

Year 3												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Progression of Core Texts	The Beasties by Jenny Nimmo. by David Lucas (Narrative)	Penguins By Penelope Arlon (Non-Fiction – information text)	Grendel: A Cautionary Tale About Chocolate (Narrative)	How Santa Really Works by Alan Snow (Instructions)	Rainforest Rough guide by Paul Mason.	Poetry Pie by Roger McGough. (Poetry)	Usborne Illustrated Grimm's Fairy Tales	Carry Me Away	Arthur and the Golden Rope	Great Women who Changed the World by Kate Pankhurst	A walk in London by Salvatore Rubbino	Beyond the Stars (King of the birds. Fable)
Links to Wider Curriculum	Autumn 2: Link to D&T				Spring 1: Geography – Amazing Africa				Summer 1: History			
Independent purposeful writing outcomes	Short narrative about an object for a younger year group.		Write a wishing tale.		Write a non-fiction report using formal and informal tone.		Rewrite the ending of a traditional tale.		To write a quest story.		Write a walk in Brixham informative tour guide.	
Strategic End Points	<p>Assessment Unit: Revision of Year 2 expectations</p> <p>Simple narrative plot. Punctuate a range of sentences correctly.</p>	<p>Non-chronological sections – impersonal writing. Layout of non-chron.</p> <p>Use of multiclaue sentences – main focus.</p>	<p>Developing/showing character.</p> <p>Introduction to using dialogue within narrative story. Some speech to be punctuated correctly.</p> <p>Noun phrases and expanding them.</p>	<p>Write an instructional piece including questions as subheadings.</p> <p>Use commas in a list correctly and use ! and ? accurately.</p> <p>Use complex sentences using year 3 conjunctions</p>	<p>Children will begin to develop writing for a range of purposes by switching formality between two text types.</p> <p>Concisely convey information using sentences with more than one clause.</p> <p>Continue writing in the past tense (as with narratives) for a range of purposes and audiences.</p>	<p>Understand that poetry is emotive and can be performed using actions and oracy.</p>	<p>Innovate the ending of a traditional fairy tale including vocabulary relevant to the genre.</p> <p>Begin to establish a setting description using prepositions and adverbial phrases.</p> <p>Continue to include speech and accurately punctuate the boundaries of speech.</p>	<p>Use intonation, rhythm, rhyme and phrasing expressively to enhance meaning.</p> <p>Children to write their own poems choosing vocabulary precisely to convey the images to the reader.</p> <p>Children will be aware that expanded noun phrases can start with the noun (D N A) as opposed to beginning with an adjective (D A N) and will decide when each should be used to create effect.</p>	<p>Continue building on their knowledge of adverbs and prepositions to add detail of <i>where</i> and <i>when</i>.</p> <p>Confidently use apostrophes to show possession of an event or item.</p> <p>Discuss when the present perfect tense would best be used to discuss a past event which has pertinence in the present.</p>	<p>Develop their understanding of the features of information texts. Use appropriate headings and subheadings and ensure paragraphs are arranged around a theme.</p> <p>Pronouns will be used to keep writing concise and to avoid repetition.</p> <p>Understand that fronted adverbials require a comma before the main clause.</p>	<p>Children will continue developing their shifts in formality, writing from two different perspectives. Children will choose vocabulary accordingly.</p> <p>Children will transfer their knowledge of paragraphs from non-fiction to narrative writing, ensure paragraphs are organised around a theme.</p> <p>Make conscious and careful verb choices to enhance meaning and portray characters in certain ways. This can also be determined by carefully thought-out noun phrases and verb phrases.</p>	
Termly End Points	By the end of the Autumn Term, the children in Year 3 will have been exposed to a range of genres including fiction and non-fiction. They will be able to identify the features of a non-fiction text and how these may differ to fiction. They will be more articulate when discussing their writing which will enable them to write simple sentences. Most children will punctuate these accurately including exclamation marks and question marks. Children will begin to explore dialogue and punctuate the boundaries of speech mostly accurately.				Children will understand that a main clause must contain a verb and can make a sentence on its own. As a minimum, these sentences will be punctuated correctly. Children will explore the use of conjunctions and how varying the position of them can enhance the writing for the purpose of the audience (starting with a conjunction and a subordinate clause to build suspense for example). Children will be using speech confidently by the end of Spring and will be marking the boundaries of speech correctly, remembering other speech punctuation.				By this point, children will have been exposed to a plethora of genres: narrative, traditional fairy tale, non-chronical reports, poetry, quest stories, biographies. Each sentence should be punctuated correctly, including the boundaries of speech, commas marking the boundaries of clauses when required and closing punctuation. Children will continue to draft and write by composing and rehearsing sentences orally, becoming aware of the language and grammatical choices they are making. They will be more competent and enthusiastic writers who are capable of writing narratives with more complex plots and a range of non-fiction texts.			

