

Writing Overview: Year 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Text: Stone Age Boy</b>		<b>Text: Eden's Island</b>		<b>Text: Coming to England</b>	
Purpose: To Entertain Narrative: Journey tale <i>T4W Focus: Setting</i>  Objectives: <ul style="list-style-type: none"> <li>To be able to create narratives with a clear structure</li> <li>To begin to organise paragraphs around a theme</li> <li>To be able to create a setting.</li> <li>To be able to use a range of sentences with more than one clause.</li> <li>Express time, place and cause by using adverbials (e.g. then, next, soon, therefore, certainly)</li> <li>Express time, place and cause by using prepositions (e.g. before, after, during, in, because of)</li> <li>Begin to use and punctuate a wide range of fronted adverbials (commas used after adverbial)</li> <li>To be able to assess the effectiveness of their own writing.</li> <li>To be able to proof-read for spelling and punctuation errors .</li> </ul>	Purpose: To Entertain Narrative: Meeting tale <i>T4W Focus: Characterisation</i>  Objectives: <ul style="list-style-type: none"> <li>To be able to create narratives with a clear structure</li> <li>To be able to create character.</li> <li>Be able to compose sentences, using a wider range of structures, e.g., statements, questions, commands, exclamations and compound sentences</li> <li>To be able to use a list of three with commas</li> <li>To be able to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>To be able to express time, place and cause by using conjunctions, adverbials and prepositions</li> <li>To be able to use fronted adverbials in sentences, e.g., slowly, before the storm</li> <li>To be able to use adverb starters</li> <li>To be able to use 'ing' clauses as starters</li> <li>To be able to use inverted commas to punctuate direct speech</li> <li>To be able to assess the effectiveness of their own writing.</li> <li>To be able to propose changes to grammar and vocabulary to improve.</li> <li>To be able to proof-read for spelling and punctuation errors .</li> <li>To be able to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	Purpose: To Entertain Narrative: Finding tale <i>T4W Focus: Action</i>  Objectives: <ul style="list-style-type: none"> <li>To be able to create settings, characters and plot</li> <li>To be able to use the perfect form of verbs to mark the relationship of time and cause</li> <li>To be able to use powerful verbs</li> <li>To be able to express time, place and cause by using conjunctions, adverbials and prepositions</li> <li>To be able to use a range of sentences with more than one clause by using a range of conjunctions</li> <li>To be able to vary sentences</li> <li>To be able to assess the effectiveness of their own writing.</li> <li>To be able to propose changes to grammar and vocabulary to improve.</li> <li>To be able to proof-read for spelling and punctuation errors .</li> <li>To be able to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	Purpose: To Entertain Narrative: Warning tale <i>T4W Focus: Speech</i>  Objectives: <ul style="list-style-type: none"> <li>To be able to create settings, characters and plot</li> <li>Be able to use inverted commas to punctuate direct speech</li> <li>To be able to use fronted adverbials in sentences, e.g., slowly, before the storm</li> <li>To be able to punctuate fronted adverbials correctly</li> <li>To be able to use inverted commas to punctuate direct speech</li> <li>To be able to powerful verbs to qualify how words are said</li> <li>To be able to assess the effectiveness of their ow writing.</li> <li>To be able to propose changes to grammar and vocabulary to improve.</li> <li>To be able to proof-read for spelling and punctuation errors .</li> <li>To be able to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	Purpose: To Entertain Narrative: Journey Story <i>T4W Focus: Suspense</i>  Objectives: <ul style="list-style-type: none"> <li>To be able to create settings, characters and plot</li> <li>Be able to use a range of sentences with more than one clause by using a range of conjunctions</li> <li>To be able to use a list of three with commas</li> <li>To be able to use a balance of description, action and dialogue (D.A.D.), including speech punctuation</li> <li>To be able to use 'an' or 'a' (articles) correctly to determine the following noun</li> <li>To be able to use ellipses</li> <li>To be able to assess the effectiveness of their own writing.</li> <li>To be able to propose changes to grammar and vocabulary to improve.</li> <li>To be able to proof-read for spelling and punctuation errors .</li> <li>To be able to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	Purpose: To Entertain Narrative: Losing tale <i>T4W Focus: Resolution/Ending</i>  Objectives: <ul style="list-style-type: none"> <li>To be able to create settings, characters and plot</li> <li>Be able to organise paragraphs so that similar themes are grouped together</li> <li>Be able to use a range of sentences</li> <li>To be able to use a balance of description, action and dialogue (D.A.D.)</li> <li>To be able to assess the effectiveness of their own writing.</li> <li>To be able to propose changes to grammar and vocabulary to improve.</li> <li>To be able to proof-read for spelling and punctuation errors .</li> <li>To be able to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>
