

Year 3



Objectives taken from the National Curriculum 2014

Children should plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Children should draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Children should evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements

Children should proof-read for spelling and punctuation errors.

Children should read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Use the forms a or an correctly.	Use adverbs to express time, place and cause (then, next, soon, therefore)	Use the present perfect form of verbs instead of the past tense	recognise word families are based on common words and show how they are related in meaning (e.g. solve, solution, solver, dissolve, insoluble)	Use inverted commas (speech marks) to punctuate direct speech
Extend sentences with more than one clause using a wider range of conjunctions, including if, when, because, although	use prepositions to express time, place and cause (e.g. before, after, during, in, because of)	Introduce paragraphs as a way to group related material	use headings and sub-headings to aid presentation	use a range of prefixes to to form nouns (e.g. super-, anti-, auto)
Use conjunctions to express time, place and cause (e.g. when, before, after, while, so, because)				

**N = New Learning**    **R = Recall of prior learning**    **T – New terminology**    **S – Spellings (SR =spelling recall)** - not done yet as we don't have a spelling scheme

<u>Autumn</u> Savage Stone Age	<u>Spring</u> All Abroad	<u>Summer</u> Extreme Earth
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Teachers must teach the conventions of the genre alongside the GaPS skills.

<p>Poetry (3 weeks)</p> <p>R – Use expanded noun phrases to describe and specify</p> <p>R – Use familiar punctuation correctly (full stops, capital letters, exclamation marks, question marks)</p> <p>R – identify and write sentences that are statements, commands, questions and exclamations</p> <p>R – use co-ordinating conjunctions (and, but, or, so)</p> <p>R – use subordinating conjunctions (because, if, while, when)</p> <p>R – use commas to separate items in a list</p> <p>R – Apostrophes to mark contractions and singular plurals</p> <p>R – Using the past and present tenses correctly and consistently, including the progressive forms.</p> <p>N – Use the forms a or an correctly.</p> <p>T – consonant, consonant letter, vowel, vowel letter</p>	<p>Recount (3 weeks)</p> <p>R – Use the forms a or an correctly.</p> <p>R – Extend sentences with more than one clause using a wider range of conjunctions, including if, when, because, although</p> <p>R – Use conjunctions to express time, place and cause (e.g. when, before, after, while, so, because)</p> <p>R – Y2 – use ‘-ly’ suffixes to turn adjectives into adverbs</p> <p>N – Use adverbs to express time, place and cause (then, next, soon, therefore)</p>	<p>Narrative (3 weeks)</p> <p>R – Use the forms a or an correctly.</p> <p>R – Extend sentences with more than one clause using a wider range of conjunctions, including if, when, because, although</p> <p>R – Use conjunctions, adverbs and prepositions to express time, place and cause (e.g. when, before, after, while, so, because)</p> <p>N – Use the present perfect form of verbs instead of the past tense</p>	<p>Instructions (2 weeks)</p> <p>R – Use the forms a or an correctly.</p> <p>R – Extend sentences with more than one clause using a wider range of conjunctions, including if, when, because, although</p> <p>R – Use conjunctions, adverbs and prepositions to express time, place and cause (e.g. when, before, after, while, so, because)</p> <p>R – Use the present perfect form of verbs instead of the past tense</p> <p>R – use paragraphs, headings and sub-headings to aid presentation</p> <p>N – recognise word families are based on common words and show how they are related in meaning (e.g. solve, solution, solver, dissolve, insoluble)</p> <p>R – use a range of prefixes to form nouns (e.g. super-, anti-, auto)</p> <p>T – word family</p>	<p>Narrative (3 weeks)</p> <p>R – Use the forms a or an correctly.</p> <p>R – Extend sentences with more than one clause using a wider range of conjunctions, including if, when, because, although</p> <p>R – Use conjunctions, adverbs and prepositions to express time, place and cause (e.g. when, before, after, while, so, because)</p> <p>R – Use the present perfect form of verbs instead of the past tense</p> <p>R – use paragraphs, headings and sub-headings to aid presentation</p> <p>R – recognise word families are based on common words and show how they are related in meaning (e.g. solve, solution, solver, dissolve, insoluble)</p> <p>R – use a range of prefixes to form nouns (e.g. super-, anti-, auto)</p> <p>N – Use inverted commas (speech marks) to punctuate direct speech</p> <p>T – direct speech, inverted commas</p>	<p>Persuasive letters (3 weeks)</p> <p>R – Use the forms a or an correctly.</p> <p>R – Extend sentences with more than one clause using a wider range of conjunctions, including if, when, because, although</p> <p>R – Use conjunctions, adverbs and prepositions to express time, place and cause (e.g. when, before, after, while, so, because)</p> <p>R – Use inverted commas (speech marks) to punctuate direct speech</p> <p>R – Use the present perfect form of verbs instead of the past tense</p> <p>R – use paragraphs, headings and sub-headings to aid presentation</p> <p>R – recognise word families are based on common words and show how they are related in meaning (e.g. solve, solution, solver, dissolve, insoluble)</p> <p>R – use a range of prefixes to form nouns (e.g. super-, anti-, auto)</p>
<p>Descriptive writing (3 weeks)</p> <p>R – R – Use expanded noun phrases to describe and specify</p> <p>R – Use familiar punctuation correctly (full stops, capital letters, exclamation marks, question marks)</p> <p>R – identify and write sentences that are statements, commands, questions and exclamations</p>	<p>Non-chronological report (3 weeks)</p> <p>R – Use the forms a or an correctly.</p> <p>R – Extend sentences with more than one clause using a wider range of conjunctions, including if, when, because, although</p> <p>R – Use conjunctions to express time, place and cause</p>	<p>Non-chronological reports (3 weeks)</p> <p>R – Use the forms a or an correctly.</p> <p>R – Extend sentences with more than one clause using a wider range of conjunctions, including if, when, because, although</p> <p>R – Use conjunctions, adverbs and prepositions to express time, place and cause (e.g.</p>	<p>Author Study (3 weeks)</p> <p>R – Use the forms a or an correctly.</p> <p>R – Extend sentences with more than one clause using a wider range of conjunctions, including if, when, because, although</p> <p>R – Use conjunctions, adverbs and prepositions to express time, place and cause (e.g.</p>	<p>Explanation (3 weeks)</p> <p>R – Use the forms a or an correctly.</p> <p>R – Extend sentences with more than one clause using a wider range of conjunctions, including if, when, because, although</p> <p>R – Use conjunctions, adverbs and prepositions to express time, place and cause (e.g. when, before, after, while, so, because)</p>	<p>Non-chronological report (4 weeks)</p> <p>R – Use the forms a or an correctly.</p> <p>R – Extend sentences with more than one clause using a wider range of conjunctions, including if, when, because, although</p> <p>R – Use conjunctions, adverbs and prepositions to express time, place and cause (e.g. when, before, after, while, so, because)</p>

