

	Writing Long Term Overview					Year 3	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>TEXT:</b>	<b>Weslandia</b> Paul Fleischman	<b>Cinderella of the Nile</b> Beverly Naidoo	<b>The Ironman</b> Ted Hughes	<b>The Tin Forest</b> Helen Ward	<b>How to Train Your Dragon</b> Cressida Cowell	<b>Anglo Saxon Boy</b> Tony Bradman	
<b>Final Writing Outcome:</b>	Narrative Adventure	Myths & Legends	Issues and Dilemma	Historical Text	Historical Settings	Narrative Adventure/Fantasy	
<b>Continuous Skills:</b> <ul style="list-style-type: none"> <li>Plan using features of the given form.</li> <li>Plan, draft and orally rehearse writing, including selecting vocabulary and phrases to interest the reader.</li> <li>Start to use a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>Re-read writing to check for meaning and tense form.</li> <li>Begin to evaluate the effectiveness of own and others' writing, suggesting grammar and vocabulary improvements.</li> <li>Proof-read for spelling and punctuation errors.</li> <li>Demonstrate some awareness of purpose through selection of relevant content.</li> <li>Group related ideas in paragraphs. <ul style="list-style-type: none"> <li>In narrative, write an opening paragraph and further paragraphs for each stage.</li> </ul> </li> <li>Consistent use of a variety of sentences with different structures and functions.</li> <li>Statements, questions, exclamations and commands to create an appropriate effect.</li> <li>Use punctuation mostly accurately: <ul style="list-style-type: none"> <li>Full stops and capital letters (including for proper nouns)</li> <li>Exclamation marks and question marks</li> <li>Commas to separate items in lists</li> </ul> </li> <li>Use joined writing throughout their independent writing with greater consistency using diagonal and horizontal strokes.</li> <li>Most common exception words are spelt accurately.</li> <li>Write from memory simple dictated sentences- apply punctuation taught so far with some accurate spelling of words from Y3/4 word list.</li> <li>Some words from the year 3 and 4 word list are spelt accurately.</li> <li>Some accurate use of suffixes and prefixes from the year 3 /4 spelling appendix (e.g. -ly, -er, -ing, -sion, -tion, -cian, -sian, -ssion, -sure, -ture, super-, anti-, auto- ).</li> <li>Begin to use dictionaries (the first 2 or 3 letters of a word).</li> </ul>							
<b>Specific skills:</b>	Adverbs to express time, place and cause (then, next, soon, finally, here, there, therefore).	Sequence ideas or events maintaining writing form e.g. bullet points for instructions, headings for an information text.	Confidently use the progressive form of verbs and demonstrate some use of the present perfect form of verbs: She is drumming; He has gone out to play	Mostly accurate use of apostrophes for contracted forms e.g. don't.  a/an used accurately e.g. a rock, an open book	Create setting, characters and plot in narrative writing including: • a full sequence of events, dilemma/ conflict and resolution • consistent use of 1st or 3rd person • some	Consolidation of all skills taught across the year.  Sequence ideas or events maintaining writing form e.g. bullet points for instructions,	

	<p>Prepositions to express time, place and cause (e.g. before dark, during break, in the cave, because of him).</p> <p>Expanded noun phrases to add description and detail.</p> <p>Some use of inverted commas to punctuate direct speech.</p>		<p>contrasted with He went out to play.</p> <p>Some accurate use of apostrophes for possession with singular nouns e.g. the dog's tail, John's hat.</p> <p>Simple, compound and complex sentences using a variety of conjunctions (when, before, after, while, so, because)</p>	<p>Sequence ideas or events and use adverbs and prepositions.</p>	<p>dialogue to show relationship between two characters</p> <p>Use past and present tense appropriately and consistently throughout writing.</p>	<p>headings for an information text.</p>
<b>Incidental writing:</b>	<p>Response to inference questioning. Setting description. Character description. Predictions. Question responses to text.</p>	<p>Response to inference questioning. Setting description. Interview questions. Thought bubbles/speech bubbles. Picture captions. Diary. Persuasive sentences. Character description. Non chronological report. Letter. Question responses to a text. Setting description.</p>	<p>Poetry Form. Predictions. Character sketches. Interviews. Thought bubbles/speech bubbles. Explanation of changing a tyre. Directions. Play script. Settings. Build up/tension using an actions, sound effects and emotions. Accurate use of inverted commas in two character conversations. Accurate use of local language and traditional names and place names.</p>			<p>Explanation Debate Diary entry Film review: The Bjorn Saga Volcanoes: Explanation</p>
<b>Revisited genre assessed write:</b>	Baseline assessment	Narrative adventure	Recount	Legend	Non-Chronological report	Settings