Purpose: To Inform Non-narrative: Newspaper report  Objectives: <ul style="list-style-type: none"> <li>To be able to organise paragraphs so that similar themes are grouped together</li> <li>To be able to use simple organisational devices</li> <li>To be able to write in third person</li> <li>To be able to use inverted commas to punctuate direct speech</li> <li>To be able to use the present perfect form of verbs in contrast to the past tense</li> </ul>	Purpose: To Inform Non-narrative: Information Text  Objectives: <ul style="list-style-type: none"> <li>To be able to discuss models of writing, and notes its structure, grammatical features and use of vocabulary</li> <li>To be able to use topic sentences to begin paragraphs</li> <li>To be able to use simple organisational devices</li> <li>To be able to vary long and short sentences</li> </ul>	Purpose: To Inform Non-narrative: Discussion  Objectives: <ul style="list-style-type: none"> <li>To be able to organise paragraphs so that similar themes are grouped together</li> <li>To be able to discuss models of writing, and notes its structure, grammatical features and use of vocabulary</li> <li>To be able to add a different point of view</li> <li>To be able to use sentence starters to signal a different point of view</li> </ul>	Purpose: To persuade Non-narrative: Persuasive  Objectives: <ul style="list-style-type: none"> <li>To be able to organise paragraphs so that similar themes are grouped together</li> <li>To be able to discuss models of writing, and notes its structure, grammatical features and use of vocabulary</li> <li>To be able to use emotive sentence starters including boastful language</li> <li>To be able to write a pattern of three for persuasion</li> </ul>	Purpose: To Inform Non-narrative: Explanation  Objectives: <ul style="list-style-type: none"> <li>To be able to organise paragraphs so that similar themes are grouped together</li> <li>To be able to discuss models of writing, and notes its structure, grammatical features and use of vocabulary</li> <li>To be able to use simple organisational devices</li> </ul>	Purpose: To Inform Non-narrative: Instructions  Objectives: <ul style="list-style-type: none"> <li>To be able to organise paragraphs so that similar themes are grouped together</li> <li>To be able to discuss models of writing, and notes its structure, grammatical features and use of vocabulary</li> <li>To be able to use simple organisational devices</li> <li>To be able to use Prepositional phrases</li> </ul>

<ul style="list-style-type: none"> <li>• To be able to assess the effectiveness of their own writing.</li> <li>• To be able to proof-read for spelling and punctuation errors .</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to use compound sentences</li> <li>• To be able to use complex sentences</li> <li>• To be able to assess the effectiveness of their own writing.</li> <li>• To be able to propose changes to grammar and vocabulary to improve.</li> <li>• To be able to proof-read for spelling and punctuation errors .</li> <li>• To be able to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to ask questions to the reader</li> <li>• To be able to assess the effectiveness of their own writing.</li> <li>• To be able to propose changes to grammar and vocabulary to improve.</li> <li>• To be able to proof-read for spelling and punctuation errors .</li> <li>• To be able to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to ask questions to the reader</li> <li>• To be able to assess the effectiveness of their own writing.</li> <li>• To be able to propose changes to grammar and vocabulary to improve.</li> <li>• To be able to proof-read for spelling and punctuation errors .</li> <li>• To be able to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to use the language of explanation</li> <li>• To be able to use descriptive language</li> <li>• To be able to assess the effectiveness of their own writing.</li> <li>• To be able to propose changes to grammar and vocabulary to improve.</li> <li>• To be able to proof-read for spelling and punctuation errors .</li> <li>• To be able to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to engage the reader</li> <li>• To be able to extend items in a list</li> <li>• To be able to assess the effectiveness of their own writing.</li> <li>• To be able to propose changes to grammar and vocabulary to improve.</li> <li>• To be able to proof-read for spelling and punctuation errors .</li> <li>• To be able to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>
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