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|  | **Text** | **Grammar/Punctuation Focus** | **Year 3 writing KPIs being covered (GD highlighted)** | **Year 3 reading KPIs being covered (GD highlighted)** | **Writing outcomes**  **Main in bold** | **Whole class novel**  **To add in** |
| **Back to school text** | **Change sings**  2 weeks | Full stops, capital letters, exclamation  Expanded noun phrases  Conjunctions (when, if, that, because) | Composes sentences, progressively building a rich and varied vocabulary.  Identifies and uses correct punctuation  Develop their understanding of the concepts set out in English Appendix 2 by:   * Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although * Using the present perfect form of verbs in contrast to the past tense * Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition * Using conjunctions, adverbs and prepositions to express time and cause |  | **poem,**  poetry reviews,  slogans and posters | **How to grow a dragon** |
| **Term 1** | How to Wash a Woolly Mammoth (non lit-tree text).  Two weeks | Word classes-  Imperative verbs  Adverbs  Prepositions | Composes sentences, progressively building a rich and varied vocabulary.  GD- some use of figurative language.  Use headings and subheadings Headings and sub headings are well selected and appropriate to context.  Identifies and uses correct punctuation  Use of a range of word classes- adjectives, adverbs, prepositions | Read further common exception words  Identify how language, structure and presentation contribute to meaning.  Retrieve and record information from non-fiction. Use skimming and scanning techniques effectively to retrieve information efficiently. | Letter to Mrs Bennet to get a Woolly mammoth with subheaded reasons  **Instructions** | **How to grow a dragon** |
| The first drawing  2 weeks | Paragraphs,  Conjunctions,  Expanded noun phrases  Inverted commas | In some writing, organise paragraphs around a theme. Cohesion  In narratives create settings, characters and plot.  GD- settings and characters are described in increasing detail.  Use conjunctions to express time and cause within a sentence.  GD- vary position of conjunctions. | Discuss words and phrases which capture reader’s interest and imagination. Begin to explain an author’s language choices.  Explain personal response to words or phrases | Setting description  Character description  Diary entry  Letter  **Narrative- change of person to first** |  |
| **Term 2** | The tear thief | Fronted adverbials  Present perfect form  Pronouns | Use adverbs to express time and cause within sentences. GD- as above.  Use the present perfect form of verbs instead of the simple past. GD- uses both present perfect and simple past.  Chooses an appropriate pronoun or noun within sentences. GD- can choose either a noun or pronoun to add impact to writing. | Read further common exception words  Makes inferences on the basis of what is said and done and can explain characters’ feelings. Justify predictions on the basis of evidence drawn from the text. | Character and setting descriptions  Create own narrative | **Mr Penguin** |
| The BFG  3 weeks | Conjunctions  Compound words  Noun phrases  Similes  Compound words | Use conjunctions, adverbs and prepositions to express time, cause within a sentence. GD- vary the position.  Composes sentences, progressively building a rich and varied vocabulary.  GD- figurative language  Proof read for punctuation errors when identified by a teacher. GD- independently  Apostrophes for contraction | Discuss words and phrases which capture reader’s interest and imagination. Begin to explain an author’s language choices.  Explain personal response to words or phrases.  Makes inferences on the basis of what is said and done and can explain characters’ feelings.  Justify predictions on the basis of evidence drawn from the text. | Newspaper report  Giant narrative  Diary entry  recipe  Instructions to capture dreams.  Wanted posters | The BFG |
|  | Christmas poetry week  Twas the night before Christmas  (1 week) | Figurative language  Rhymes | Composes sentences, progressively building a rich and varied vocabulary.  GD- figurative language  Presentation linked creatively to poem | Preparing poems to read aloud to perform showing understanding through intonation, ton, volume and action. | Poems |  |
| **Term 3** | The last garden |  |  |  |  |  |
|  | Cloud Tea Monkeys | Determiners  Paragraphs  Headings and subheadings  Present perfect form | In some writing organise paragraphs around a theme. GD- writing shows cohesion within each paragraph.  In non-fiction, use headings and subheadings to aid presentation. GD- headings and sub headings are well selected and appropriate to context.  Use possessive apostrophe mostly accurately | Read further exception words  Develop positive attitudes to reading and understanding of what they read by:  - identifying themes and conventions  - discussing words and phrases that capture the reader’s interest and imagination | Descriptive passage  ‘How to’ guide  Letter  Oral discussion  Non- chronological report |  |
