsense Spelling**

(5 x per fortnight)

1. **Aut2 Wk3:** Apply prefixes mis-, re-; learn strategies for statutory word lists
2. **Aut2 Wk4:** Assess statutory word lists; teach, practise and apply the /i/ sound spelt ‘y’
3. **Aut2 Wk5:** Teach and practise proofreading

**Through discrete handwriting practice**

(5 x per fortnight)

1. Use diagonal and horizontal strokes needed to join letters
  - i. ‘underarm’ joins - consonants: l, t ‘underarm’ joins: late, lie, tide, dine, mint
  - ii. ‘underarm’ joins - consonants: k, z
  - iii. ‘underarm’ joins: lake, teal, made, maze, hill

Y3: Spring = 6 weeks + 7 weeks

**Y3 Overview: Writing to Entertain – A Mystery Story**

**15 lessons**

**Key Learning: cohesion, inverted commas for speech**

Text1: Riddle (image), Text2: Riddle - sliver, Text3: Riddle, Text4: Haunted House

**EXPLAIN and AGREE writing goals for this unit**

**Group Writing Project:** We will work together to plan a mystery, then we will write it individually. We will compare our writing and evaluate which we think is the most effective.

**ACCESS STRATEGIES**

- a. To develop imagination: *explore text1; who or what are the silhouettes? What kind of meeting is taking place? Write a **taster draft** of the first two sentences of a story connected to this image.*
- b. To understand how an author can build mystery: *read text2; explore unfamiliar vocabulary (use images to show 'cab' and 'bow-window', 'slate' roof, 'oak chest'). Notice that grandmother's words are encased in inverted commas. Follow pronouns to understand local inference. Complete an Inform and Infer table to understand more about Grandmother and the house:*

Inform	Infer
Grandmother asked the children their names.	Grandmother does not know the children.
Grandmother has a kind, quavering voice.	
Grandmother has lost her son.	
The children have come to live with Grandmother.	
Children were instructed not to play in the large, spare bedroom.	
The children stand in a 'little black group'.	

- c. Use inverted commas to punctuate direct speech: *read text2; explore the use of inverted commas. Find examples of inverted commas in your own reading book. Write a **taster draft** which uses inverted commas to write a response from one of the children to Grandmother.*
- d. To develop imagination: *read text3; explore the story using these mastery questions: how does the author build a sense of mystery? [which bits does the author describe, and which are left to the readers' imagination? / if his mother is in his memory, what does that tell us? / what were you expecting to find in the chest? Read text4 and text5... if we know what happened to Henry, what might have happened to the other children?*

**Planning & Outline**

- e. Use modelled writing to plan own: *use text3 and text4 - work in pairs to plan a short story telling the reader about something mysterious that has happened to one of the children (Struggling writers may write about Henry...)*  
**CHALLENGE:** *do not give all of the details to the reader. Include an element of speech, using inverted commas. Who is the child talking to? Does the reader need to know?*

**Draft**

- f. Draft writing: *use the group plan to write your story (individually)*

**Revise**

- g. Assess the effectiveness of others' writing and suggest improvements: *use **peer evaluation** – focus on cohesion – check for mystery and inference, show-not-tell, revise own draft where necessary*

**Edit**

- h. Assess the effectiveness of others' writing and suggest improvements: *use **peer evaluation** – focus on accurate sentence demarcation as well as internal punctuation (including inverted commas for speech) – how do you want your reader to read your writing? Edit own draft for punctuation*
- i. Use the first two letters of a word to check its spelling in a dictionary: *edit draft where necessary*

**Publish**

- j. Read aloud my writing to a group: *whose story was the most effective and why? The best stories will have an element of mystery, will include some archaic language and will offer the reader opportunities to infer*

**Through No Nonsense Spelling**

(5 x per fortnight)

1. **Aut2 Wk6:** Statutory spelling lists; teach words ending the /g/ sound spelt 'gue' and /k/ spelt 'que'
2. **Spr1 Wk1:** Teach and apply Y2 suffixes
3. **Spr1 Wk2:** Teach, practise and apply prefixes sub- and tele-

**Through discrete handwriting practice**

(5 x per fortnight)

1. Use diagonal and horizontal strokes needed to join letters
  - i. 'washing line' joins: o, cot, coat, cone, moan
  - ii. 'washing line' joins: w, wait wonder
  - iii. 'washing line' joins: v, van, vain, wave

**Key Learning: cohesion, inverted commas for speech, personification**

Text1: Green Candles (Humbert Wolfe), Text2: Living Room (image), Text3: Overheard on a Saltmarsh

