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| Year 3 Writing Intention Overview | | | | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | Insight KPIs |
| **Topic:** Stone Age  **Text:**  How to wash a woolly mammoth by Michelle Robinson  **Sustained writing outcome:**  Instructions – how to wash a woolly mammoth  **Text:** Stone Age Boy by Satoshi Kitamura  **Sustained writing outcome:**  Setting description - scenes from Stone Age Boy  **Cross Curricular opportunities:**  Topic links  **Additional SPaG:**  Adverbs  Prepositions | **Sustained writing outcome:**  Non –Chronological report - British wildlife  **Text:**  Coming Home  By Michael Morpurgo  **Sustained writing outcomes:**  Character description - Robins  Setting description – scenes from Coming Home  **Sustained writing outcome:**  Informal letter writing - Play invites and Christmas letters  **Cross Curricular opportunities:**  Letter writing for Christmas production  **Additional SPaG:** Conjunctions | **Topic:** AncientEgyptians  **Text:**  Egyptology by Dugald Steer  **Sustained writing outcome**: Diary Entry  **Sustained writing outcome:** Non-Chronological Report -  Ancient Egyptian gods  **Text:** The Scarab’s secret by Nick Would  **Sustained writing outcome:** Narrative  **Cross Curricular opportunities:**  Topic and Science links (Light)  **Additional SPaG:**  Possessive apostrophe | **Text:** The Firework Maker’s Daughter by Phillip Pullman  **Sustained writing outcomes:** Setting description – Razvani’s cave  Character description – The goddess,  Narrative – Continue the story  **Cross Curricular opportunities:**  Science links (Rocks)  **Additional SPaG:** Inverted commas  Commas for lists | **Topic:** Ancient Greeks  **Sustained writing outcome:** Explanation - Plants (Science cross-curricular)  **Text: Greek Myths**  **Sustained writing outcome:** Narrative –retell and/or innovate Greek myths  **Cross Curricular opportunities:**  Topic links  **Additional SPaG:**  Choosing appropriate pronoun or noun | **Sustained writing outcome:** Poetry **-**Haikus, cinquains and kennings  **Text:**  The Day the Crayons Quit by Oliver Jeffers  **Sustained writing outcomes:** Persuasive letters – Letters from pencil case items that have quit  Letters to new teachers  **Additional SPaG:**  Present perfect | Composition  In some writing, organise paragraphs around a theme. DEPTH: Writing shows cohesion within each paragraph.  In non-fiction, used headings and sub-headings to aid presentation. DEPTH: Headings and sub headings are well selected and appropriate to context.  In narratives creates settings, characters and plot. DEPTH: Settings and character are described in increasing detail.  Composes sentences , progressively building a rich and varied vocabulary. DEPTH: Some use of figurative language and devices.  Proof reads for spelling errors including non-negotiable and high frequency words when identified by the teacher. DEPTH: Independently, proof reads for spelling errors including non-negotiable and high frequency words.  Proof reads for punctuation errors (CL . ? ! “” , in a list ‘ for contractions) when identified by the teacher. DEPTH: Independently, proof reads for punctuation errors (CL . ? ! “” , in a list ‘ for contractions)  Vocabulary, Grammar and Punctuation  Use conjunctions, adverbs and prepositions to express time and cause within a sentence (when, if, that, because, so, that, since, during). DEPTH: Vary the position of conjunctions, adverbs and propositions within a sentence.  Chooses an appropriate pronoun or noun within sentences. DEPTH: Can choose either a noun or pronoun to add impact to writing.  Use possessive apostrophe mostly accurately with singular nouns. DEPTH: Sometimes uses possessive apostrophe accurately with plural nouns  Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play in contrast to He went out to play. DEPTH: Uses both present perfect and simple past forms to add variety in writing.  Some use of inverted commas to punctuate direct speech. DEPTH: Punctuating some direct speech accurately e.g. ? !  Using capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly effectively. DEPTH: Uses taught punctuation to add effect to writing.  Handwriting  Use the diagonal and horizontal strokes needed to join letters in most of their writing and understand which letters, when adjacent to one another, are best left unjoined. DEPTH: Some handwriting is joined and legible.  Transcription  Spell many of the words from the Y3/4 spelling list accurately. DEPTH: Spell most of the words from the Y3/4 spelling list accurately.  Apply knowledge of spelling rules and patterns taught in Year 3 |
| **What does reading look like in Y3?**  Guided reading – Bug Club or real books in groups (rest of class do independent reading) 4x week  Reading Challenge  Priority reading list – lowest 20% and disadvantaged with focus on vocab and talking about text (will read at least 2x week with school staff)  Class reader every day  Children Turquoise and below do TRUGs intervention  Children who failed Yr2 Phonics do 2x weekly targeted phonics interventions  Homework – reading 3x week (bug club or other)  Independent reading time daily  Fortnightly reading comprehension | | | | | | |
| **What does spelling look like in Y3?**  Recap of Y1&2 Common Exception words or Yr3&4 Common Exception words through early bird activities and in literacy editing.  Monday morning Y3 spelling input and linked activities including handwriting and dictation.  SNIP interventions where needed.  Children who failed Yr2 Phonics do 2x weekly targeted phonics interventions  Year 3 Spellings for homework. | | | | | | |
| **What does grammar look like in Y3?**  Explicit grammar lesson linked for use literacy units.  Natural curriculum (to start using in Term 2)  Constant development of grammar through writing units.  Editing for grammar in writing turn-back time using ETIW manipulatives | | | | | | |
| **English manipulatives used in Y3**  Yr1,2,3&4 Common exception word mats  Phonic sound mats (for those who need)  First 100 High Frequency word mat  Alphabet handwriting sheet mat  ETIW (Every time I write) strips – Full stops, capital letters, finger space and check for sense  Grammar mats, stem sentences and word banks (printed mats for children to use at tables)  Dictionaries and thesauruses | | | | | | |