<p>R – use co-ordinating conjunctions (and, but, or, so)</p> <p>R – use subordinating conjunctions (because, if, while, when)</p> <p>R – use commas to separate items in a list</p> <p>R – Apostrophes to mark contractions and singular plurals</p> <p>R – Using the past and present tenses correctly and consistently, including the progressive forms.</p> <p>R – Use the forms a or an correctly.</p> <p>N – Extend sentences with more than one clause using a wider range of conjunctions, including if, when, because, although</p> <p>N – Use conjunctions to express time, place and cause (e.g. when, before, after, while, so, because)</p> <p>T – conjunction, clause, subordinate clause</p>	<p>(e.g. when, before, after, while, so, because)</p> <p>R – use adverbs to express time, place and cause (then, next, soon, therefore)</p> <p>N – use prepositions to express time, place and cause (e.g. before, after, during, in, because of)</p> <p>T – preposition</p>	<p>when, before, after, while, so, because)</p> <p>R – Use the present perfect form of verbs instead of the past tense</p> <p>N – Introduce paragraphs as a way to group related material</p> <p>N – use headings and sub-headings to aid presentation</p> <p>T – paragraph, heading, subheading</p>	<p>when, before, after, while, so, because)</p> <p>R – Use the present perfect form of verbs instead of the past tense</p> <p>R – use paragraphs, headings and sub-headings to aid presentation</p> <p>R – recognise word families are based on common words and show how they are related in meaning (e.g. solve, solution, solver, dissolve, insoluble)</p> <p>N – use a range of prefixes to form nouns (e.g. super-, anti-, auto)</p> <p>T – prefix</p>	<p>R – Use inverted commas (speech marks) to punctuate direct speech</p> <p>R – Use the present perfect form of verbs instead of the past tense</p> <p>R – use paragraphs, headings and sub-headings to aid presentation</p> <p>R – recognise word families are based on common words and show how they are related in meaning (e.g. solve, solution, solver, dissolve, insoluble)</p> <p>R – use a range of prefixes to form nouns (e.g. super-, anti-, auto)</p>	<p>R – Use inverted commas (speech marks) to punctuate direct speech</p> <p>R – Use the present perfect form of verbs instead of the past tense</p> <p>R – use paragraphs, headings and sub-headings to aid presentation</p> <p>R – recognise word families are based on common words and show how they are related in meaning (e.g. solve, solution, solver, dissolve, insoluble)</p> <p>R – use a range of prefixes to form nouns (e.g. super-, anti-, auto)</p>
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**Skills check** – This is the aim for the vast majority of the class to achieve this half term to ensure that they are ready to move on to the next piece of learning  
Can children...?