**EXPLAIN and AGREE writing goals for this unit****Paired Writing Project:** We will work in pairs to write and perform a poem for our year group.**ACCESS STRATEGIES**

- a. Develop imagination: show *text2* and the final two lines of the poem (*text1*); use *consensus circle* within small groups to come up with 5 reasons to *explain why 'she' may not go out anymore*; follow this up with a discussion question – what has happened in the room? Groups note all of their ideas onto A3 paper. Share ideas with the class. Who has the most imaginative / plausible / mysterious ideas?
- b. Begin to understand personification: Find the voice of the poem – decide how to read the final two lines of the poem (*text1*). Which words will need to be emphasised – and what impact does this have on our understanding? What does this tell us about the personalities of the door and the room? Read the first four lines... find the dialogue voices. Read the lines, read between the lines and read beyond the lines to uncover the personalities of the candlestick and the candle. [Is it significant that the candlestick is gold?]. Compare these characters to the door and the room. [Who is the most powerful character?]. What is personification? Read the whole poem (*text1*) and list the 'characters' and their personalities.

Object	Personality	Evidence
Grey Carpet	Thinks s/he knows everyone better than anyone else might	Who but I should know her light tread?
Green Candle		

- c. Understand how to use dialogue to convey character: read *text3*. Who is speaking? Insert the missing inverted commas! Find the dialogue voices. What can we infer about the personalities of the characters by listening to their conversation? Work in pairs to write a **taster draft** of a brief conversation between two characters... use vocabulary to convey the characters.
- d. Understand how to use personification: read *text1*. Use these mastery questions to interrogate it – **how is the poem made dramatic?** (Scaffold – how many different words are used to describe a way of speaking? / what is your favourite line & why? / what do you think the poem is about?) (GDS – what do we know about the lady?) Work in pairs to create a **taster draft** - introduce two new objects to the room (broken mirror/blue lamp...) what do they say?. Share drafts – who has managed to convey a new personality? How?

**Planning & Outline**

- e. Develop imagination: work in pairs to plan your own poem using one of the following suggestions; how will you use dialogue and personification to convey the character?
- Continue the poem in the same style, introducing new objects to the conversation
  - Write a poem that includes an argument between two characters (white wall and the room?)
  - Write a poem set in the classroom – what might the pencils/rulers/books/clock be saying to each other?

**Draft**

- f. Draft writing: pairs work together to write the poem – compose each line orally and then write EXACTLY the same line into OWN book. Compare/Revise writing in each book before composing and writing the next line. Write-a-line, miss-a-line. Include inverted commas for speech.

**Revise**

- g. Assess the effectiveness of others' writing and suggest improvements: use **peer evaluation** – focus on cohesion – check the vocabulary and conversation implies characterisation; revise own draft where necessary

**Edit**

- h. Use inverted commas for speech: Edit draft for punctuation, particularly the use of inverted commas.
- i. Use the first two letters of a word to check its spelling in a dictionary: edit draft where necessary

**Publish**

- j. Recognise that volume of speech is important for different audiences: in pairs, rehearse and then perform your poem. Evaluate and give appropriate feedback

**Through No Nonsense Spelling**

(5 x per fortnight)

- Spr1 Wk3:** Practise Y2 contractions; learn statutory word lists
- Spr1 Wk4:** Apply statutory word lists; teach and practise words spelt 'ch' and 'ss'

**Through discrete handwriting practice**

(5 x per fortnight)

- Use diagonal and horizontal strokes needed to join letters
  - 'washing line' joins: r, river, roll, race, read
  - descenders: f, freeze, four, five



**Key Learning: cohesion, commas for clause, paragraphs**

Text1: Commas - Eats, Shoots and Leaves.ppt, Text2: Mbappe interview, Text3: Charlie Small Interview

**EXPLAIN and AGREE writing goals for this unit**

**Paired Writing Project:** We will work in pairs to plan an interview about the exciting news that we are to have a new school building. We must decide who to interview and what questions to ask. We will use the joint plan to write the interview individually. We will publish the articles in one book which we will leave in our class library for next year's Y3 to read!

