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| Year 3 | Autumn 1  Topic: Digging Up the Past | Autumn 2  Topic: Quest | Spring 1  Topic: Kingdom Creators | Spring 2  Topic: Kingdom Creators (3 weeks)  Topic: Eruptosaurus! (3 weeks) | Summer 1  Topic: Eruptosaurus! | Summer 2  Topic: Environmental Explorers |
| Reading Texts | Sir Scallywag and the Deadly Dragon Poo (2 weeks)  The First Drawing (2 weeks)  Non-fiction: Pet Dragon *(1 week)*  Non-fiction: The Stone Age (1 week) | King Coo! (5 weeks) | Jack Stalwart and the Mission to Find Max | Non-fiction: Horrible Histories: Awful Egyptians  The Fantastic Flying Books of Mr Morris Lessmore (Book and Film Animation) | Fortunately the Milk | Fortunately the Milk  The Secret Garden |
| Writing Text Drivers | Where the Wild Things Are  Stone Age Boy | Arthur and the Golden Rope  Polar Express (2 weeks-linked to Christmas and Nativity) | Whole School Text: Unspoken  Cinderella of the Nile (3 weeks) | Weslandia  Escape From Pompeii (picture book version- 3 weeks) | The Pebble in My Pocket  Epos: The Flame Bird – Beast Quest | Flight of the Honeybee (3 weeks)  Wangari’s Trees of Peace |
| Subtexts linked to text driver (extracts, poems, smaller texts, animations, film clips, song lyrics) | Where the Wild thing animation clip  ZOG animation clip  Stone Age Workshop | Polar Express Film  Nativity: I’m Gonna Shine! | Egyptian Workshops | Poem: Jack Frost  Change.com- Petitions  Volcano eruption video clips | Newsround Clip: Dolphin Rescue | Wisley Visit and Workshops Bee Keeper Visit  David Attenborough Bee Programme & bee texts |
| Purpose- Audience- Form | **Where The Wild Things Are:**  \*To express feelings- Max (character)- diary  \*To describe/ entertain- Year 3- Story  \*To apologise- Max’s mum- letter  **Stone Age Boy:**  \*To inform- Young readers- Information page **(revisit in Weslandia)**  \*To instruct/ inform- Hunter gatherers-Instructions  \*To entertain- Young readers- Dialogue  \*To entertain- Young readers- Unique character description | **Arthur and the Golden Rope:**  \*To describe- Young readers- Setting description/  Story extract  \*To entertain- Young readers- Mini stories  \*To show gratitude- Arthur and the townsfolk- A speech  **The Polar Express**  \*To describe- Young readers- Setting descriptions  \*To entertain- Young readers- Dialogue | **Unspoken:**  \*To express emotions and recall events- Lion and the Mouse- Recount  \*To entertain – Young Readers – Dialogue between Lion and the Mouse  \*To entertain- Young Readers- Story extract  **Cinderella of the Nile:**  \*To entertain- Young readers- Short story extract  \*To describe- Young readers- Unique perspective character description  \*To persuade- Town Mayor or local residents- Online petition | **Weslandia**  \*To entertain-Young readers- Short story and a dialogue  \*To apologise- Wesley- Informal letter  \* To inform- Young readers- Leaflet for our civilisation  **Escape From Pompeii**  \*To describe- Young readers- Setting description  \*To argue- The Senator- Factual/ opinionated report  \*To describe/ entertain- Young Readers- Dialogue | **The Pebble in My Pocket**  \*To describe- Young readers- Setting description  \*To describe/ entertain- Young readers- Story extract  **Beast Quest**  \*To entertain- emotive diary  \*To inform- Young/adolescent readers- David Attenborough style report of Epos  \*To show gratitude- MC and the townsfolk- A speech | **Flight of the Honey Bee**  \*To recount- Young readers- Recount from a unique perspective  \*To inform- KS2 children- Bee information text  **Wangari’s Trees of Peace**   * To persuade- to prison guards to let Wangari out * To describe- Young Readers- Setting Description * To entertain- Young Readers- Short Story Extract |
| Grammar opportunities | Simple and compound sentences  Noun phrases  Questions  Past, present and future tense  Articles  Rule of 3  Prepositional phrases  Verbs and adverbs  Paragraphing  Adverbial phrases  Modal verbs  Abstract nouns  Repetition  Synonyms  **If time allows:**  Formality | Simple, compound and some complex sentences  Questions  Determiners  Paragraphing  Noun and adverbial phrases  Prepositions and prepositional phrases  Modal verbs  Imperative verbs  Speech punctuation  Non-fiction features: headings, colons to open a list, bullet points, numbering  Homophones: it’s and its  Similes (challenge group)  Colons (challenge group)  Brackets (challenge group) | Paragraphing  Simple, compound and complex sentences  Contrasting conjunctions and connectives  Synonyms  Noun phrases  Fronted adverbials  Prepositional phrases  Speech punctuation  Rule of 3  Informal tone  Modal verbs  Imperative verbs  Non-fiction features: headings, colons to open a list, bullet points, numbering  Switching between past, present and future tense  Dashes and brackets  Semi-colon when using ‘however’ (challenge group) | Simple, compound and complex sentences  Contrasting conjunctions and connectives  Adverbial phrases  Prepositional phrases  Different noun types  Noun phrases  Direct speech  Paragraphing  Synonyms  1st , 2nd and 3rd person voices  Repetition  Figurative language  Past, present and future tense  Developing a range of cohesive devices  Tag questions (including dashes)  Perfect present tense (I have been…)  Speech punctuation | Paragraphing  Prepositions  Prepositional phrases  Noun phrases  Synonyms  Action verbs  Adverbial phrases  Figurative language  Comparative adjectives and adverbs  1st and 3rd person voice  Complex sentences and comma punctuation  Present perfect tense  Brackets  Italics  Dash (challenge group)  Formal tone  Changing between past, present and future tense  Speech punctuation  Reported clauses | Paragraphing  Varying sentence types  Cohesion  Present Perfect Tense  Brackets  Dashes  Exclamations  Non-fiction features  Formal/ informal  Personification  Speech  **Revision of all other year 3 grammar aspects as identified from assessments** |
| **KPIs covered** | | | | | | |
| **Phase 1** | * Discusses and records ideas which support writing * Orally rehearses sentences and is beginning to use an increasing range of sentence structures and varied vocabulary * Organises paragraphs around a theme * In narratives, creates settings, characters and plots * Extends sentences with more than one clause using conjunctions because , so, but , and , while * Uses the form a or an according to whether the next word begins with a consonant or a vowel * Chooses nouns or pronouns to avoid repetition | | | | | |
| **Phase 2** | * Expresses time, place and cause using conjunctions, adverbs and prepositions * In non-narratives uses simple organisational devices * Proof-reads for spelling and punctuation and makes suggestions for the effectiveness of their own and other’s writing * Uses diagonal and horizontal strokes that are needed to join letters and understands which letters , when adjacent to one another, are best left unjoined | | | | | |
| **Phase 3** | * Uses the present perfect form of verbs instead of the simple past * Introduces inverted commas to punctuate direct speech and uses a range of punctuation, mostly correctly * Use further prefixes and suffixes and understands how to add them * Spells correctly further homophones and words that are often misspelt | | | | | |