<p>Grammar and punctuation</p>	<p>Y3 Extend the range of sentences with more than one clause by using a wider range of conjunctions (e.g. when, if, because and although). (1)</p> <p>Y4 Use fronted adverbials (1) (UNLIKELY TO BE COVERED – NOT A FOCUS)</p> <p>Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases. (1) (Light touch)</p>	<p>Y3/4 Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because)(2), adverbs (e.g. then, next, soon) and prepositions (e.g. before, after, during, in, because of) (2)</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although. (2)</p>	<p>Y3 Using and punctuating direct speech (1)</p> <p>Using Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of I did instead of I done). (1)</p>	<p>Y3 Using Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of I did instead of I done). (2)</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although (3)</p> <p>Using conjunctions (3), adverbs and prepositions to express time, place and cause (3).</p> <p>Using paragraphs as a way to group related material (1)</p> <p>Using headings and subheadings to aid presentation. (1)</p> <p>Y4 Using paragraphs to organise ideas</p>	<p>Y3 Extend the range of sentences with more than one clause by using a wider range of conjunctions (e.g. when, if, because, although). (4)</p> <p>Y4 Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.(2)</p>		<p>Using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) (5) and prepositions (e.g. before, after, during, in, because of) to express time, place and cause (Y3) (4)</p> <p>Using fronted adverbials (Y4). (4)</p> <p>Using commas after fronted adverbials (1)</p> <p>Indicating possession by using the possessive apostrophe with singular (KS1 revision) and plural nouns (Y4) (1)</p> <p>Revision of apostrophes for contracted forms (KS1) (1)</p> <p>Using direct speech (Y3/4). (2)</p> <p>Inverted commas to punctuate</p>	<p>Y4 Using noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. (2)</p>	<p>Y3 Using the present perfect form of verbs instead of the simple past tense. (3)</p> <p>Using conjunctions(6), adverbs and prepositions to express time, place and cause. (5)</p> <p>Y3/4 Using paragraphs as a way to group related material (2)</p> <p>Using and punctuating direct speech (Y3/4) (3)</p> <p>Using paragraphs to organise ideas around a theme (2).</p>	<p>Y4 Using noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (3)</p> <p>Using fronted adverbials. (7)</p> <p>Using conjunctions, adverbs ('then', 'next', 'soon', 'therefore') (8) and prepositions ('before', 'after', 'during', 'in', 'because of') to express time, place and cause (Y3) (7)</p> <p>Using commas after fronted adverbials (3)</p> <p>Introducing paragraphs as a way to group related material (3)</p> <p>Using paragraphs to organise ideas around a theme (3)</p> <p>Using headings and subheadings to aid presentation. (2)</p>	<p>Y3 Use and punctuate direct speech – introduce inverted commas. (5)</p> <p>Use inverted commas and other punctuation for direct speech. (5)</p> <p>Express time, place and cause using conjunctions (9), adverbs and prepositions (8)</p> <p>Y3/4 Extend the range of sentences with more than one clause by using a wider range of conjunctions. (9)</p> <p>Y4 Use fronted adverbials. (8)</p>	<p>Y3 Start to use inverted commas to punctuate direct speech. (6)</p> <p>Use the perfect form of verbs (past perfect in this text). (5)</p> <p>Y4 Use inverted commas and other punctuation to indicate direct speech. (6)</p> <p>Expand noun phrases by the addition of modifying adjectives and preposition phrases. (4)</p> <p>Use fronted adverbials. (9)</p>
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				<p>around a theme (1)</p> <p>Using pronouns or nouns within and across sentences to aid cohesion and avoid repetition. (1n</p>			<p>direct speech (2)</p> <p>Inverted commas and other punctuation to indicate direct speech, e.g. a comma after the reporting clause; end punctuation within inverted commas (Y4). (2)</p>					
Spelling	<i>No Nonsense Spelling Programme</i>											
Handwriting	Pupils will follow the Letter-join scheme of work for their year group.											