**ACCESS STRATEGIES**

- Understand how to use commas to separate clauses: *explore and understand text2. Use text1 to explore commas. Review text2 to find commas. Specify the purpose of commas found in each case. Read text3; specify the purpose of commas in each case.*
- Use commas to separate clauses: *use a substitution table with subordinate conjunctions and main/subordinate clauses... pupils create sentences within the context of school – ensure that commas are used appropriately and that pupils can explain the purpose of the comma. Explore the impact of placing subordinate clauses at the start or the end of the sentence... why it the comma NOT NEEDED if the clause is at the end of the sentence?*
- Use commas appropriately: *provide a series of images relating to school. Pupils work in pairs to create own multi-clause sentences, punctuated accurately.*
- Understand the purpose of paragraphs: *read text2; notice the that each question begins a new paragraph. What does this suggest for us as authors? (New Paragraph for New Character, New Paragraph for New Event/Action)*

**Planning & Outline**

- Organise paragraphs around a theme: *Use the mastery question, What information does the audience need? (Scaffold – what is the purpose of the first/last paragraph? Scaffold – why are the questions separated into their own paragraphs? Stretch – How do paragraphs support the reader?) Work in pairs to create a taster draft – a short introduction for your chosen interviewee.*
- Use awareness of audience to support choice of language: *Create a series of up to 10 questions to ask your interviewee. Use precise vocabulary in the questions – what will a Y3 audience what to find out? Provide word bank of conjunctions to link ideas. [SCAFFOLD: KS2 Word Wheel p2; Y3 GPS KO]*
- Develop imagination: *use hot-seating to develop imaginative answers to the questions selected*

**Draft**

- Use conjunctions to link ideas: *choose six of your questions to write up as the final interview. Review use of commas to separate clauses – include multi-clause sentences and conjunctions. Review layout – use this to guide the reader. Review vocabulary suitable for a Y3 audience – use expanded noun phrases and prepositions as well as first/third person as appropriate. Write-a-line, miss-a-line*

**Revise**

- Peer assess and suggest improvements: *focus on cohesion – check suitability of vocabulary and conjunctions to link ideas; check that every answer fits and satisfies the questions. Revise own draft where necessary*

**Edit**

- Use commas to separate clauses: *edit draft for punctuation. Ensure accurate sentence demarcation*
- Use the first two letters of a word to check its spelling in a dictionary: *insist upon accurate spelling of Y3 statutory words as well as taught suffixes, prefixes and contractions; edit draft where necessary*

**Publish**

- Use diagonal and horizontal strokes needed to join letters: *re-present in neatest handwriting. Class teacher to combine work into one volume. (add illustrations of predicted new building?)*

**Through No Nonsense Spelling**

(5 x per fortnight)

- Spr1 Wk5:** Apply words spelt 'ch' and 'ss'
- Spr1 Wk6:** Revise suffixes -ness, -ful; teach, practise and apply suffixes -less, -ly

**Through discrete handwriting practice**

(5 x per fortnight)

- Use diagonal and horizontal strokes needed to join letters
  - descenders: q, queen, quiz, quickly
  - descenders: g, ogre, frightened, orange

Commented [CP2]: MOVE to Autumn to fit with curriculum...

**Key Learning: cohesion, commas for clause, paragraphs**

Text1: Cave Baby, Text2: Stone Age Boy, Text3: My Amazing Day at School

**EXPLAIN and AGREE writing goals for this unit**

**Individual Writing Project:** We will write a diary for a character in a story that we will read. The writing that is the most cohesive, descriptive and emotive will be put onto our school website.

**ACCESS STRATEGIES**

- a. Understand the needs of the audience: *read and understand text1 – create a series of vocabulary continuums to express how the baby might be feeling at key points in the story (terrified, nervous, afraid, alarmed, fearful, petrified / exasperated, annoyed, outraged, frustrated, angry, displeased / nosy, curious, inquisitive, eager, impatient). Writing for our parents, which might be the most effective words to use? How does the audience change the vocabulary that is appropriate?*
- b. Understand the purpose of writing: *read text3 - a diary is intended to be read by the author... therefore it should be an informal account of an event. Since the author is writing to her/himself about an event that s/he was involved in, it must be written in first person. Use some of the vocabulary continuums created yesterday to write a **taster draft** to describe one key event that happened to **you** yesterday. (the event should be the most exciting or the most boring thing that you can think of!) Share drafts – which is the most emotive/cohesive/descriptive?*

**Planning & Outline**

- c. Develop imagination: *read and understand text2 – pay particular attention to p18-21; sequence the key events of the day and say how the boy (or girl) feels at each event. Use evidence from the story to find other events that probably happened on this day – how might the characters be feeling at these points?*

**Draft**

- d. Organise paragraphs around a theme: *write (individually) diary from either the perspective of the boy or the girl in text2. Use a new paragraph for each new event that you want to describe. CHALLENGE: include multi-clause sentences. Write-a-line, miss-a-line*

**Revise**

- e. Peer assess and suggest improvements: *focus on cohesion – check use of descriptive and emotive language. Revise draft as necessary.*

**Edit**

- f. Peer assess and suggest improvements: *focus on punctuation – check use of commas – and use of paragraphs. Edit own draft as necessary.*
- g. Use the first two letters of a word to check its spelling in a dictionary: *insist upon accurate spelling of Y3 statutory words as well as common exception words and taught spelling rules.*

**Publish**

- h. CT to publish best examples onto school website.

