Year group	3					
Term	Spri	ng 1	Spring 2			
Genre	Diary	Instructions	Quest Tale	Persuasive adverts		
Text	Marcy and the Riddle of the Sphinx. Explorer finding a tomb.	Make a mummy	Explorer searching for tomb	Advert for class Egyptian museum		
Audience and Purpose	To entertain and inform	To inform	To entertain	To persuade		
Links to previous year groups and current topic	Linked to Egyptians topic	Linked to Egyptians topic	First time writing a quest tale Linked to Egyptians topic. Marcy link.	Linked to Egyptians topic		
Grammar, punctuation	-Write for a range of real	-Write for a range of real	Write for a range of real purposes	-Write for a range of real purposes		
and composition.	purposes and audiences, beginning to develop an awareness of the appropriate	purposes and audiences, beginning to develop an awareness of the appropriate	and audiences, beginning to develop an awareness of the appropriate language, grammar and	and audiences, beginning to develop an awareness of the appropriate language, grammar and		
	language, grammar and form	language, grammar and form (e.g.	form (e.g. letter, report writing etc)	form (e.g. letter, report writing etc)		
	(e.g. letter, report writing etc)	letter, report writing etc)	-Create settings, characters and	-Use paragraphs		
	-Create characters in narrative	-Use speech punctuation	simple plot in narrative	-Use conjunctions (e.g. and,		
	-Use paragraphs	correctly (inverted commas)	-Use paragraphs	because, when, even though),		
	-Use conjunctions (e.g. and,	-Use conjunctions (e.g. and,	-Use speech punctuation correctly	adverbs (e.g. often, quickly, very),		
	because, when, even though),	because, when, even though),	(inverted commas)	and prepositions (e.g. next to,		
	adverbs (e.g. often, quickly, very),	adverbs (e.g. often, quickly, very),	-Use conjunctions (e.g. and,	underneath, with) for cohesion and		
	and prepositions (e.g. next to,	and prepositions (e.g. next to,	because, when, even though),	to add detail		
	underneath, with) for cohesion	underneath, with) for cohesion	adverbs (e.g. often, quickly, very),	-Use past tense correctly and		
	and to add detail	and to add detail	and prepositions (e.g. next to,	consistently		
	-Use past tense correctly and	-Use past tense correctly and	underneath, with) for cohesion and	-Use other verb forms for tense		
	consistently	consistently	to add detail	(e.g. will go, have eaten)		
	-Use other verb forms for tense	-Use other verb forms for tense	-Use past tense correctly and	-Use the range of punctuation in Y3		
	(e.g. will go, have eaten)	(e.g. will go, have eaten)	consistently	correctly: Possessive apostrophe		
	-Use the range of punctuation in	-Use the range of punctuation in	-Use other verb forms for tense	regular plural (girls')		
	Y3 correctly: Possessive	Y3 correctly: Possessive	(e.g. will go, have eaten)	Possessive apostrophe irregular		
	apostrophe regular plural (girls')	apostrophe regular plural (girls')	-Use the range of punctuation in Y3	plural (children's)		
	Possessive apostrophe irregular	Possessive apostrophe irregular	correctly: Possessive apostrophe	-Spell the Y3/4 statutory words		
	plural (children's)	plural (children's)	regular plural (girls')	correctly		
	-Spell the Y3/4 statutory words	-Spell the Y3/4 statutory words	Possessive apostrophe irregular			
	correctly	correctly	plural (children's)	-Use detail and vocabulary to		
	-Use detail and vocabulary to		-Spell the Y3/4 statutory words	interest and engage the reader		
	interest and engage the reader	- Improve the effect of their	correctly			
		writing by making changes when				

-Use paragraphs to indicate a editing (e.g. re-ordering -Use detail and vocabulary to -Use paragraphs to indicate a change of Time, Person, TOpic or sentences and adapting interest and engage the reader change of Time, Person, TOpic or Place (TIPTOP) Place (TIPTOP) vocabulary) -Use paragraphs to indicate a - Improve the effect of their - Improve the effect of their writing change of Time, Person, Topic or writing by making changes when - Subordinating conjunction 'as' Place (TIPTOP) by making changes when editing - Improve the effect of their writing (e.g. re-ordering sentences and editing (e.g. re-ordering to describe simultaneous actions. sentences and adapting by making changes when editing adapting vocabulary) - **Adverbs of manner** to set the vocabulary) tone/mood of the sentence. (e.g. re-ordering sentences and - A varied range of time/place adapting vocabulary) - Starting with the past participle '-- Subordinating conjunction 'as' adverbials to move action ed' to explain why a character/subject behaves in a to describe simultaneous actions. forward and create a sequence of - Starting with the past participle 'linked events. ed' to explain why a - **Adverbs of manner** to set the certain way, highlight and tone/mood of the sentence. character/subject behaves in a emphasisina it. certain way, highlight and - A varied range of time/place - Repeating words or phrases for adverbials to move action emphasising it. emphasis to stress points or ideas or - Repeating words or phrases for forward and create a sequence of to suggest urgency. - Subordinating conjunction 'as' to linked events. emphasis to stress points or ideas or describe simultaneous actions. to suggest urgency. - Subordinatina conjunction 'as' to - **Short sentences** to create an describe simultaneous actions. uncluttered statement of fact to be - Short sentences to open to create stark and to the point. immediacy/drama and engage the - Repeated use of questions to add weight to an argument in order to reader. - Short sentences one after another persuade. - Adverbs of manner to set the to create pace. - Similes to enhance and embellish tone/mood of the sentence. description by creating an analogy. - A varied range of time/place - A range of ways to say 'said' to adverbials to move action forward convey information about a and create a sequence of linked character, their mood or feeling. events. - **Adverbs of manner** to set the tone/mood of the sentence. - A varied range of time/place adverbials to move action forward and create a sequence of linked events. Develop greater control of presentation: down-strokes are parallel and equidistant, ascenders and descenders are spaced not to touch andwriting letters on other lines. Introduce correct positioning, sizing, orientation, starting and finishing points for inverted commas for speech.

See Read Write Inc. plan

Spelling