<ul style="list-style-type: none"> <li>Consistently write sentences that begin with a capital letter and end with a full stop</li> <li>Understand that different sentence types are used in different situations</li> <li>Correctly use full stop, question marks, exclamation mark and commas in a list</li> <li>Use expanded noun phrases to add to descriptions.</li> <li>Use suffixes ‘ed’, ‘ly’, ‘er’, ‘est’, ‘ful’, ‘less’ and ‘ness’.</li> <li>Join sentences using co-ordinating and subordinating conjunctions.</li> <li>Use ‘a’ and ‘an’ correctly in their writing</li> </ul>	<ul style="list-style-type: none"> <li>Use ‘a’ and ‘an’ correctly in their writing</li> <li>Use conjunctions, adverbs and prepositions to show time, place and cause</li> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Create characters, settings and plot</li> <li>Discuss and record ideas about their writing</li> <li>Compose and rehearse sentences orally</li> <li>Assess the effectiveness of their own and others’</li> </ul>	<ul style="list-style-type: none"> <li>Use ‘a’ and ‘an’ correctly in their writing</li> <li>Use conjunctions, adverbs and prepositions to show time, place and cause</li> <li>Use present perfect tense accurately in their writing</li> <li>Organise ideas into paragraphs, using headings and subheadings where appropriate</li> <li>Create characters, settings and plot</li> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	<ul style="list-style-type: none"> <li>Use ‘a’ and ‘an’ correctly in their writing</li> <li>Use conjunctions, adverbs and prepositions to show time, place and cause</li> <li>Use present perfect tense accurately in their writing</li> <li>Organise ideas into paragraphs, using headings and subheadings where appropriate</li> <li>Create characters, settings and plot</li> <li>Recognise word families and their meanings</li> <li>Use prefixes to form nouns</li> <li>Discuss writing similar to that which they are planning to write in order</li> </ul>	<ul style="list-style-type: none"> <li>Use ‘a’ and ‘an’ correctly in their writing</li> <li>Use conjunctions, adverbs and prepositions to show time, place and cause</li> <li>Use inverted commas (speech marks) to punctuate direct speech</li> <li>Use present perfect tense accurately in their writing</li> <li>Organise ideas into paragraphs, using headings and subheadings where appropriate</li> <li>Create characters, settings and plot</li> <li>Recognise word families and their meanings</li> <li>Use prefixes to form nouns</li> </ul>	<ul style="list-style-type: none"> <li>Use ‘a’ and ‘an’ correctly in their writing</li> <li>Use conjunctions, adverbs and prepositions to show time, place and cause</li> <li>Use inverted commas (speech marks) to punctuate direct speech</li> <li>Use present perfect tense accurately in their writing</li> <li>Organise ideas into paragraphs, using headings and subheadings where appropriate</li> <li>Create characters, settings and plot</li> <li>Recognise word families and their meanings</li> <li>Use prefixes to form nouns</li> </ul>
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<ul style="list-style-type: none"> <li>• Create characters, settings and plot</li> <li>• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Discuss and record ideas about their writing</li> <li>• Compose and rehearse sentences orally</li> <li>• Proof-read for spelling and punctuation errors.</li> </ul>	<p>writing and suggesting improvements</p> <ul style="list-style-type: none"> <li>• Proof-read for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and record ideas about their writing</li> <li>• Compose and rehearse sentences orally</li> <li>• Assess the effectiveness of their own and others' writing and suggesting improvements</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Read aloud their own writing</li> </ul>	<p>to understand and learn from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> <li>• Discuss and record ideas about their writing</li> <li>• Compose and rehearse sentences orally</li> <li>• Assess the effectiveness of their own and others' writing and suggesting improvements</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Read aloud their own writing</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Discuss and record ideas about their writing</li> <li>• Compose and rehearse sentences orally</li> <li>• Assess the effectiveness of their own and others' writing and suggesting improvements</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Read aloud their own writing</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Discuss and record ideas about their writing</li> <li>• Compose and rehearse sentences orally</li> <li>• Assess the effectiveness of their own and others' writing and suggesting improvements</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Read aloud their own writing</li> </ul>
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Terminology check

