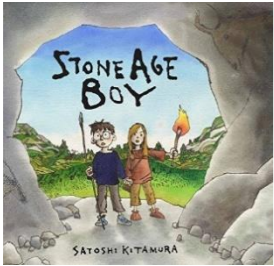
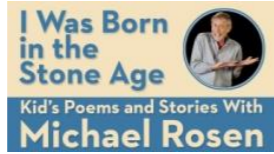
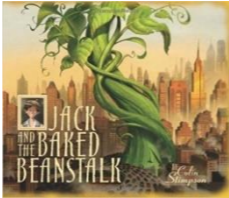



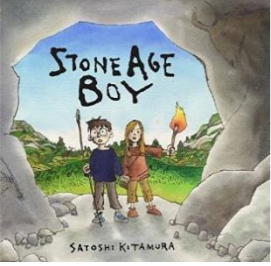
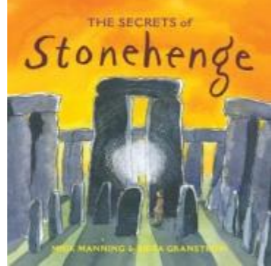
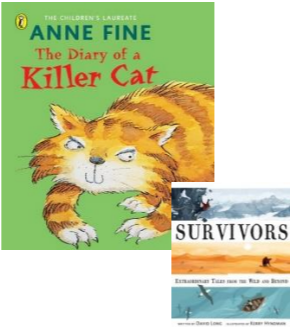
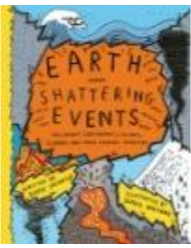


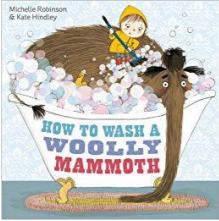



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Text: Stone Age Boy by Satoshi Kitamura</p>  <p>Outcome: Narrative Modern day girl</p> <ul style="list-style-type: none"> Identify word classes in sentences Word classes (nouns, verbs, adjectives) Expanded noun phrases Progressively building a varied and rich vocabulary discussing writing similar to that which they are planning to write in order to understand and learn from its structure Compound sentences using co-ordinating conjunctions organising paragraphs around a theme Plan by discussing and recording ideas Draft and write by building a varied and rich vocabulary. Evaluate and edit by proof-reading for spelling and cohesion 	<p>Text: I was born in the Stone age by Michael Rosen poetry</p>  <p>Outcome: unstructured narrative poem.</p> <ul style="list-style-type: none"> To develop a definition of poetry. To develop and use Alliteration To develop and use Onomatopoeia (Vocab choices to describe sounds) To develop and use similes Figurative language (similes) To develop an understanding of imagery in poetry. To explore story telling through poetry. To plan a narrative poem. To write a narrative poem. To create a class anthology of narrative poetry. 	<p>Text: Jack and the Baked Beanstalk by Colin Stimpson</p>  <p>Outcome: Twisted setting</p> <ul style="list-style-type: none"> Identify the purpose of a fairy tale. Develop empathy with a character. Adverbs (revision) Expressing place using prepositions (revision) Using and punctuating direct speech. Plan a setting for a narrative Draft and write by creating settings Plan by discussing his/her ideas within a given structure Draft and write by building a varied and rich vocab Draft and write by paragraphs around a theme Evaluate and edit by proof-reading for spelling and cohesion <p>CST: Preferential option for the poor</p>	<p>Text: Lava by Disney Pixar (film narrative poem)</p>  <p>Outcome: Narrative, prequel or sequel.</p> <ul style="list-style-type: none"> To identify the character personality. To explore the context of Lava. To generate ideas for a narrative including the rule of three. To stimulate and sort vocabulary. To identify and use prepositions that express place and time. Inverted commas (revision) Using specific vocab to add detail; To compile a paragraph To plan discussing and recording ideas. To build a paragraph Draft and write in narratives, creating setting and plot. To evaluate and edit by reading aloud their own work, to partners, using appropriate intonations and volume. 	<p>Text: News round (news broadcasts including transcripts) Newspaper articles.</p>  <p>Outcome: Script for own news broad cast (linked to Geography)</p> <ul style="list-style-type: none"> To identify the purpose audience and features of a news broadcast. To explore the context of the news broadcast. To stimulate and generate vocabulary and phrases used. Model verbs to express possibility To plan a script by discussing and recording ideas. To identify the structure, and punctuation of a script. To include parenthesis for stage directions. To draft and rewrite a script for a broadcast. To edit and evaluate proof reading for spelling and punctuation errors. To evaluate by reading aloud (performing) their own writing, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Text: limericks by Edward Lear.</p>  <p>Outcome: Limerick about themselves to perform to year 6.</p> <ul style="list-style-type: none"> To identify the features of a limerick. To create rhyming couplets. To draft sentences focusing on syllables. To draft and write a Limerick composing and rehearsing sentences orally. Draft and write by building a varied and rich vocab (including rhyming vocab) Evaluate and edit by proof reading for spelling and cohesion

Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p>Text: Stone Age Boy by Satoshi Kitamura</p>  <p>Outcome: Persuasive Letter</p> <ul style="list-style-type: none"> Identify word classes in sentences Word classes (nouns, verbs, adjectives) Expanded noun phrases Progressively building a varied and rich vocabulary discussing writing similar to that which they are planning to write in order to understand and learn from its structure Compound sentences using co-ordinating conjunctions organising paragraphs around a theme Plan by discussing and recording ideas Draft and write by building a varied and rich vocabulary. Evaluate and edit by proof-reading for spelling and cohesion <p>SoS: Acceptance of others</p>	<p>Text: The secrets of Stonehenge by Mick Manning</p>  <p>Outcome: Descriptive setting – historical</p> <ul style="list-style-type: none"> Identify the structure of a narrative. Apply previous learning of expanded noun phrase and prepositions of time. Prepositions of time, place and cause. Compound sentences using co-ordinating conjunctions (revision) Figurative language the use of similes. Draft and write in narrative creating settings. 	<p>Text: Diary of a killer cat by Anne fine. Survivors: Extraordinary tales from the wild and beyond – David Long, Sue Ruff and Bruce Nelson. The couple blasted by a volcano.(for 1 week)</p>  <p>Outcome: Diary entry living through a volcanic eruption.</p> <ul style="list-style-type: none"> Identify the purpose, features and structure of a diary. To develop empathy with a character. Using specific vocabulary to add detail (emotive language, rhetorical questions) To use conjunctions that express time. Apostrophes for possession. Appropriate verb choice Plan by discussing and recording ideas for a diary including the pattern of three Building paragraphs. Draft and write by increasing a range of sentence structures. Evaluate and edit assessing the effectiveness of their own and others writing and suggestion improvements. 	<p>Text: Earth shattering events by Robin Jacobs</p>  <p>Outcome: Explanation text (Linked to Geography)</p> <ul style="list-style-type: none"> To plan their own writing discussing and recording ideas. To write in non-narrative material, using simple organisational devices (application) Evaluate proposing changes to grammar and vocabulary to improve consistency. To use specific vocab to add detail; technical vocabulary. To form complex sentences from notes using subordinating conjunctions. To edit by assessing the effectiveness of their own writing suggesting and implementing improvements. 	<p>Text: The King of the Sky – Nicola Davies</p>  <p>Outcome: Letter (formal letter linked to Author study Nicola Davies)</p> <ul style="list-style-type: none"> To contextualise the work of Nicola Davies. To identify the purpose and features of a letter. To compare formal and informal letters Choosing nouns/pronouns for clarity, cohesion and to avoid repetition. Using specific vocabulary to add detail (emotive language, rhetorical questions) (revision) To plan their writing by discussing the structure, vocabulary and grammar of a formal letter. To draft and write a letter to an author <p>SoS: Welcoming others</p>	<p>Text: I was there Boudica's army by Hilary McKay.</p>  <p>Outcome: Write a narrative from the perspective of different character.</p> <ul style="list-style-type: none"> To contextualise a historical narrative, inferring plot from historical objects. To use fronted adverbials. To identify and use Subordinating Clauses using subordinating conjunctions. To exploring another perspective. To identify and use persuasive language. Use of Inverted commas Paragraphing by organising ideas around a theme. Apostrophes for possession for singular nouns. Adverbs to describe a verb. Draft and write by building a varied and rich vocab Draft and write using varied sentence structures. Draft and write in narrative creating settings, characters and plots. Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency.

Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3
<p>Text: How to Wash a Woolly Mammoth by Michelle Robinson & Kate Hindley.</p>  <p>Outcome: instructional writing.</p> <ul style="list-style-type: none"> • Discuss and identify the features of instructions. • Imperative verbs. • Adverbials of time • Adverbs • Plan instructions. • Draft and write non narrative material, using headings and subheadings • Evaluate and edit by proof-reading for spelling and cohesion 	<p>Text: Inside the Villains by Clotilde Perrin</p>  <p>Outcome: Non-chronological report on 'villain'</p> <ul style="list-style-type: none"> • Discuss writing similar to what they are going to produce by identify the structure of non-chronological report. • Quantifiers • Past and present tense. • Present perfect tense • Functions of sentences. • Plan by discussing writing similar to that which they are planning to write • Building a paragraph • Draft and write non narrative material, using headings and subheadings • Evaluate and edit by proof-reading for spelling and cohesion 				

NB: Year 3 have a set of core texts for guided reading (See reading overview). Other texts are also read to the class throughout the year. Some of these are parallel texts to writing text drivers in order to enrich and deepen discussions and writing.