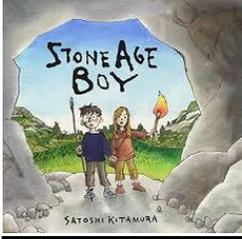
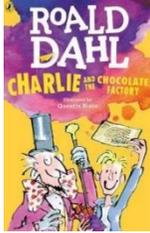
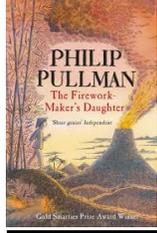
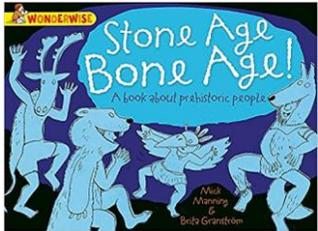
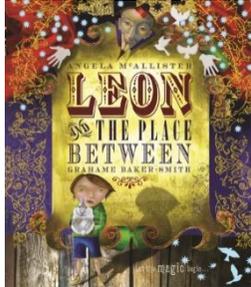
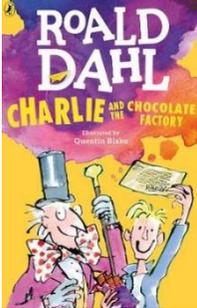
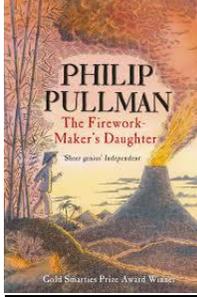


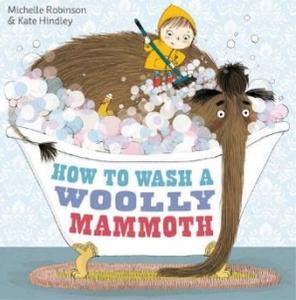
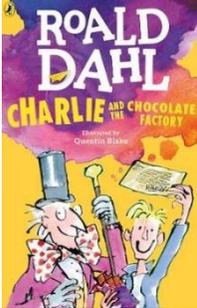
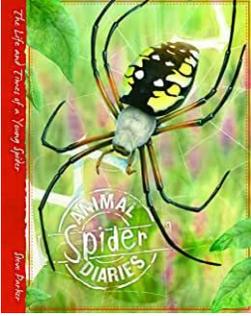
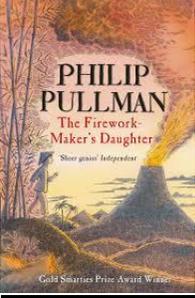
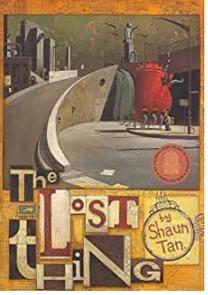
## Year 3 Writing Long Term Overview