consonant, consonant letter, vowel, vowel letter, conjunction, clause, subordinate clause	consonant, consonant letter, vowel, vowel letter, conjunction, clause, subordinate clause, preposition,	consonant, consonant letter, vowel, vowel letter, conjunction, clause, subordinate clause, preposition, heading, subheading	consonant, consonant letter, vowel, vowel letter, conjunction, clause, subordinate clause, preposition, heading, subheading, word family, prefix	consonant, consonant letter, vowel, vowel letter, conjunction, clause, subordinate clause, preposition, direct speech, inverted commas, speech marks, heading, subheading, word family, prefix	consonant, consonant letter, vowel, vowel letter, conjunction, clause, subordinate clause, preposition, direct speech, inverted commas, speech marks, heading, subheading, word family, prefix
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Spelling check:

accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention	accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention	accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention	accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention	accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention	accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention
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<p>minute natural naughty notice  occasion(ally) often opposite  ordinary particular peculiar  perhaps popular position  possess(ion) possible potatoes  pressure probably promise  purpose quarter question recent  regular reign remember sentence  separate special straight strange  strength suppose surprise  therefore though/although  thought through various weight  woman/women</p>	<p>minute natural naughty notice  occasion(ally) often opposite  ordinary particular peculiar  perhaps popular position  possess(ion) possible potatoes  pressure probably promise  purpose quarter question  recent regular reign remember  sentence separate special  straight strange strength  suppose surprise therefore  though/although thought  through various weight  woman/women</p>	<p>minute natural naughty notice  occasion(ally) often opposite  ordinary particular peculiar  perhaps popular position  possess(ion) possible potatoes  pressure probably promise  purpose quarter question  recent regular reign remember  sentence separate special  straight strange strength  suppose surprise therefore  though/although thought  through various weight  woman/women</p>	<p>minute natural naughty notice  occasion(ally) often opposite  ordinary particular peculiar  perhaps popular position  possess(ion) possible potatoes  pressure probably promise  purpose quarter question  recent regular reign remember  sentence separate special  straight strange strength  suppose surprise therefore  though/although thought  through various weight  woman/women</p>	<p>minute natural naughty notice  occasion(ally) often opposite  ordinary particular peculiar  perhaps popular position  possess(ion) possible potatoes  pressure probably promise  purpose quarter question recent  regular reign remember sentence  separate special straight strange  strength suppose surprise  therefore though/although  thought through various weight  woman/women</p>	<p>minute natural naughty notice  occasion(ally) often opposite  ordinary particular peculiar  perhaps popular position  possess(ion) possible potatoes  pressure probably promise  purpose quarter question recent  regular reign remember sentence  separate special straight strange  strength suppose surprise  therefore though/although  thought through various weight  woman/women</p>
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