Year 3												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Progression of Core Texts Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.	Bashes The Beasties by Jenny Nimmo	Outdoor Wonderland by Josie Jeffery and Alice Lickens	Rocks by Georgia Amson- Bradshaw	The Snowman by Michael Morpurgo and Robin Shaw	Illustrated Grimm's Fairy Tales by Ruth Brocklehurst and Gillian Doherty	Until I Met Dudley Until I Met Dudley by Roger McGough	Words Maira Kalman  13 Words by Lemony Snicket and Maira Kalman		Oliver and the Seawigs by Philip Reeve and Sarah McIntyre	I am Not a Label by Cerrie Burnell and Lauren Baldo	Gregory Cool by Caroline Bink	A River by Marc Martin
Big Ideas (audience and purpose and form)	Traditional story elements and structure.	Hybrid text: informatio n which includes instruction s	To inform by explaining a process.	Seasonal Classic children's story Narrative based on a film	Less well known traditional tales.	Explanatio n of an everyday item (real/imagi ned) and how an everyday item works.	Story built from random words, expanding vocabular y choice.		Adventure story.	Biographic al writing of people who have overcome challenge in their life.	Cultural diversity and stories set in different locations.	A narrative poem detailing a journey through different landscape s.
Focus	Consolidat ing sentence structure. Simple plot.	Revising different forms of sentences	Organise informatio n into paragraph s. Precise word choice for purpose.	Character and setting	Common story openings, plot and settings Introduce speech	Cohesion Sequencin g and linking ideas.	Create a coherent narrative based on random words. Choosing and using ambitious vocabular y.		Character and setting. Descriptions of setting. Introduction to the perfect form of the verb.	Cohesion and linking ideas effectively. Adding appropriat e detail.	Building a sense of place and character developm ent.	Building a sense of setting.
Purposeful Writing Outcomes	To write their own short beasties story for a class book.	To write a page for an information book including instructions.	To write own version of pages from the book (sedimentary and fossils)	To write an episode form the film that could be included in the snowman book.	To orally retell a traditional tale To write an alternative ending.	To write a real and imagined explanation of how an everyday item works.	To produce a story based on 13 random words (picture book)		To retell the story from a different characters point of view.	To write a biography of an aspiring person who has overcome	To write a story based on the blueprint of Gregory Cool.	To write a journey poem through a different landscape

									challenge in their life.		
Grammar and Punctuation  Numbers represent how many times you will cover the objective throughout the year.  (4) (6) (9) (1) (6) (4) (2) (2)	Revising subordinat ion: 'when', 'before', 'after', and 'while' (4). Revising simple expanded nouns (6). Introducin g adverbials (9).	Extend the range of sentences with more than one clause using a wider range of conjunctio ns: 'and', 'after', 'when', 'while', and 'if'. Revise sentences in different forms: statement, command, question, exclamati on (1). Introduce prepositio nal phrases adverbiall y. Revise apostroph es for contractio n (6).	Use paragraph to group related material. Use headings and subheadin gs (4). Use expanded nouns for precision and detail. Use propositio nal phrases to add detail about place (adverbial) .	Use paragraph to group related material. Use noun phases and adverbial phrases to describe setting. Revise the progressiv e form of the verb (to convey action) (2). Revise the use of commas in a list.	Use propositio nal phrases to create setting (adverbial) . Introducin g the conventio ns of speech punctuatio n: speech marks, commas and capital letters and full stops.  BREAK DOWN?? Revise apostroph es for contractio n and singular possessio n. Introduce plural possessio n.	Extend the range of sentences with more than one clause using a wider range of conjunctio ns to organise and sequence ideas. Using adverbials to link ideas.	Use expanded nouns for adding detail, including prepositio nal phrases after the noun. Use prepositio nal phrases adverbiall y. Explore the purpose of dialogue and conventions of punctuating speech.	Use paragraph to group related material. Use the present perfect form of the verb. Revisit prepositional phrases adverbiall y and after the noun as part of a noun phrase.	Looking at the order of clauses within a sentence including listing. Revise expanded noun phrases. Use adverbials to add detail and link ideas. Writing multiclause sentences using subordinat ion and coordinati on (2). Revise apostroph es for singular possession and plural possession.	Use expanded nouns and adjectives for detail of place. Using dialogue to convey character. Revisit the conventions of speech punctuation: speech marks, commas and capital letters and full stops.	Using prepositio nal phrases adverbiall y. Revisiting writing multiclause sentences using subordinat ion and coordinati on.
Spelling (Spelling Shed)											