| **Term 4** | Cinderella of the Nile |  | In some writing organise paragraphs around a theme. GD- writing shows cohesion within each paragraph.  Use possessive apostrophe mostly accurately. GD- sometimes use possessive apostrophe accurately with plural nouns.  Use the present perfect form of verbs instead of the simple past.  Uses both present and simple past forms  Apply knowledge of spelling rules an patterns | Read a wide range of stories such as myths, legends or traditional stories and retell some of these orally.  Read aloud and understand words based on knowledge of root words, prefixes and suffixes.  Perform age-appropriate plays and poetry aloud using intonation, tone, volume and action. | Short news report  diary entry  character description  advert  Own version traditional tale |  |
|  | Black Dog | Plural and possessive –s  Noun phrases  Inverted commas Apostrophes  plural possession | In some writing organise paragraphs around a theme. GD- writing shows cohesion within each paragraph.  In narratives creates settings, characters and plot. GD- settings and character are described in detail.  Use conjunctions, adverbs and prepositions to express time, cause within a sentence. GD- vary the position.  Use possessive apostrophe mostly accurately. GD- sometimes use possessive apostrophe accurately with plural nouns.  Some use of inverted commas to punctuate direct speech. GD- punctuating some direct speech accurately. | Predicting what might happen from details stated and implied  Identifying how language, structure, and presentation contribute to meaning  Participating in discussion about both books that are read to them and those they can read for  themselves, taking turns and listening to what others say | Character description  Newspaper report  Extended story with a point of suspense |  |
| **Term 5** | The mysteries of Harris Burdick | Paragraphs  Present perfect  Inverted commas  Fronted adverbials | Some use of inverted commas to punctuate direct speech. GD- punctuating some direct speech accurately.  In narratives creates settings, characters and plot. GD- settings and character are described in detail.  Use conjunctions, adverbs and prepositions to express time, cause within a sentence. GD- vary the position.  Use present perfect form of verbs. GD- use both present and simple. | Discuss words and phrases which capture reader’s interest and imagination.  Makes inferences on the basis of what is said and done and can explain characters’ feelings. | diary entry  dialogue  setting description (atmospheric  description),  captions and titles for presentation  Mystery story |  |
|  | How to live forever | Prefixes  Word families  Adverbs  Inverted commas  Fronted adverbials | Headings and subheadings.  Some use of inverted commas to punctuate direct speech. GD- punctuating some direct speech accurately.  In narratives creates settings, characters and plot. GD- settings and character are described in increasing detail. | Use dictionaries to check the meanings of words that they have read.  Read a wide range of stories such as myths, legends or traditional stories and retell some of these orally.  Check the text makes sense to them, discussing their understanding and explaining the meaning of words in context. | lost poster,  letter of warning,  character and setting descriptions  Prequel to the story |  |
| **Term 6** | Jim, a cautionary tale | conjunctions and adverbs  Fronted adverbials  Pronouns | Chooses an appropriate pronoun or noun within sentences.  Choose a pronoun or noun to add impact to writing  Use conjunctions, adverbs and prepositions to express time, cause within a sentence. GD- vary the position.  Use of fronted adverbials  Build a rich and varied vocabulary  Some use of figurative devices and language | Perform age-appropriate plays and poetry aloud using intonation, tone, volume and action.  Discuss words and phrases which capture reader’s interest and imagination. | Leaflet  Warning poster  Narrative poetry (cautionary tales),  performance poetry |  |
|  | The legend of Sally Jones  Summer Poems |  | Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]  Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]  Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore] GD- vary the position.    Use present perfect form of verbs. GD- use both present and simple. | Read aloud and understand words based on knowledge of root words, prefixes and suffixes.  Make predictions based on what has been read | Birth Certificate,  letter,  class ‘book of tricks’, newspaper article,  advert, telegram,  booklet, ‘so long’ note |  |