**Through No Nonsense Spelling**

(5 x per fortnight)

1. **Spr1 Wk6:** Revise suffixes -ness, -ful; teach, practise and apply suffixes -less, -ly
2. **Spr2 Wk1:** Practise strategies at the point of writing
3. **Spr2 Wk2:** Teach and practise prefixes super- and auto-

**Through discrete handwriting practice**

(5 x per fortnight)

1. Use diagonal and horizontal strokes needed to join letters
  - i. descenders: y, greedy, family, yo-yo
  - ii. descenders: j, jelly, joyful
  - iii. descenders: q, queen, quiz, quickly

Y3: Summer = 4 weeks + 7 weeks

Y3 Overview: Writing to Entertain – Fable		15 lessons
<p><b>Key Learning: cohesion, commas for clause, paragraphs, a &amp; an</b>            Text1: Selection of Aesop’s Fables, Text2: WAGOLL Y3 Fable, Text3: The Gruffalo  <b>EXPLAIN and AGREE writing goals for this unit</b>  <b>Paired Writing Project:</b> We will work in pairs to plan a fable based on what we know about these stories – we will then write our fable individually. Our fable will have a moral. We will leave our fable for next year’s Y3 to read at the start of their learning about Ancient Greece.  <i>Aesop was a Greek storyteller (620 – 564 BCE). He used stories featuring talking animals in the natural world to teach children how to treat each other.</i></p>		
<p><b>ACCESS STRATEGIES</b></p> <ol style="list-style-type: none"> <li>Use ‘a’ and ‘an’ correctly to indicate a noun: <i>select a or an to make a short statement about an animal (fox, crow, horse, goat, elephant, eagle, owl, lion, antelope)</i></li> <li>Understand personification: <i>introduce the concept of having something adopt human characteristics... like a talking fox. Present a number of animals (fox, crow, horse, goat, elephant, eagle, owl, lion, antelope) discuss the accepted characteristics of these animals (foxes are sly, owls are wise...)</i></li> <li>Understand purpose of writing: <i>in pairs, explore a limited selection of fables (Text1) to find key features (talking animals, hidden message, simple sentence structure). Through trio discussion with builder, summariser, clarifier, discuss What is the purpose of a fable? – whole class to respond appropriately to discussion points that have been aired</i></li> <li>To develop imagination: <i>Read Text2 and compare this to Text3. Work in small groups and use role play to identify how different animals might respond to given situations (if a fox sees a chicken, he will want to... if an elephant sees a mouse, he will...). Agree that in a fable, the unexpected can happen. Revise predictions to show that the chicken can help the fox, and the mouse can be frightened of the elephant, the tortoise can beat the hare... Taster Draft: write a short, unexpected exchange between two animals. (use inverted commas as previously taught)</i></li> </ol>		
<p><b>Planning &amp; Outline</b></p> <ol style="list-style-type: none"> <li>To develop imagination: <i>choose two ‘opposite’ animals; sketch them and label with their characteristics; create an unlikely scenario in which the ‘underdog’ comes out on top. [SCAFFOLD – reiterate a known fable using alternative characters] Taster Draft: write a brief dialogue between the two main characters (insist upon new paragraph for new character).</i></li> </ol>		
<p><b>Revise</b></p> <ol style="list-style-type: none"> <li>Peer assess: <i>read the exchange of another pair... does it make sense? Two stars and One wish... authors to make amendments in response to assessment. What does the speech tell us about the characters?</i></li> </ol>		
<p><b>Draft</b></p> <ol style="list-style-type: none"> <li>Use paragraphs to group writing: <i>review rules for new paragraph (new time, new event, new place, new character); use the paired plan – and your friends assessment - to write (individually) your fable. Use paragraphs to separate themes (new paragraph for new main character), use conjunctions to join ideas, use adverbs and prepositions to express time, cause and place. Write-a-line, miss-a-line</i></li> </ol>		
<p><b>Revise</b></p> <ol style="list-style-type: none"> <li>Peer assess: <i>focus on cohesion – check use of descriptive language and the use of an unexpected ending. Revise draft as necessary (use editing stations)</i></li> </ol>		
<p><b>Edit</b></p> <ol style="list-style-type: none"> <li>Use commas to separate clauses: <i>review learning about commas – how do you want the reader to read your work? Edit draft for punctuation</i></li> <li>Use ‘a’ and ‘an’ correctly to indicate a noun: <i>peer evaluation – check ‘a’ and ‘an’ for each noun</i></li> <li>Use the first two letters of a word to check its spelling in a dictionary: <i>edit draft where necessary</i></li> </ol>		
<p><b>Through No Nonsense Spelling</b> (5 x per fortnight)</p> <ol style="list-style-type: none"> <li><b>Spr2 Wk3:</b> Apply prefixes super-, auto-; learn and assess statutory word lists</li> <li><b>Spr2 Wk4:</b> Teach and practices homophones</li> <li><b>Spr2 Wk5:</b> Apply homophones; revise and apply proofreading</li> </ol>	<p><b>Through discrete handwriting practice</b> (5 x per fortnight)</p> <ol style="list-style-type: none"> <li>Join most letters within cursive handwriting           <ol style="list-style-type: none"> <li>descenders: g, ogre, frightened, orange</li> <li>bottom joins: b, boy, bounce, beginning</li> <li>bottom joins: p, perform, appropriate, punctual</li> </ol> </li> </ol>	

