

Year 3		Term 1 – Planet Earth			Term 2 – Stone age – Iron age		Term 3 – Investigation of the Nation			Term 4 – Romans		Term 5 - European Expedition		Term 6 – Changes Over Time		
Genres Covered (Based on each lasting 2 weeks)		Fairy tales	Poetry (Vocabulary building)	Non chronological report (may continue to next term)	Recount - Diary	Adventure Narrative	Traditional Tales- Fishsave	Poetry - kenning	Instructions - experiment	Recount - Newspaper report	Tradition Tale – Egyptian Cinderella	Adventure Narrative	Instructions – giving directions	Writing and performing a play	Poetry – limericks and Haikus	Traditional Tales
Texts currently being used		Princess and the Pea Pinocchio (Hansel and Gretel) The emperor's new clothes Snow white Elves and the show maker	<i>Poem – My Dragon</i> <i>Text Mark: I am What am I</i> <i>The Old Man and the House Mouse</i>	<i>Parts of a Plant</i> <i>Text Mark: Crocodiles and Sharks</i> <i>Alligators</i> <i>Spiders</i>	<i>Stone Age Diary Entry</i> <i>Text Mark: Minpins</i> <i>Oliver Trist Morning</i>	<i>A Stone Age Adventure (adapted from Pie Corbett 'An Ancient Egypt Adventure')</i> <i>Text Mark: The Jungle</i> <i>The Red Crayon</i>	<i>Fishsave</i> <i>Text Mark: The Tale of Two Brothers</i> <i>The Caterpillar's Voice</i> <i>The Girl and the Puma</i>	<i>Animal Poems</i> <i>Text Mark: A Bird</i> <i>A Mouse</i> <i>Autumn</i>	<i>A Water Experiment</i> <i>Text Mark: How to make a sandwich</i> <i>How to tie your shoelaces</i> <i>How to make a spaghetti Bolognese</i>	<i>Local Hero Wins Medal</i> <i>Text Mark: The Roman Coin</i>	<i>The Ant and the Grasshopper</i> <i>Text Mark: The fox and the stork</i> <i>The hare and the tortoise</i> <i>The mouse and the Lion</i>	<i>Dragon</i> <i>Text Mark: Unknown forest</i> <i>Treasure</i> <i>Treasure 2</i>				
Composition	Plan their writing by	<ul style="list-style-type: none"> Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar Plan their writing by: discussing and recording ideas 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 														
	Draft and write by	<ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices: e.g. headings and sub-headings 														
	Evaluate and edit by	<ul style="list-style-type: none"> Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors 														
	Other including handwriting	<ul style="list-style-type: none"> 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 Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting: e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch 														
VCOP	Vocabulary	Expand nouns by adding simple adjectives (Ancient ruin, golden sun)	Use the figurative devices - similes in my writing Use deliberate word choices		Use apostrophes for contractions	Can sequence ideas using adverbs of time, manner or place.		Use the correct form of 'a' or 'an'		Use prepositions to express place and time. Use deliberate word choices and descriptive phrases Use the present perfect form of verbs instead of the simple past e.g., He has gone out to play contrasted with He went out to play		Use the present perfect form of verbs instead of the simple past e.g., He has gone out to play contrasted with He went out to play			Use the figurative devices alliteration in my writing Use deliberate word choices and descriptive phrases	
	Conjunctions			Use a range of co-ordinating conjunctions.	Use a range of sub-ordinating conjunctions . When, before, after, while, because.			Use a range of sub-ordinating conjunctions. When, before, after, while, because.		Use a range of sub-ordinating conjunctions.		Write complex sentences accurately Use a range of co-ordinating conjunctions .	Use a range of sub-ordinating conjunctions.	Write complex sentences accurately		
	Openers											Use simple adverbials,. Use where starter, (At the end of the lane.)		Use simple adverbials,. Use How starter ('Slowly')		
	Punctuation	Use inverted commas to punctuate direct speech		Introduction to paragraphs as a way to group related material		Use inverted commas to punctuate direct speech			Use commas in a list consistently Use and write a clause and a			Use apostrophes for plural possession.		Use commas in a list consistently		

				Use headings and sub-headings to aid presentation		Write simple and compound sentences			subordinate clause		I can drop an 'ing' clause Tim, running along, tripped over.			
						Use apostrophes for singular possession.					I can drop a 'who' clause, 'Tim, who was late, tripped over. (Jo – does this count as fronted adverbials?)			

Red = on old journey and deleted

Blue = on old journey and stayed the same

Green = added in