



## Year 3 Writing Overview

		Aut	tumn 1	Autu	mn 2	Spri	ng 1	Spri	ng 2	Summ	ner 1	Sum	mer 2
	Purpose	TO ENTERTAIN	TO ENTERTAIN	TO ENTERTAIN	TO INFORM/ TO ENTERTAIN	TO ENTERTAIN	TO INFORM	TO INFORM	TO INFORM/PERS UADE/ENTERTA IN	TO INFORM	TO INFORM	TO ENTERTAIN	TO ENTERTAIN
	Text	The Twits	The Journey  Cats Can (Poetry) (1 week)	The Crow's Tale	Stimulus: Visit to NCM.  Magical Morning.  Text: The Matchbox Diary	Stone Age Boy	Stone Age Boy	Big Cats	Pete's Place	Boudicca c25-61ad	Boudicca by Emma Fischel. Boudicca Strikes Back by Natalie Grice	Horrid Henry	My Treasures
	Text type	Story Retell	Fantasy story Setting description.  Poems to create an image.	Narrative: historical Native American myth.	Journey recount.	Setting Description Story with historical setting.	Historical Report Procedural text	Non- Chronological report.	Letter to persuade. Posters	Boudicca biography.	News Report.	Narrative: humorous story in character.	Poems to perform
	Short burst writing			Character de	escription, fact f	iles, setting de	escription, pos	ters, recount, in	structions, lette	rs, news articl	es		

		To write a narrative with a clear	To write a narrative with a	To write a narrative with	To write a non-narrative	To write a non-	To write a narrative with
		structure, setting, characters	clear structure, setting,	a clear structure, setting,	using simple organisational	narrative using simple	a clear structure, setting,
	int	and plot.	characters and plot.	characters and plot.	devices such as headings and	organisational devices	characters and plot.
		Compace and rehearse		To write a non narrative	subheadings.	such as headings and	Maka simple additions
		Compose and rehearse sentences orally (including	Compose and rehearse	To write a non-narrative using simple	Organise paragraphs around	subheadings.	Make simple additions, revisions and proof-
		dialogue) progressively building	sentences orally (including dialogue) progressively	organisational devices	a theme.	Organise paragraphs	reading corrections to
		a varied and rich vocabulary and	building a varied and rich	such as headings and	a theme.	around a theme.	their own writing.
	nte	increasing range of sentence	vocabulary and increasing	subheadings.	Make simple additions,	around a theme.	their own writing.
	ia 	structures.	range of sentence		revisions and proof-reading	Make simple additions,	
	Authorial Intent		structures.	Organise paragraphs	corrections to their own	revisions and proof-	
		Make simple additions, revisions		around a theme.	writing.	reading corrections to	
		and proof-reading corrections to				their own writing.	
		their own writing.	Make simple additions,	Make simple additions,			
			revisions and proof-reading	revisions and proof-			
			corrections to their own	reading corrections to			
			writing.	their own writing.			
		Describe settings and	Expressing time, place and	Describe settings and	Expressing time, place and	Expressing time, place	Describe settings and
	Sentence level	characters using expanded	cause using <b>conjunctions</b>	characters using	cause using conjunctions	and cause using	characters using
		noun phrases (yr2)	(e.g. when, before, after,	expanded noun phrases.	(e.g. when, before, after,	conjunctions (e.g.	expanded noun phrases.
			while, so, because), adverbs	(Yr2)	while, so, because)	when, before, after,	Spell most words
		Spell most words correctly,		Formula di antico di antico	Spell most words correctly,	while, so, because).	correctly, adding
		adding prefixes and suffixes	(e.g. then, next, soon,	Expressing time, place	adding prefixes and suffixes	wille, so, because).	prefixes and suffixes
		appropriately, spelling the	therefore), or <b>prepositions</b>	and cause using	appropriately, spelling the		appropriately, spelling
	ce	correct form of homophones	(e.g. before, after, during, in,	conjunctions (e.g. when,	correct form of	Use the first 2 or 3	the correct form of
	iten	and spelling all common	because of).	before, after, while, so,	homophones and spelling all	letters of a word to	homophones and
	Sen	exception words correctly		because), adverbs (e.g.	common exception words	check its spelling in a	spelling all common
		(KS1 and Y3).	Describe settings and	then, next, soon,	correctly (KS1 and Y3).	, -	exception words
			characters using expanded	therefore), or		dictionary	correctly (KS1 and Y3).
			noun phrases. (yr2)	prepositions (e.g.		Spell most words	Expressing time, place
			Spell most words correctly,	before, after, during, in,		correctly adding	and cause using
				- '			
L							conjunctions (e.g. when,

		adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3).	Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3).		appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3).	before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of).  Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3).
Punctuation and grammar	Introduction to inverted commas to <b>punctuate</b> direct speech.  Use the full range of punctuation taught at key stage 1 and in Y3 mostly correctly.	Begin to use inverted commas to punctuate direct speech.  Use the full range of punctuation taught at key stage 1 and in Y3 mostly correctly.  Formation of nouns using a range of prefixes re-, dis-	Introduction to inverted commas to <b>punctuate</b> direct speech.  Use the full range of punctuation taught at key stage 1 and in Y3 mostly correctly.	Revise the use of possessive apostrophe. (yr2)  Use the full range of punctuation taught at key stage 1 and in Y3 mostly correctly.  Use of the present perfect form of verbs instead of the simple past.	I ntroduction to inverted commas to punctuate direct speech.  Use the full range of punctuation taught at key stage 1 and in Y3 mostly correctly.  Introduction to paragraphs as a way to group related material.	Introduction to inverted commas to <b>punctuate</b> direct speech.  Use the full range of punctuation taught at key stage 1 and in Y3 mostly correctly.  Possessive apostrophes. (Yr2)

			Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> .  Spell further homophones.		Introduction to paragraphs to group related material.  Headings and sub-headings to aid presentation.  Formation of nouns using a range of prefixes super-, sub-	Headings and subheadings to aid presentation.  Word families based on common words, showing how words are related in form and	
Non- Negotia bles	otia						

Terminology for pupils

Adverb, preposition, conjunction, word family, prefix, clause, subordinate, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or speech marks)