**Key Learning: cohesion, paragraphs, present perfect tense**

Text1: WAGOLL Y3 Get the Most Out Of School, Text2: Get the Most out of your Holiday, Text: Y3 GPS KO

**EXPLAIN and AGREE writing goals for this unit**

**Individual Writing Project:** Y3 is very different to Y2 and throughout the summer term, Y2 will need to prepare! We are going to write instructions to tell a Y2 child how to (play safely / be a good friend / be a good student) in Y3.

**ACCESS STRATEGIES**

- a. Use perfect tense consistently: Read *Text3* to explore how to use perfect tense. Use *summariser* to play 'have you ever...'. complete three sentences, using perfect tense, to describe what your friends have or have not done.

**Planning & Outline**

- b. Understand audience and purpose: in pairs, explore *Text1* and *Text2*. Use *summariser* to discuss style, layout, use of vocabulary, readability, amount of information, use of paragraphs to separate themes, use of conjunctions to link ideas, use of adverbs/prepositions to express time, cause and place; note use of perfect tense. *How does the author use vocabulary suitable for the audience? How does the author use a layout that is suitable for the audience?*
- c. To develop imagination: Work in pairs to discuss what instructions you would like to write. (be a good friend / play safely / be a good student). **Taster Draft:** Make a list of the 6 most important things that a Y2 child will need to know. Share and evaluate these ideas. Who has the most original, informative, imaginative list?
- d. Paragraphs to group writing around a theme: Look at each of your 6 points... now consider two or three sentences for each point that will give our Y2 friends the information they need. Include at least 1 perfect tense sentence (and no more than 3!)

**Draft**

- e. Draft writing: use the plan to write instructions. Consider layout. Use perfect tense, paragraphs and commas for clause as appropriate. Write-a-line, miss-a-line [SCAFFOLD: *Text1*]

**Revise**

- f. Use vocabulary appropriately: Remember you are writing for a Y2 audience. Have you told them everything for each step? Does anything need to be explained more carefully? review as necessary – revise draft as required
- g. Peer assess: propose changes to grammar and vocabulary; check cohesion

**Edit**

- h. Use commas to separate clauses: review learning about commas – how do you want the reader to read your work? Edit draft for punctuation incl paragraphs, a/an, commas for clause and for list
- i. Use the first two letters of a word to check its spelling in a dictionary: edit draft where necessary

**Publish**

- j. Deliver a short presentation to an unfamiliar audience: present your instructions to a Y2 audience

**Through No Nonsense Spelling**

(5 x per fortnight)

1. **Spr2 Wk6:** Learn statutory word lists; teach /k/ sound spelt 'ch'
2. **Sum1 Wk1:** Revise and practise taught suffixes

**Through discrete handwriting practice**

(5 x per fortnight)

1. Join most letters within cursive handwriting
  - i. bottom joins: s, suitable, assign, school
  - ii. non-joins: x, fox, extremely, exciting

**Key Learning: cohesion, commas for clause, paragraphs, a & an**

Text1: Leaflet Template, Text2: [Drayton Manor Website](#) Text3: Selection of Leaflets Text4: Selection of photographs (our class assembly, a football match, Taylor Swift concert...), Text5: Persuasive Sentence Starters

**EXPLAIN and AGREE writing goals for this unit**

**Group Writing Project:** The original Olympic Games were held in Greece. Everyone in the area attended to participate or watch. We will be working in groups of three to write a persuasive leaflet to persuade our parents to attend sports day! We will work individually to write each section of the leaflet, but we will work collectively to revise and edit it for our reader!