Concept: Change		Concepts: Jealousy, Love, Greed, links to poverty, status and deserving	Concepts: Curiosity	Concept: Safety/ danger	
Digging Up the Past	Magic & Wonder	Chocolate	Plants & Animals	Light & Dark	Cracking Contraptions
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer1</u>	<u>Summer2</u>
<u>Learning Journey 1</u>	<u>Learning Journey 1</u>	<u>Learning Journey 1</u>	<u>Learning Journey 1</u>	<u>Learning Journey 1</u>	<u>Learning Journey 1</u>
<p><b>The Stone Age Boy (Fiction)</b></p>  <p><b>Outcome:</b> Write a portal story using the same cyclical and imitable structure of Stone Age Boy</p>	<p><b>The Black Hat (video Literacy Shed)</b></p>  <p><b>Outcome:</b> Explore the theme of freedom and write a persuasive argument for or against the animals' release from the hat.</p>	<p><b>Charlie and the chocolate factory by Roald Dahl (heritage)</b></p>  <p><b>Outcome:</b> Write a diary entry in role as Charlie upon receiving his golden ticket</p>	<p><b>It starts with a seed by Laura Knowles (P)</b></p>  <p><b>Outcome:</b> Write a narrative poem linked to a chosen life cycle – non-fiction in verse</p>	<p><b>The Firework Maker's Daughter by Philp Pullman (novel)</b></p>  <p><b>Outcome:</b> Write the ingredients for their own imaginary firework and instructions on how to make it</p>	<p><b>Cracking Contraptions Wallace &amp; Gromit</b></p>  <p><b>Outcome:</b> Design and make a contraption and write an explanation/guide on how to use it</p>
<b>Key NC Statements</b>	<b>Key NC Statements</b>	<b>Key NC Statements</b>	<b>Key NC Statements</b>	<b>Key NC Statements</b>	<b>Key NC Statements</b>
<p><b>Year 2:</b> Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience</p> <p>Use apostrophes to mark where letters are missing in spelling</p> <p>Use the present and past tenses correctly and consistently</p> <p>Write expanded noun phrases to describe and specify.</p>	<p><b>Year 2:</b> Use subordinating conjunction (when/ if/ that because)</p> <p>Distinguishing between homophones and near homophones</p> <p>Use commas to separate items in a list</p> <p>Use adventurous vocabulary appropriate to task</p> <p><b>Year 3:</b></p>	<p><b>Year 3:</b> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>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</p>	<p><b>Year 3:</b> 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</p> <p>evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>read aloud their own writing, to a group or the whole class, using</p>	<p><b>Year 3:</b> Use adverbs and prepositions to express time, place and cause.</p> <p>Extend a range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although.</p> <p>Expansion of detail supported through vocabulary and explanation.</p>	<p>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</p> <p>Expansion of detail supported through vocabulary and explanation.</p> <p>proof-read for spelling and punctuation errors</p>

# Year 3 Writing Long Term Overview

<p>Use adventurous vocabulary appropriate to task</p> <p>Use subordinating conjunction (when/ if/ that because)</p>	<p>increase the legibility, consistency and quality of their</p>	<p>Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>		
<p><b>Learning Journey 2</b></p>	<p><b>Learning Journey 2</b></p>	<p><b>Learning Journey 2</b></p>	<p><b>Learning Journey 2</b></p>	<p><b>Learning Journey 2</b></p>	<p><b>Learning Journey 2</b></p>
<p><b>Text: Stone Age Bone Age! And NF page in Stone Age Boy (NF)</b></p>  <p><b>Outcome:</b> Write a non-chronological report on aspects of Stone Age life, presented on Adobe Spark.</p>	<p><b>Leon and the Place Between by Angela McAllister (F)</b></p>  <p><b>Outcome:</b> Write the narrative description from the moment the boy enters the magical world inside the box</p>	<p><b>Charlie and the chocolate factory by Roald Dahl (heritage)</b></p>  <p><b>Outcome:</b> Write a character description of Mr Wonka through the eyes of one of the other characters in the story</p>	<p><b>Nature documentary – David Attenborough</b></p>  <p><b>Outcome:</b> Writing information about an animal of interest in the form of a NCR (presented as a waterfall book)</p>	<p><b>The Firework Maker's Daughter by Philp Pullman (novel)</b></p>  <p><b>Outcome:</b> Write a newspaper report linked to Lachland's escape and release of the elephant</p>	<p><b>The Sound Collector Poem by Roger McGough</b></p>  <p><b>Outcome:</b> Use the structure of the poem to write their own version detailing all the sounds and noises that their cracking contraption makes</p>
<p><b>Key NC Statements</b></p>	<p><b>Key NC Statements</b></p>	<p><b>Key NC Statements</b></p>	<p><b>Key NC Statements</b></p>	<p><b>Key NC Statements</b></p>	<p><b>Key NC Statements</b></p>
<p><b>Year 2:</b> Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Section of relevant content shows an awareness of purpose and an emerging awareness of their audience</p> <p>Write expanded noun phrases to describe and specify.</p>	<p><b>Year 2:</b> Write expanded noun phrases to describe and specify.</p> <p>Use adventurous vocabulary appropriate to task</p> <p>Use sentences with different forms: statement, question, exclamation, command</p> <p>Use a range of prepositions (behind, before, above, along)</p>	<p><b>Year 3:</b> use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>spell further homophones</p> <p>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so</p>	<p><b>Year 3:</b> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>organising paragraphs around a theme</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p>	<p><b>Year 3:</b> Know when to use 'a' or 'an'.</p> <p>use fronted adverbials.</p> <p>use commas after fronted adverbials.</p> <p>vary nouns and pronouns to avoid repetition.</p> <p>use adverbs to express time, place and cause (manner).</p>	<p><b>Year 3:</b> 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</p> <p>evaluate and edit by assessing the effectiveness of their own and others' writing and</p> <p>composing and rehearsing sentences orally (including</p>

