

Year 3 Writing Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	Promote a love of Reading The Boy Who Grew Dragons / The Nothing to See Here Hotel / Varjak Paw / The Abominals				Poetry	Black History Month Hooray for Mary Seacole / Counting on Catherine / Ella Queen of Jazz, The Story of Ruby Bridges		
Aut 1	<u>Narrative</u> To write a story in four parts, in the first person with a definite ending. Transform for GDS Change into a third person story.	<u>Narrative</u> To write a story in four parts, in the first person with a definite ending. Transform for GDS Change into a third person story.	<u>Recount</u> Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions Transform for GDS Write same even in a different form e.g as a story, a letter or a diary.	<u>Recount</u> Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions Transform for GDS Write same even in a different form e.g as a story, a letter or a diary.	Compare forms of types of humour in poetry, e.g. word play, joke poems, word games, absurdities, cautionary tales, nonsense verse, limericks. Discuss how word play is used for extra impact.	<u>Narrative : Sulwe (Picture book)</u> To write a story in the third person organised into paragraphs ensuring that the sequence is clear. Some basic dialogue included. Transform for GDS Revise how the sequence of the story is expressed through conjunctions adverbs and prepositional phrases.	<u>Non Chronological Report</u> Write an information piece with a clear audience requiring an impersonal style and specific choice of language features for more formal writing. Transform for GDS Change the form of the NCR so there is a change in structure and language features i.e magazine article.	<u>Non Chronological Report</u> Write an information piece with a clear audience requiring an impersonal style and specific choice of language features for more formal writing. Transform for GDS Change the form of the NCR so there is a change in structure and language features i.e magazine article.
	Immigration / Refugee / Interfaith There's a boy just like me / Do You Speak Chocolate / My name is not refugee/				Christmas Little Robin Red vest (Picture book)	Traditional tales The Emperor's New Clothes / The Fisherman and His Wife / How The Camel Got His Hump / The Little Match Girl		
Aut 2	<u>Recount</u> Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions Transform for GDS Write same even in a different form e.g as a story, a letter or a diary.	<u>Recount</u> Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions Transform for GDS Write same even in a different form e.g as a story, a letter or a diary.	<u>Remembrance Poetry</u> Explain use of figurative language e.g, simile and how this is used to create pictures. Prepare poem to read aloud and to perform showing understanding through intonation, tone, volume and action	<u>Recount</u> Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions Transform for GDS Write same even in a different form e.g as a story, a letter or a diary.	<u>Letters:</u> Write a formal letter to Father Christmas. Show understanding of paragraphs, punctuation and formality. Transform to GDS Use wide range of co-ordinating and subordinating conjunctions with and across sentences.	<u>Narrative</u> Retell or write their own story varying voice and intonation to create a specific effect in the audience and sustain interest Transform to GDS Include dialogue to set the scene and present characters. Develop writing with a clear sense of purpose and intended effect of the reader.	<u>Narrative</u> Retell or write their own story varying voice and intonation to create a specific effect in the audience and sustain interest Transform to GDS Include dialogue to set the scene and present characters. Develop writing with a clear sense of purpose and intended effect of the reader.	
	Chinese New Year / Lin Yi's Lantern / Chinese New Year Colours		Diversity and Stereotypes : Pride Month Stella brings the family / Donovan's Big Day / In Our Mother's House					
Spring 1	<u>Explanation</u> Write a series of extended sentences, organised appropriately for a specific form to explain a process, ensuring relevant items are grouped together and enough details are included. Transform to GDS Provide a clear audience for the explanation adding appropriate diagrams/flow charts and vocabulary choices to support the explanation for the specific audience.	<u>Explanation</u> Write a series of extended sentences, organised appropriately for a specific form to explain a process, ensuring relevant items are grouped together and enough details are included. Transform to GDS Provide a clear audience for the explanation adding appropriate diagrams/flow charts and vocabulary choices to support the explanation for the specific audience.	<u>Narrative</u> To write a five part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward. Transform for GDS Revise one section of the story i.e 'problem'. Use words and phrases to capture the readers interest and imagination and select verbs carefully to describe actions, thoughts and feelings	<u>Narrative</u> To write a five part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward. Transform for GDS Revise one section of the story i.e 'problem'. Use words and phrases to capture the readers interest and imagination and select verbs carefully to describe actions, thoughts and feelings	<u>Recount</u> Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions Transform for GDS Write same even in a different form e.g as a story, a letter or a diary.	<u>Recount</u> Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions Transform for GDS Write same even in a different form e.g as a story, a letter or a diary.		