**ACCESS STRATEGIES:**

- Understand the purpose of persuasion: *Explore Text2. Who would like to visit here? Why? Study persuasive features and explain that these are deliberate choices of the author/designer. Now study Text4. what would you say to someone to make them want to go here? (SCAFFOLD Text5) Share and evaluate ideas.*
- Understand audience and purpose: *in trios, explore Text3 – study layout, persuasive features (RQ, benefits, repetition, emotive vocabulary, exaggeration), amount of information, use of vocabulary, readability, use of punctuation/paragraphs/conjunctions/prepositions. How does the author persuade the reader? Use talk detectives to ensure contribution by all*
- Use 'a' and 'an' correctly: *teach vowels and appropriate use of the article; find examples within selection of persuasive leaflets; collect persuasive words/phrases for later use. Taster Draft: use a substitution table to combine a/an with adjectives and nouns to create a persuasive statement.*

A or An?	Adjective	Noun
Does the next word begin with a vowel? AEIOU = AN Consonants = A	exciting mighty adventurous strong not-to-be-missed magnificent awe-inspiring	day event activity spectacle extravaganza opportunity chance

**Planning & Outline**

- Use paragraphs to group writing: *agree theme – what events will we be participating in on Sports Day? Why should our family come to watch? - and layout. Plan each section of the leaflet; assign roles within the group – who will be responsible for writing each section? (SCAFFOLD Text1, Text5)*

**Draft**

- Join most letters with cursive handwriting: *use the plan to write (at least) one section of the leaflet – leave space for illustrations/captions. Write-a-line, miss-a-line*

**Revise**

- Peer assess: *in trios, propose changes to grammar and vocabulary to increase cohesion and persuasiveness*

**Edit**

- Use commas to separate clauses: *review learning about commas – how do you want the reader to read your work? In trios, edit draft for punctuation*
- Use the first two letters of a word to check its spelling in a dictionary: *in trios, edit draft where necessary*

**Publish**

- Illustrate your work: *add illustrations/captions using known art techniques*
- Peer assess: *share your work with another group - evaluate*

**Through No Nonsense Spelling**

(5 x per fortnight)

- Sum1 Wk2:** Teach, practise and apply suffix -ly
- Sum1 Wk3:** Revise Y2 contractions; learn and assess statutory word lists
- Sum1 Wk4:** Teach and practise rare GPCs

**Through discrete handwriting practice**

(5 x per fortnight)

- Join most letters within cursive handwriting
  - non-joins (lead-in flick optional): z, quiz, buzzing, zoom
  - Review joins as required
  - Review joins as required

**Key Learning: cohesion, paragraphs****Text1: Reports****EXPLAIN and AGREE writing goals for this unit**

**Individual Writing Project:** You are going to help your teacher write your report! You will get to choose which layout you want to use and what information you want your teacher to have.

**ACCESS STRATEGIES**

- a. Understand 1<sup>st</sup> Person: Use *Text1* to convert 3<sup>rd</sup> to 1<sup>st</sup> person. Share and evaluate finished work.

**Planning & Outline**

- b. Understand audience and purpose: *you are writing to your teacher, what kind of vocabulary, grammar, punctuation will they be expecting?* **Taster Draft:** write a short paragraph to tell your teacher what progress you have made in one subject of your choice. Share and evaluate writing – look for formal vocabulary and 1<sup>st</sup> person.
- c. To understand how to group writing: *Consider the layout of your writing... will you write a report with sub-headings or a letter? What will your teacher want to know? Make a list of 4 or 5 things that you could mention. Number these, starting with your proudest achievement.*
- d. Use paragraphs to group writing: *For each of your numbered points from the last lesson, write 1 example of what you've done to prove that you have made progress. Eg: How do you know you are a better writer now than you were in Y2? What has helped you this year to make progress? Which piece(s) of writing are you most proud of? Why? What examples will you give to prove you have made progress? If you say you are better at using xxx, make sure you use xxx in your explanation! Group your ideas into paragraphs and organise these logically.*

**Draft**

- e. Use conjunctions, adverbs, prepositions to express time, cause and place: *use your plan. Write-a-line, miss-a-line.*

**Revise**

- f. Peer assess: *in pairs, propose changes to grammar and vocabulary to make changes – check for cohesion and accurate use of paragraphs. Excellent examples will also include present perfect phrases and correct use of 'a' and 'an' as well as adverbs/prepositions/conjunctions/expanded noun phrases*