# Year 3 Writing Long Term Overview

<p>Use commas to separate items in a list</p> <p>Use apostrophes to mark singular possessions in nouns</p>	<p>Year 3: spell further homophones</p>	<p>that the ascenders and descenders of letters do not touch]</p> <p>proof-read for spelling and punctuation errors</p>	<p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>	<p>use some variation in sentence types (statements, questions, exclamation and commands).</p> <p>Select nouns and pronouns to provide clarity for the reader.</p>	<p>dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>
<p><b>Learning Journey 3</b></p>	<p><b>Learning Journey 3</b></p>	<p><b>Learning Journey 3</b></p>	<p><b>Learning Journey 3</b></p>	<p><b>Learning Journey 3</b></p>	<p><b>Learning Journey 3</b></p>
<p><b>Text: How to wash a Woolly Mammoth</b></p>  <p><b>Outcome:</b> Write an informative and detailed set of instructions on how to wash/feed/look after a sabre-toothed tiger.</p>	<p><b>The Marrog Poem</b></p>  <p><b>Outcome:</b> Write a poetic description of one of the magical creatures inside the black hat (from video)</p>	<p><b>Charlie and the chocolate factory by Roald Dahl (heritage)</b></p>  <p><b>Outcome:</b> Design and create an advert for a new chocolate bar being produced at the factory</p>	<p><b>Spider Diaries by Steve Parker (NF)</b></p>  <p><b>Outcome:</b> Write the diaries for an animal of their choice in the style of the Animal Diaries series</p>	<p><b>The Firework Maker's Daughter by Philp Pullman (novel)</b></p>  <p><b>Outcome:</b> Write a recount of the ceremony from a different perspective in the form of a letter</p>	<p><b>The Lost Thing by Shaun Tan (F)</b></p>  <p><b>Outcome:</b> Write a letter to the department of odds and sods reporting your discovery of the lost thing and requesting help</p>

## Year 3 Writing Long Term Overview

<p><b>Year 2:</b> Use co-ordinating conjunctions (or/and/ but)</p> <p>Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience</p> <p>Use sentences with different forms: statement, question, exclamation, command</p> <p>Use a range of prepositions (behind, before, above, along)</p>	<p><b>Year 2:</b> Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters . Section of relevant content shows an awareness of purpose and an emerging awareness of their audience</p> <p>Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience</p> <p><b>Year 3:</b> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p><b>Year 3:</b> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>spell words that are often misspelt (English Appendix 1)</p>	<p><b>Year 3:</b> 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</p> <p>Vocabulary choices move from generic e.g. from 'dog' to 'terrier'</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Choose adverbs and prepositions to express time, place and cause</p> <p>Organise writing into logical chunks and write coherent series of linked sentences for each</p>	<p><b>Year 3:</b> 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</p> <p>Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Organise writing into logical chunks and write coherent series of linked sentences for each</p> <p>Choose adverbs and prepositions to express time, place and cause</p>	<p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Organise writing into logical chunks and write coherent series of linked sentences for each</p> <p>organising paragraphs around a theme</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p>
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