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	Traditional Tales Alice's Adventures in Wonderland / Peter Pan / Pippi Longstocking				Poetry			
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	Our Planet Pandora / The Last Wolf / The Secret of Black Rock / The Tin Forest				SEND and Personal difficulties The Lion who stole my arm / / Not today Celeste			
Sum 1	<u>Non Chronological Report</u> Write a non-chronological report about a subject researched in a specific form eg. Leaflet Transform to GDS Compare the subject in the leaflet to another similar subject using language of comparison and contrast.	<u>Non Chronological Report</u> Write a non-chronological report about a subject researched in a specific form eg. Leaflet Transform to GDS Compare the subject in the leaflet to another similar subject using language of comparison and contrast.	<u>Persuasion</u> Present a persuasive point of view in the form of a letter, beginning to link points together, selecting style and vocabulary appropriate to the reader. Transform to GDS Explore a range of organisational devices and use to transform the instructions evaluating the effectiveness.	<u>Persuasion</u> Present a persuasive point of view in the form of a letter, beginning to link points together, selecting style and vocabulary appropriate to the reader. Transform to GDS Explore a range of organisational devices and use to transform the instructions evaluating the effectiveness.	<u>Recount</u> Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions Transform for GDS Write same even in a different form e.g as a story, a letter or a diary.	<u>Recount</u> Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions Transform for GDS Write same even in a different form e.g as a story, a letter or a diary.	<u>Recount</u> Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions Transform for GDS Write same even in a different form e.g as a story, a letter or a diary.	
	Promote a love of reading The fireworkmakers daughter/ The Bear and the Piano/ Leon and the Place Between / The Silly Book of Side Splitting Stuff / The Legend of Kevin							
Sum 2	<u>Instructions</u> Write increasingly complicated instructions with a clear audience ensuring they can be easily followed by the intended audiences. Transform for GDS Explore a range of organisational devices and use to transform the instructions evaluating the effectiveness	<u>Instructions</u> Write increasingly complicated instructions with a clear audience ensuring they can be easily followed by the intended audiences. Transform for GDS Explore a range of organisational devices and use to transform the instructions evaluating the effectiveness	<u>Instructions</u> Write increasingly complicated instructions with a clear audience ensuring they can be easily followed by the intended audiences. Transform for GDS Explore a range of organisational devices and use to transform the instructions evaluating the effectiveness	<u>Recount</u> Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions Transform for GDS Write same even in a different form e.g as a story, a letter or a diary.	<u>Recount</u> Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions Transform for GDS Write same even in a different form e.g as a story, a letter or a diary.	<u>Recount</u> Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions Transform for GDS Write same even in a different form e.g as a story, a letter or a diary.		

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Writing Assessment Key Performance Indicators	KPIs On-track for Expected Standard (EXS) • Write a four part story with strong ending. • Some use of inverted commas to mark direct speech • Maintain writing in the 1st person • Write a recount of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions. • Write a series of extended sentences to explain a process • Show some awareness of different sentence openers including adverbs. • With support begin to use paragraphs to organise ideas. • Demarcate sentences with capital letters and full stops, question marks, commas to separate items in a list and apostrophes for contraction and possession • Apply and spell correctly all Key Stage 1 spelling rules and those from Year 3 covered so far • Use diagonal and horizontal strokes needed to join letters in some of their writing	KPIs On-track for Expected Standard (EXS) • Re-tell or write own story varying voice and intonation to create effects and sustain interest • Write a five part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward. • Write a formal information piece with a specific audience and specific form • Organise paragraphs around a theme • Use heading and sub-headings to aid presentation • Begin to experiment with figurative language • Use some words that capture the reader's interest, imagination and create a specific effect on the reader • Use inverted commas to punctuate direct speech • Capital letters, full stops, question marks and exclamation marks used mostly correctly. • Spell many words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly • Begin to use joined writing throughout independent writing	KPIs Expected Standard (EXS) • Write a story that has a problem and a resolution and where dialogue is beginning to move the story on. • Write increasingly complicated instructions with a clear audience ensuring they can be easily followed. • Present a persuasive point of view in the form of a letter • Plan with a clear purpose, audience and form • Express time, place and cause using conjunctions • Independently organise paragraphs around a theme • Use expanded noun phrases to add detail and precision to writing • Capital letters, full stops, question marks, commas in a list and apostrophes for contraction are mostly correct, with very few errors. • Use inverted commas to punctuate direct speech • Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly • Use joined writing throughout independent writing • Proof-read for spelling and punctuation errors, making corrections and revisions to own writing.
	KPIs On-track for Greater Depth (GDS) • Independently choose and know what to adapt and include when changing the form of writing. • Maintain writing in the 1st and 3rd person. • Include additional features for the form and audience of the writing. • Independently and accurately use the full range of punctuation taught at Key Stage 1 and in year 3 and proof-read to make corrections.	KPIs On-track for Greater Depth (GDS) • Use dialogue to support characterisation and set the scene to a story. • Apt use of vocabulary especially verbs • Independently choose and know what to adapt and include when changing the form of writing. • Inverted commas used mostly accurately • Use the language of comparison and contrast in report writing • Evaluate own writing against the purpose, text structure, audience	KPIs Greater Depth (GDS) • Explore a range of organisation devices depending on the form and purpose of the writing • Select precise vocabulary based on the audience and style of writing • Use dialogue to provide additional characterisation, using sparingly so it effectively adds detail to the writing • Use a wide range of co-ordinating and subordinating conjunctions with and across sentences.