

Year 3	Spring (44)	Summer (49)
Purpose and Genre	<p>To persuade - Holiday Brochure Skara Brae (16)</p> <p>To entertain - Poetry I asked the little boy who couldn't see (12)</p> <p>To entertain - Adventure Narrative The Last Bear (15)</p>	<p>To inform - Instructions My Strong Mind (17)</p> <p>To inform - Explanation text The street beneath my feet (17)</p> <p>To entertain - Adventure Narrative Stone Age Boy (15)</p>
PAG	<p><u>To entertain - Narratives</u></p> <p>Text Structure</p> <ul style="list-style-type: none"> ★ Time and place are referenced to guide the reader through the text, e.g. in the morning. ★ Organised into paragraphs, e.g. When she arrived at the bear's house. ★ Cohesion is strengthened through relationships between characters, e.g. Jack, his, his mother, her. <p>Sentence Types</p> <ul style="list-style-type: none"> ★ Simple sentences with extra description. ★ Some complex sentences using because, which, where etc. ★ Tense consistent, e.g. typically past tense for narration, present tense in dialogue. ★ Dialogue is realistic and conversational in style, e.g. Well, I suppose... ★ Verbs used are specific for action, e.g. rushed, shoved, pushed. ★ Adverbials, e.g. When she reached home... ★ Expanded noun phrases, e.g. two horrible hours. <p>Punctuation - Consolidation of punctuation previously taught as well as:</p> <ul style="list-style-type: none"> ★ Introduce possessive apostrophes for plural nouns. ★ Introduce inverted commas. <p><u>To inform - Instructions</u></p> <p>Text Structure</p> <ul style="list-style-type: none"> ★ A set of ingredients and equipment needed are outlined clearly. ★ Organised into clear points denoted by time. ★ Introduction hook and an ending conclusion. ★ May include labelled illustrations or diagrams to support specifics in the text <p>Sentence Types</p> <ul style="list-style-type: none"> ★ Simple sentences with extra description. ★ Some complex sentences using when, if, as etc. ★ Adverbials, e.g. When the glue dries, attach the paperclip. ★ Rhetorical questions at the beginning to hook the reader. <p>Punctuation - Consolidation of punctuation previously taught as well as:</p> <ul style="list-style-type: none"> ★ Introduce possessive apostrophes for plural nouns. ★ Introduce inverted commas. <p><u>To persuade - Holiday Brochure</u></p> <p>Text Structure</p> <ul style="list-style-type: none"> ★ Clear introduction. ★ Points about subject/issue. ★ Organised into paragraphs. 	

	<p>★ Subheading used to organise texts.</p> <p>Sentence Types</p> <ul style="list-style-type: none"> ★ Simple sentences with extra description. ★ Some complex sentences using when, if, as etc. ★ Tense consistent, e.g. modal verbs can/will. ★ Adverbials, e.g. When they have a problem, go outside until dark. It felt better by the train station. ★ Start sentences with verbs, e.g. imagine, consider, enjoy. <p>Punctuation - Consolidation of punctuation previously taught as well as:</p> <ul style="list-style-type: none"> ★ Introduce possessive apostrophes for plural nouns. ★ Introduce inverted commas. <p><u>To inform - Explanation text</u></p> <p>Text Structure</p> <ul style="list-style-type: none"> ★ Clear title and introduction. ★ Organised into paragraphs shaped around a key topic sentence. ★ Use formal and technical vocabulary. <p>Sentence Types</p> <ul style="list-style-type: none"> ★ Simple sentences with extra description. ★ Some complex sentences using when, if, as etc. ★ Tense consistent ★ Adverbials of time and manner are used to add additional information. <p>Punctuation - Consolidation of punctuation previously taught as well as:</p> <ul style="list-style-type: none"> ★ Introduce possessive apostrophes for plural nouns. ★ Introduce inverted commas. ★ Apostrophes for possession. ★ Commas in a list. 	
Curriculum Links	<p>Holiday Brochure - Geography</p> <p>Adventure Narrative - Geography/RSHE</p> <p>Poetry - RSHE</p>	<p>Instructions - RSHE</p> <p>Adventure Narrative - History</p> <p>Explanation Text - Geography</p>
Spelling Coverage	<p>Spring 1:</p> <p>Y3 Statutory Word List (Applying Prefixes + Suffixes where appropriate)</p> <p>Prefix: auto- pre-</p> <p>Suffix: -ation</p> <p>Suffix: -ly</p> <p>Words with endings sounding like /ʒə/ or /tʃə/</p> <p>Revision and application of $\frac{1}{2}$ term rules</p> <p>Spring 2:</p> <p>Y3 Statutory Word List (Applying Prefixes + Suffixes where appropriate)</p> <p>Suffix: -ous</p> <p>Endings which sound like /ʒen/</p> <p>Endings which sound like /ʃən/ (W1)</p> <p>Endings which sound like /ʃən/ (W2)</p> <p>Revision and application of $\frac{1}{2}$ term rules</p>	<p>Summer 1:</p> <p>Y3 Statutory Word List (Applying Prefixes + Suffixes where appropriate)</p> <p>Words with the /k/ sound spelt ch (Greek in origin)</p> <p>Words with the /k/ sound spelt ch (French in origin)</p> <p>Words with the /g/ sound spelt gue and the /k/ sound spelt que (French in origin)</p> <p>Words with the /s/ sound spelt sc (Latin in origin)</p> <p>Revision and application of $\frac{1}{2}$ term rules</p> <p>Summer 2:</p> <p>Y3 Statutory Word List (Applying Prefixes + Suffixes where appropriate)</p> <p>Words with the /ei/ sound spelt ei, eigh, or ey</p> <p>Possessive apostrophe with plural words</p> <p>Homophones and near homophones (3 weeks)</p> <p>Revision and application of $\frac{1}{2}$ term rules</p>