

Writing: Composition

Year Three		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
IPC Topic		Habitats Do You Live Around Here?	Habitats Do You Live Around Here?	Rainforests Saving the World	Chocolate Food	Treasure Archaeology	Treasure Archaeology
Focus Text Type(s)		Fiction: Fairy Stories	Performance Poetry Plays	Non-fiction: Information Texts , including dictionaries Non-chronological reports	Non-fiction: Information Texts , including dictionaries Persuasive Writing	Fiction: Myths, Legends and Folk Tales	Fiction: Adventure and Mystery Stories
	Other text types covered	Poetry: language play, narrative poetry, poetry to read & perform	Poetry: visual poems	Non-fiction: diaries, letters	Playscripts: advertising chocolate	Non-fiction: instruction texts (sundials, recorder cases)	Non-fiction: diaries (1 st person – ‘archaeological diaries’)
	Grammar <i>New/key vocabulary introduced</i> Word Sentence Text Punctuation	<p><i>word family prefix preposition conjunction</i></p> <p>W1 Introduce formation of nouns using a range of prefixes [for example super-, anti-, auto-]</p> <p>W3 Introduce word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p>Introduce expressing time, place and cause using S1 conjunctions [for example, when, before, after, while, so, because], S2 adverbs [for example, then, next, soon, therefore], or S3 prepositions [for example, before, after, during, in, because of]</p> <p>T1 Introduce paragraphs as a way to group related material</p>	<p><i>clause, subordinate clause, consonant, consonant letter vowel, vowel letter</i></p> <p>W2 Introduce use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Consolidate expressing time, place and cause using S1 conjunctions [for example, when, before, after, while, so, because], S2 adverbs [for example, then, next, soon, therefore], or S3 prepositions [for example, before, after, during, in, because of]</p> <p>T1 Consolidate paragraphs as a way to group related material</p>	<p>Consolidate expressing time, place and cause using S1 conjunctions [for example, when, before, after, while, so, because], S2 adverbs [for example, then, next, soon, therefore], or S3 prepositions [for example, before, after, during, in, because of]</p> <p>T1 Consolidate paragraphs as a way to group related material</p> <p>T2 Introduce headings and sub-headings to aid presentation</p>	<p><i>direct speech inverted commas (or ‘speech marks’)</i></p> <p>Consolidate expressing time, place and cause using S1 conjunctions [for example, when, before, after, while, so, because], S2 adverbs [for example, then, next, soon, therefore], or S3 prepositions [for example, before, after, during, in, because of]</p> <p>T1 Consolidate paragraphs as a way to group related material</p> <p>P1 Introduce inverted commas to punctuate direct speech</p>	<p>W1 Consolidate formation of nouns using a range of prefixes [for example super-, anti-, auto-]</p> <p>W2 Consolidate use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Revise expressing time, place and cause using S1 conjunctions [for example, when, before, after, while, so, because], S2 adverbs [for example, then, next, soon, therefore], or S3 prepositions [for example, before, after, during, in, because of]</p> <p>T1 Consolidate paragraphs as a way to group related material</p> <p>T2 Consolidate paragraphs as a way to group related material</p> <p>T3 Introduce use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p> <p>P1 Consolidate inverted commas to punctuate direct speech</p>	
Writing: transcription	Spelling	See Whitehill Long Term Spelling Plans					

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Reading	<p>Pupils will read a selection of the texts (right). These might be looked at as a whole text or in extract form. They may be read individually, in groups and as a class.</p>	<p>Lewis Carroll: <i>Alice in Wonderland</i> Roald Dahl: <i>Revolting Rhymes</i> Eugere Trivizas: <i>The Three Little Pigs and the Big Bad Wolf</i> John Scieszha: <i>The True Story of the Three Little Pigs</i> Raymond Briggs: <i>Jim and the Beanstalk</i> Selection of poems to illustrate particular techniques e.g. 'Imagine', 'When I Heard the Music'</p>	<p>Lewis Carroll: <i>Alice in Wonderland</i> Narrative selection – familiar settings</p>	<p>Lynne Cherry: <i>The Great Kapok Tree</i> Lynne Cherry & Mark J. Plotkin <i>The Sharman's Apprentice – A Tale of the Amazon Rainforest</i> Richard Platt & Rupert van Wyk: <i>The Vanishing Rainforest</i> Jeannie Baker: <i>Where the Forest Meets the Sea</i> (picture book) Rainforest information texts (various) <i>Letter to Lynda</i> <i>Rainforest Diary</i></p>	<p>Roald Dahl: <i>Charlie and the Chocolate Factory</i> – Playscripts Persuasive writing Plays various</p>	<p>Robert Louis Stevenson: <i>Treasure Island</i> Narrative Instructions Myths & legends – various (e.g. Robin Hood, George and the Dragon, King Midas) <i>Aesop's Fables</i></p>	<p>Luke Temple: <i>Stormy Cliff</i> Janet Ahlberg: <i>It Was a dark and Stormy Night</i> C.S. Lewis: <i>The Lion, The Witch and The Wardrobe</i> J.K. Rowling: <i>Harry Potter and the Philosopher's Stone</i></p>

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Spoken Word	Pupils will be given a range of different opportunities to develop their speaking skills throughout the year. Below are some examples of what they might do.	Learning by heart	Poems: selection, including some <i>Revolting Rhymes</i>	Sections of <i>A Christmas Carol</i>		Sections of shared class book	Short myths, legends, fables	
		Presentations	Poems	Year 3 Production	Class Assembly	Class Assembly	Local history research	Adventure stories
		Debate	Alternative versions of familiar fairy stories	Alternative versions of familiar fairy stories	Deforestation debate	Chocolate Trading Game – cocoa trade	What is Treasure?	Who does it belong to? Ownership of treasure – e.g. treasure trove, Elgin Marbles