



| Year overview of text types | Narrative | Non-fiction | Poetry (taught in short units) |
|-----------------------------|---|---|---|
| Year 3 | <ul style="list-style-type: none"> Stories with familiar settings Author study Adventure stories Plays into drama Fairy stories and folk tales Myths and Legends Letters | <ul style="list-style-type: none"> Information texts Non-chronological reports Recounts Instructions Explanation Persuasion | <ul style="list-style-type: none"> Free verse Structured poetry Shape poetry |

Writing Style Guide - Year 3

- Use **original** similes
- Set a mood
- Write an opening to grab the reader
- Use onomatopoeia (Autumn work on fireworks)
- Use sentences of three e.g. He opened the door, rushed down the path and jumped over the gate
- Create double adjective sentences e.g. The small, plump woman bustled through the colourful, noisy market
- Create double more/less sentences e.g. The more he waited, the more his stomach churned
- Use powerful verbs for action
- Add adjectives of condition e.g. rusty
- Add adverbs of manner (speech)
- Add adverbs of manner (action)
- Describe through specific detail
- Write in third person limited (from one person's point of view)

Nouns should be built upon every year. Children need to build up a stock of nouns to do with people, weather, animals, buildings, food, furniture, plants, landscape, materials etc.

| Read Aloud to Year 3 | Book Study | Author/ Genre Box |
|---|---|---------------------------------|
| The Faraway Tree By Enid Blyton  | My Funny family Down Under By Chris Higgins  | Australian Myths and legends |

It should be noted that not all objectives will be recorded here. English is usually taught in a wide range of contexts and this is purely for planning units taught in regular English writing sessions. Additional time will be spent on reading and transcription skills. 'Outcomes' refer not only to learning outcomes but to the actual pieces that the pupils will write (or perform).

Objectives for Year 3 Term 3

In addition to previous learning, pupils should learn how to...

| Spoken Language | Reading | Writing |
|--|---|---|
| <p>Speaking, Listening and Discussion Plan and deliver a presentation with an 'attention grabbing' opening and a satisfying conclusion Evaluate the effectiveness of others' presentations Discuss a wider range of feelings and emotions</p> <p>Drama Devise and act in plays showing character through voice and movement</p> | <p>Word Reading Read words with unfamiliar spelling patterns Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) Continue to build a knowledge of unusual grapheme phoneme correspondences</p> <p>Being a Reader Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books Identify and remember common structural and language conventions in different text types Read for a range of purposes Retell fairy stories or folk tales focusing on the theme Use dictionaries to check word meanings</p> <p>Reading Comprehension Check that they understand the text they are reading and explain the meaning of words in context Develop an active attitude towards reading e.g. seeking answers, anticipating events and imagining situations that are described Answer questions by referring back to the text Predict what may happen and explain using detail from the text Identify the key points in a text Use textual details to draw conclusions about characters, settings and events Explain the purpose of structural features Identify and discuss simple authorial techniques such as short sentences, repeated phrases, punctuation Identify the author's purpose e.g. to inform, describe, entertain, share feelings etc. Develop understanding by linking reading to other books or similar contexts</p> <p>Being a Researcher Use library classification to find reference materials Take notes by summarising, deleting and substituting Retrieve, record and present information</p> | <p>Planning, Composing and Evaluating Generate ideas for their writing Use the structures, grammar and vocabulary of written texts to plan and write their own Use their imagination to write engaging texts Plan and organise texts logically Create a coherent plot in a story Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary Use paragraphs to group related material Use language to create an effect e.g. creating a mood Use expression, intonation and tone when reading aloud their writing Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling, grammar and punctuation errors Improve their writing style by adding new techniques to their repertoire</p> <p>Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their writing Create new nouns using prefixes Identify prepositions Use prepositions to express time, cause and place e.g. before, after, during, in, because of Use prepositional phrases to add detail to sentences Use have or has before a verb to create the 'present perfect form' or 'had' to create the 'past perfect form' Understand what a main clause is Identify simple and compound sentences</p> |
| Transcription | | |
| <p>Spelling Use a dictionary to check words Investigate spelling patterns and conventions Spell words with the prefix inter- Spell words with the prefix super- Spell words with the prefix anti- Spell words with the prefix auto- Spell words with the suffix -ation Spell words with the prefix non- Spell words with the prefix co- Spell the words centre, century, certain, consider, enough, famous, forward(s), grammar, length, notice, strange, strength, though, although, thought, through Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far Choose the correct spelling by using a visual strategy ('Does it look right?')</p> <p>Handwriting and Presentation Write with joined handwriting in pen consistently Develop fluency in typing</p> | | |