
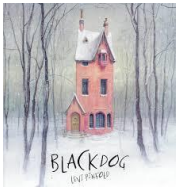

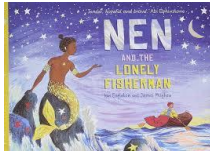

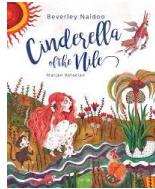
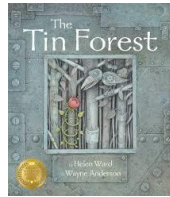
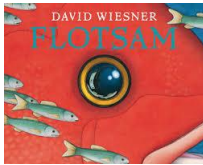
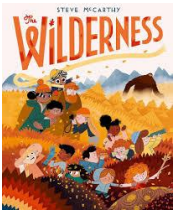


## Year 3 English Writing Overview

| Autumn   | Autumn  | Autumn   | Spring   | Spring  | Spring   | Summer  | Summer   | Summer   |
|--|---|--|--|---|--|---|--|--|
| <p>The First Drawing</p>      | <p>Black Dog</p>           | <p>The Tear Thief</p>   | <p>Nen and the Lonely Fisherman</p>   | <p>The Barnabas Project</p>    | <p>Cinderella of the Nile</p>             | <p>The Tin Forest</p>    | <p>Flotsam</p>    | <p>Wilderness</p>   |
| <b>Writing Outcomes</b>  |   |  |  |   |  |   |  |  |
| <p>Instant writes: character description, diary entry, recount</p> <p>Extended write: historical narrative</p> | <p>Instant writes: Postcard, dialogue, retelling, description</p> <p>Extended write: suspense narrative</p> | <p>Instant writes: Shared poem, diary entry, persuasive poster, letter of explanation, discussion</p> <p>Extended write: newspaper article</p> | <p>Instant writes: Lonely hearts advert character description, thought bubbles, diary entries, message in a bottle setting description</p> <p>Extended write: narrative with a twist on the traditional tale</p> | <p>Instant writes: Instructional writing (escape plan, experiment), descriptions, advertisements, letters of advice, dialogue</p> <p>Extended write: brochure</p> | <p>Instant writes: Short news report, diary entry, character description, advert</p> <p>Extended write: traditional tale</p> | <p>Instant writes: Persuasive posters, information leaflets, postcards, diary entries, wishes, setting descriptions</p> <p>Extended write: persuasive information leaflet</p> | <p>Instant writes: Postcards, setting descriptions, non-chronological reports, message in a bottle letters</p> <p>Extended write: sequel mystery narrative</p> | <p>Instant writes: a 'meet the family' character introduction; letter of advice; descriptive poem; SOS message; identification label</p> <p>Extended write: guide to enjoying the wilderness</p> |

### Cross Curricular Links

|                                |  |  |                      |                                |   |   |   |  |
|--------------------------------|--|--|----------------------|--------------------------------|---|---|---|--|
| History: Stone Age to Iron Age |  |  | PSHCE: relationships | Science: animals and nutrition | Geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes | Science: plants, recycling, materials, climate change | Geography: comparing local, national and international localities | Geography: describing physical features<br>PSHCE: leaving your comfort zone & taking risks |
|--------------------------------|--|--|----------------------|--------------------------------|---|---|---|--|

### Oracy

|                              |                      |  |                |  |  |                       |                 |   |
|------------------------------|----------------------|--|----------------|--|--|-----------------------|-----------------|---|
| Exploring speech conventions | Character discussion |  | Freeze-framing |  |  | Climate change debate | Story retelling | Discussing physical dangers of the wilderness |
|------------------------------|----------------------|--|----------------|--|--|-----------------------|-----------------|---|

### RWI Spelling

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

The short *i* sound spelt with the letter **y**

Adding the prefixes **dis-** and **in-**, **im-** to root words beginning with **m** or **p**, **re-**, **anti-**, **super-**, **sub**

Adding **-ation** to verbs to form nouns

Adding the suffix **-ly** (to adjectives to form adverbs)

Words ending in **-ture**

Adding the suffix **-ion** (to root words ending in **t** or **te**), and **-ian** (to root words ending in **c** or **cs**)

Words with the **c** sound spelt **ch**

Words with the **sh** sound spelt **ch**

Homophones

[Year 3 and 4 word list](#)

### Grammar

| Word  | Noun Phrases   | Adverbial Phrases  | Tense  | Sentence  |
|---|--|--|--|---|
| Use of the forms a or an according to whether the next word begins with a consonant or a vowel  | Use of adverbs to modify noun phrases [e.g. the really bright star or the particularly small shell]  | Use adverbial phrases to identify place, time, manner and frequency  | Use of the present perfect form of verbs instead of the simple past [e.g. He has gone out to play contrasted with He went out to play] | Create a range of multi-clause sentences using a wide range of conjunctions<br>Beginning a sentence with a subordinate clause   |
| Conjunctions  | Punctuation  | Speech   | Text   | Terminology   |
| Express time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of] | Apostrophes to mark where letters are missing in a wider range of words, [e.g. should've, would've, couldn't, let's]<br>Revision of apostrophes to mark singular possession in nouns, and plural possession in irregular nouns [e.g. the girl's name, the children's playtime] | Use of inverted commas and other punctuation to indicate direct speech [e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] | Introduction to paragraphs as a way to group related material<br>Headings and sub-headings to aid presentation                         | preposition<br>conjunction<br>word family<br>prefix<br>clause<br>subordinate clause<br>direct speech<br>consonant<br>consonant letter<br>vowel<br>vowel letter<br>inverted commas (or 'speech marks') |