

<u>Year 3</u>			
	<u>Autumn (60)</u>	<u>Spring (44)</u>	<u>Summer (52)</u>
Purpose and Genre	<p>To entertain - Adventure Narrative Stone Age Boy (15)</p> <p>To entertain - Poetry Autumn is here (15)</p> <p>To persuade - Persuasive Post Christmas Dessert Social Media Post (11)</p> <p>To inform - Instructions My Strong Mind (17)</p>	<p>To entertain - Poetry I asked the little boy who couldn't see (12)</p> <p>To entertain - Comedy Narrative The Incredible Book Eating Boy (15)</p> <p>To inform - Explanation text The street beneath my feet (17)</p>	<p>To inform - Holiday Brochure Skara Brae (16)</p> <p>To entertain - Adventure Narrative The Last Bear (15)</p> <p>To entertain - Traditional Tale Magic Paintbrush (16)</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. 		

To inform - Instructions

Text Structure

- ★ 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

Sentence Types

- ★ 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.

Punctuation - Consolidation of punctuation previously taught as well as:

- ★ Introduce possessive apostrophes for plural nouns.
- ★ Introduce inverted commas.

To persuade - Persuasive post/Holiday Brochure

Text Structure

- ★ Clear introduction.
- ★ Points about subject/issue.
- ★ Organised into paragraphs.
- ★ Subheading used to organise texts.

Sentence Types

- ★ 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.

Punctuation - Consolidation of punctuation previously taught as well as:

- ★ Introduce possessive apostrophes for plural nouns.
- ★ Introduce inverted commas.

To inform - Explanation text

Text Structure

- ★ Clear title and introduction.
- ★ Organised into paragraphs shaped around a key topic sentence.

	<p>★ Use formal and technical vocabulary.</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 ★ 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>Adventure Narrative - History</p> <p>Poetry - RE - Harvest/Science - Seasons</p> <p>Persuasive Post - DT</p> <p>Instructions - RSHE</p>	<p>Poetry - RSHE</p> <p>Comedy Narrative - DT & Science - Healthy Eating</p> <p>Explanation Text - Geography</p>	<p>Traditional Tale - Art / Geography</p> <p>Adventure Narrative - Geography/RSHE</p> <p>Holiday Brochure - Geography</p>
Spelling Coverage	<p>Autumn 1:</p> <p>Y3 Statutory Word List (Applying Prefixes + Suffixes where appropriate)</p> <p>Revisit suffixes: -ing, -ed, -er, -est</p> <p>Revisit plurals: -s and es</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>The /ɪ/ sound spelt y elsewhere than at the end of words</p> <p>The /u/ sound spelt ou</p> <p>Revision and application of $\frac{1}{2}$ term rules</p> <p>Autumn 2:</p> <p>Y3 Statutory Word List (Applying Prefixes + Suffixes where appropriate)</p> <p>The prefix 'mis-'</p> <p>The prefix 'dis-'</p> <p>Prefixes: re- sub-</p> <p>Prefixes: super- tele-</p>	<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>

	Homophones & Near Homophones <i>Revision and application of $\frac{1}{2}$ term rules</i>		Revision and application of $\frac{1}{2}$ term rules
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