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| Year 3 | Autumn 1Topic: Digging Up the Past  | Autumn 2Topic: Quest | Spring 1Topic: Kingdom Creators  | Spring 2Topic: Kingdom Creators (3 weeks) Topic: Eruptosaurus! (3 weeks) | Summer 1Topic: Eruptosaurus! | Summer 2Topic: Environmental Explorers |
| Reading Texts  | Sir Scallywag and the Deadly Dragon Poo (2 weeks)The First Drawing (2 weeks)Non-fiction: Pet Dragon *(1 week)*Non-fiction: The Stone Age (1 week) | King Coo! (5 weeks) | Jack Stalwart and the Mission to Find Max | Non-fiction: Horrible Histories: Awful Egyptians The Fantastic Flying Books of Mr Morris Lessmore (Book and Film Animation) | Fortunately the Milk  | Fortunately the Milk The Secret Garden  |
| Writing Text Drivers | Where the Wild Things Are Stone Age Boy  | Arthur and the Golden RopePolar Express (2 weeks-linked to Christmas and Nativity)  | Whole School Text: UnspokenCinderella of the Nile (3 weeks) | Weslandia Escape From Pompeii (picture book version- 3 weeks) | The Pebble in My PocketEpos: The Flame Bird – Beast Quest | Flight of the Honeybee (3 weeks) Wangari’s Trees of Peace |
| Subtexts linked to text driver (extracts, poems, smaller texts, animations, film clips, song lyrics) | Where the Wild thing animation clipZOG animation clip Stone Age Workshop | Polar Express Film Nativity: I’m Gonna Shine!  | Egyptian Workshops  | Poem: Jack Frost Change.com- PetitionsVolcano eruption video clips | Newsround Clip: Dolphin Rescue | Wisley Visit and Workshops Bee Keeper Visit David Attenborough Bee Programme & bee texts |
| Purpose- Audience- Form | **Where The Wild Things Are:**\*To express feelings- Max (character)- diary \*To describe/ entertain- Year 3- Story\*To apologise- Max’s mum- letter**Stone Age Boy:**\*To inform- Young readers- Information page **(revisit in Weslandia)**\*To instruct/ inform- Hunter gatherers-Instructions\*To entertain- Young readers- Dialogue\*To entertain- Young readers- Unique character description | **Arthur and the Golden Rope:**\*To describe- Young readers- Setting description/ Story extract\*To entertain- Young readers- Mini stories\*To show gratitude- Arthur and the townsfolk- A speech**The Polar Express**\*To describe- Young readers- Setting descriptions\*To entertain- Young readers- Dialogue  | **Unspoken:**\*To express emotions and recall events- Lion and the Mouse- Recount \*To entertain – Young Readers – Dialogue between Lion and the Mouse\*To entertain- Young Readers- Story extract**Cinderella of the Nile:** \*To entertain- Young readers- Short story extract\*To describe- Young readers- Unique perspective character description\*To persuade- Town Mayor or local residents- Online petition | **Weslandia**\*To entertain-Young readers- Short story and a dialogue\*To apologise- Wesley- Informal letter\* To inform- Young readers- Leaflet for our civilisation**Escape From Pompeii**\*To describe- Young readers- Setting description\*To argue- The Senator- Factual/ opinionated report\*To describe/ entertain- Young Readers- Dialogue | **The Pebble in My Pocket**\*To describe- Young readers- Setting description\*To describe/ entertain- Young readers- Story extract**Beast Quest** \*To entertain- emotive diary\*To inform- Young/adolescent readers- David Attenborough style report of Epos\*To show gratitude- MC and the townsfolk- A speech | **Flight of the Honey Bee**\*To recount- Young readers- Recount from a unique perspective \*To inform- KS2 children- Bee information text**Wangari’s Trees of Peace*** To persuade- to prison guards to let Wangari out
* To describe- Young Readers- Setting Description
* To entertain- Young Readers- Short Story Extract
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| Grammar opportunities | Simple and compound sentencesNoun phrasesQuestionsPast, present and future tenseArticlesRule of 3Prepositional phrasesVerbs and adverbsParagraphingAdverbial phrasesModal verbsAbstract nounsRepetitionSynonyms**If time allows:**Formality | Simple, compound and some complex sentencesQuestionsDeterminersParagraphing Noun and adverbial phrasesPrepositions and prepositional phrasesModal verbs Imperative verbs Speech punctuationNon-fiction features: headings, colons to open a list, bullet points, numberingHomophones: it’s and its Similes (challenge group)Colons (challenge group)Brackets (challenge group)  | ParagraphingSimple, compound and complex sentencesContrasting conjunctions and connectivesSynonyms Noun phrasesFronted adverbialsPrepositional phrasesSpeech punctuationRule of 3Informal toneModal verbsImperative verbsNon-fiction features: headings, colons to open a list, bullet points, numberingSwitching between past, present and future tenseDashes and bracketsSemi-colon when using ‘however’ (challenge group)  | Simple, compound and complex sentencesContrasting conjunctions and connectivesAdverbial phrasesPrepositional phrasesDifferent noun typesNoun phrasesDirect speech Paragraphing Synonyms 1st , 2nd and 3rd person voicesRepetitionFigurative languagePast, present and future tense Developing a range of cohesive devices Tag questions (including dashes)Perfect present tense (I have been…)Speech punctuation | ParagraphingPrepositionsPrepositional phrasesNoun phrasesSynonymsAction verbsAdverbial phrasesFigurative languageComparative adjectives and adverbs1st and 3rd person voice Complex sentences and comma punctuationPresent perfect tenseBracketsItalicsDash (challenge group)Formal toneChanging between past, present and future tense Speech punctuationReported clauses | ParagraphingVarying sentence typesCohesionPresent Perfect TenseBracketsDashesExclamationsNon-fiction featuresFormal/ informal Personification Speech **Revision of all other year 3 grammar aspects as identified from assessments** |
| **KPIs covered** |
| **Phase 1**  | * Discusses and records ideas which support writing
* Orally rehearses sentences and is beginning to use an increasing range of sentence structures and varied vocabulary
* Organises paragraphs around a theme
* In narratives, creates settings, characters and plots
* Extends sentences with more than one clause using conjunctions because , so, but , and , while
* Uses the form a or an according to whether the next word begins with a consonant or a vowel
* Chooses nouns or pronouns to avoid repetition
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| **Phase 2**  | * Expresses time, place and cause using conjunctions, adverbs and prepositions
* In non-narratives uses simple organisational devices
* Proof-reads for spelling and punctuation and makes suggestions for the effectiveness of their own and other’s writing
* Uses diagonal and horizontal strokes that are needed to join letters and understands which letters , when adjacent to one another, are best left unjoined
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| **Phase 3**  | * Uses the present perfect form of verbs instead of the simple past
* Introduces inverted commas to punctuate direct speech and uses a range of punctuation, mostly correctly
* Use further prefixes and suffixes and understands how to add them
* Spells correctly further homophones and words that are often misspelt
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