**Edit**

- g. Use punctuation to separate clauses: *review learning about punctuation to separate clauses (allow chn to choose punctuation as seen in their reading book) – how do you want your teacher to read and understand your work? Edit draft for punctuation*
- h. Spell a wide range of homophones appropriately: *edit draft where necessary*

**Publish**

- i. Join most letters with cursive handwriting: *using known joins*

**Through No Nonsense Spelling**

(5 x per fortnight)

1. **Sum2 Wk2:** Teach and practise 'ou'
2. **Sum2 Wk3:** Apply 'ou'; learn and assess statutory word lists

**Through discrete handwriting practice**

(5 x per fortnight)

1. Join most letters within cursive handwriting
  - i. Review joins as required
  - ii. Review joins as required

**Key Learning: cohesion, paragraphs, contrast, prepositions**

Text1: Granny's Wonderful Chair, Text2: Granny's Wonderful Chair Sliver, Text3: Granny's Wonderful Chair1, Text4: Granny's Wonderful Chair2, Text5: Y3 GPS KO, Text6: How to Live Forever

**EXPLAIN and AGREE writing goals for this unit**

**Paired Writing Project:** Most of use know the story of Red Riding Hood and Cinderella. These traditional tales have been handed down from one generation to another, shared, retold and adapted to suit the storyteller and the audience. We are going to write our version of a story tale. We will present our stories to our new Y4 teacher to show them what we can do!

**ACCESS STRATEGIES**

- Use tenses accurately: *using the suffixes -ed and -ing, explore the difference between past and present tense. Now look match present tense and irregular past tense verbs. Are stories ALWAYS, SOMETIMES or NEVER written in past tense? Work in pairs to explore stories (reading books) to find and justify your answer.*
- Use prepositions effectively: *use Text5 to present a list of adverbs, conjunctions and prepositions. Use Text1. Annotate around the image using phrases which contain prepositions to describe the chair. Notice the wheels on the chair. Where might it go? Annotate with predictions which contain expanded noun phrases.*
- Understand audience and purpose: *use talk tactics to discuss the appeal of traditional tales for children. Which traditional tales / fairy tales do you know? Which are your favourite? Who is your favourite 'goodie' / 'baddie'? What do you know about the protagonist in fairy tales? What do you know about the ending of a fairy tale? Create a list of features for fairy tales and for characteristics of protagonist and antagonist.*

**Planning & Outline**

- To understand how authors use vocabulary: *Read Text2 - twice. How does the author use vocabulary to describe the characters? SUPPORT – what does the word 'cunning' suggest about the fairy? – what does Granny's warning suggest about Sunflower? – what kind of life is Snowflake living? STRETCH – what does the names of the characters suggest about their personality? – what might happen if Sunflower asks for more than one story in a day? use builder, clarifier, summariser to summarise the discussion and opinions of a small group. Teacher make notes for working wall. [SCAFFOLD: use context to define unfamiliar vocab – find a word which means...(cunning/scarcely etc)]*
- To develop imagination: *Read Text2. Taster Draft: write the beginning of a fairy story that the chair might tell (limit 100 words). Share and Evaluate the writing: was there an original twist? Did the storytelling seem magical or mysterious? Did the punctuation support the meaning?*
- To understand contrasting imagery: *read Text3 and Text4. Explore the use of vocabulary using specific quotes. Explore the impact of direct speech. Collect contrasts presented in this story. What is the difference between the descriptions of Sunflower, the Chair and the Woodland Workers? SUPPORT – what is Sunflower eating and what impression does this give? – how do we learn about the speed of the chair? – what do the verbs tell us about the Woodcutters? STRETCH – contrast the description of the settings - compare the descriptions of the chair with those in Text6. Taster Draft: use but/although/whereas to write contrasting sentences about Sunflower & Woodcutters, Sunflower & Chair, Sunflower and Granny, Woodcutters & Chair*
- To develop imagination: *Plan (by sketching and annotating, or by taking notes) to use contrasts in writing to*
  - Design a magical chair for a King or Queen
  - Predict what happens in the richest city
  - Write a story about a magical chair and a magical instrument
  - Write one of the stories that the chair might tell (The story of Fairyfoot / The story of MerryMind...)

**Draft**

- Use past, present and perfect forms of verbs consistently: *Write-a-line, miss-a-line. Use paragraphs to group ideas*

**Revise**

- Peer assess: *use editing stations – check for cohesion – paragraphs to group writing / suitable ending / perfect form of verbs (never before had s/he... s/he had always dreamed of... ) / contrasting imagery*

**Edit**

- Use punctuation to separate clauses: *review learning about punctuation to separate clauses (some chn may wish to include dash to incorporate a longer pause than a comma) – how do you want the reader to read your work? In pairs, edit draft for punctuation*
- Use the first two letters of a word to check its spelling in a dictionary: *work in pairs; edit draft*

continued overleaf

**Publish**

I. Re-present your work. *Write in your best handwriting – remember your audience!*

**Through No Nonsense Spelling**

(5 x per fortnight)

1. **Sum1 Wk5:** Apply rare GPCs, learn and practise statutory word lists
2. **Sum1 Wk6:** Assess statutory word lists; revise vowel digraphs
3. **Sum2 Wk1:** Revise spellings learnt in the last half term

**Through discrete handwriting practice**

(5 x per fortnight)

2. Join most letters within cursive handwriting
  - i. Review joins as required
  - ii. Review joins as required
  - iii. Review joins as required



EXTRA

Y3 Overview: Writing to Inform – River Journey

13 lessons

**Key Learning: cohesion, accurate sentence demarcation, prepositions**

Text1: A River.ppt, Text2: Rhythm of the Rain.ppt, Text3: Once Upon a Raindrop

**EXPLAIN and AGREE writing goals for this unit**

**Individual Writing Project:** We are going to write the journey of a river, using precise vocabulary and accurate punctuation, using the writing skills we learnt in Y2. We will add the most effective extracts to a display about the water cycle.

Subject (noun)	Verb	Adjective	Object (noun)	Adverb	Preposition
-------------------	------	-----------	------------------	--------	-------------

**ACCESS STRATEGIES**

- Introduce colourful semantics: *ensure that children understand sentence cohesion*
- Use prepositions effectively: *make a list of prepositions and rehearse these physically (eg Simon Says...)*
- Express time and place effectively: *read text1 - The preposition is a word (on, beside, during) and it works within an adjectival phrase to modify a noun [ie the book is on the table.], or within an adverbial phrase to modify a verb [ie the river ran with determination]. Identify adverbial phrases. 'Where is the river? What is it doing? How is it moving?' Provide an image(s) of a river at different stages of its journey... use prepositional phrases to caption the image.*
- Revise and practise suffixes: *re-read text1. create a list of words suitable for describing the movement of a river using -er, -ing, -est words. Learn spelling rules for -ing. EVALUATE your favourite words and phrases. Why are these effective? CT scribe our favourite sentences for working wall.*

**Planning and Outline**

- Use modelled writing to plan own: *read text2 & text3; compare the vocabulary in this text to text1. How does the author convey movement? How does the author incorporate the sights and sounds of the river? Create a one-paragraph taster draft to describe a given image showing part of the journey of the river - Challenge: write from the river's point of view! EVALUATE successes of the class. Whose writing shows movement? Who has the most descriptive account? Whose writing makes it sound the river is telling the story? Whose writing is the most cohesive, creative?*
- Discuss and record ideas: *Work in small groups to collect river 'sounds'; use onomatopoeia, similes and expanded noun phrases to create a soundscape to match a given river image (or create a river collage – large scale in KS2 hall? - and add 'sounds' labels to it)*

**Draft**

- Use past, present and perfect forms of verbs consistently: *write-a-line, miss-a-line... describe a part of the journey of a river – be as factual and as descriptive as you can be. Provide images to prompt creativity. You may choose to write from the POV of river or someone travelling on the river. The description does not need to end at the sea... it could include the concept, 'someday, I will make it to the ocean, but for now...' include prepositional phrases*

**Revise**

- Assess the effectiveness of others' writing and suggest improvements: *teach peer evaluation – focus on cohesion – sentence structure, sentence order and grammar, prepositions – revise own draft as necessary*

**Edit**

- Assess the effectiveness of others' writing and suggest improvements: *use peer evaluation – focus on accurate sentence demarcation – how do you want your reader to read your writing? (consider how author's use punctuation to separate clauses in the books that we read) Edit own draft for accurate sentence demarcation*
- Spell a wide range of homophones appropriately: *edit draft as necessary*

**Through No Nonsense Spelling**

(5 x per fortnight)

- Aut1 Wk1:** Revise and practice suffixes: -s, -es, -er, -ed, -ing; revise and teach prefixes: un-, dis-
- Aut1 Wk2:** Practise and apply prefixes: dis-, un-; apostrophe for contraction
- Aut1 Wk3:** Strategies for learning words and at the point of writing

**Through discrete handwriting practice**

(5 x per fortnight)

- Use diagonal and horizontal strokes needed to join letters
  - 'underarm' joins – vowels: a, e, l, u
  - 'underarm' joins – vowels: ae, ai, au, eau
  - 'underarm' joins: ab, ac, ad