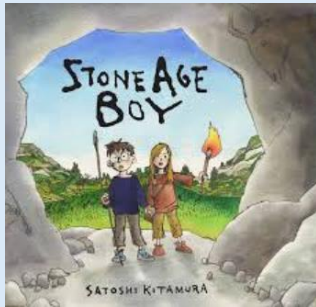
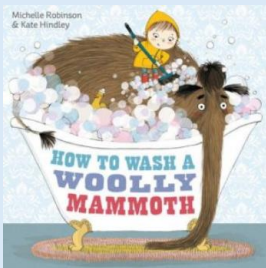
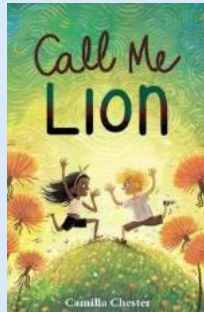
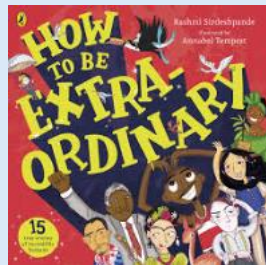
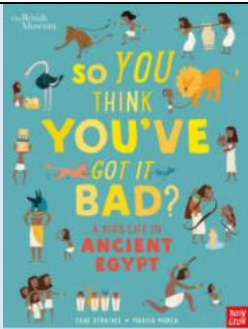
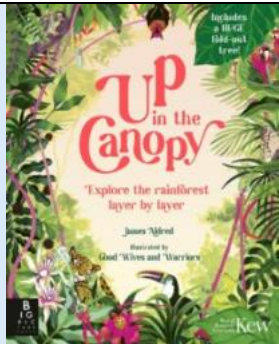


Year 3	Autumn 1		Autumn 2	
Text for writing focus	Stone Age Boy- Satoshi Kitamura (3 Weeks)  Genre: Historical/Adventure Fiction	How to wash a woolly mammoth- Michelle Robinson and Kate Hindley (3 Weeks)  Genre: Instructional Non-Fiction	Call Me Lion- Camilla Chester (3 Weeks)  Genre: Contemporary Fiction	How to be extraordinary- Rashmi Sirdeshpande (3 Weeks)  Genre: Biographical Non-Fiction
Why this, why now?	Links to Y3 History- What was life like in stone age Britain? Narrative is revisited from KS1, moving from simple, linear stories to narratives where the character shifts between settings and time, requiring pupils to manage transitions within a story.	Links to Y3 History- What was life like in stone age Britain? Instructions are revisited from Year 1 and Year 2, strengthening pupils' control of sequencing, clarity and command language through a more abstract context.	Recount is revisited from KS1, building on earlier diary and writing in role so pupils select and sequence key moments with greater control and detail.	Non-chronological reports are revisited, consolidating biography writing so pupils organise information more clearly and independently.
Main outcome	Narrative- Short Portal Story Genre progression Narrative.docx	Instructions Genre progression Instruction Texts.docx	Narrative Recount: A sequence of diary entries at key moments Genre progression Recount.docx	Non-Chronological Report: Biography Genre progression Non Chronological.docx
Purpose for writing	To entertain	To inform	To entertain	To inform
Possible Immersive Hook	A Stone Age camp appears in the classroom with a hide shelter, extinguished fire, animal skins, tools and a mysterious stone. Alongside it is a message asking pupils to discover where the stone came from. Touching or examining it becomes the "portal" into the story world.	Large muddy mammoth footprints lead into the classroom to a woolly mammoth model, toy or silhouette covered in pretend mud. A message from its keeper explains that the mammoth urgently needs washing but nobody knows how to do it safely.	A dance bag is discovered containing ballet shoes, a programme, a photograph and several unfinished diary pages belonging to Leo. The entries reveal important moments.	Create an "Extraordinary People Museum" using covered photographs, quotations and mystery objects connected to several significant people. Pupils work as researchers to identify the people before receiving a request to create a new biography for the exhibition.
	Transcription:	Transcription:	Transcription:	Transcription:

National Curriculum Coverage *indicates retrieval as this has been previously taught.	Revise previously taught spelling patterns and suffix rules. Use further prefixes and suffixes and understand how to add them. Add suffixes beginning with vowel letters to words of more than one syllable. Spell the /ɪ/ sound using y elsewhere than at the end of words. Spell further homophones. Begin to learn words from the Year 3 and 4 statutory spelling list.	Revise previously taught spelling patterns.* Apply suffix rules to words of more than one syllable.* Spell the /ʌ/ sound using ou. Add the prefixes un-, dis-, mis- and re-. Spell further homophones.* Learn and apply selected Year 3 and 4 statutory spellings.*	Apply previously taught spelling patterns and suffix rules.* Add prefixes beginning with in-, including in-, im-, il- and ir-. Spell further homophones.* Learn and apply selected statutory spellings.* Check spellings using a word bank or dictionary.	Apply previously taught prefixes and suffixes.* Add the prefixes sub-, inter-, super-, anti- and auto-. Use the first two or three letters of a word to check its spelling in a dictionary. Spell further homophones.* Learn and apply selected statutory spellings.*
	<u>Composition:</u> Discuss writing similar to that which they are planning in order to learn from its structure, vocabulary and grammar. Discuss and record ideas. Compose and rehearse sentences orally before writing. Build an increasingly varied and rich vocabulary. Create settings, characters and plot in narrative writing. Group related narrative material into paragraphs. Assess the effectiveness of their own and others' writing and suggest improvements. Proofread for spelling and punctuation errors. Read writing aloud with appropriate intonation and volume.	<u>Composition:</u> Discuss model instructions and learn from their structure, vocabulary and grammar.* Discuss and record ideas.* Compose and rehearse sentences orally.* Select appropriate vocabulary for clarity and precision. Organise related information into paragraphs. Use simple organisational devices in non-narrative writing. Assess writing and suggest improvements.* Propose changes to grammar and vocabulary to improve consistency. Proofread for spelling and punctuation errors.* Read completed instructions aloud clearly.*	<u>Composition:</u> Discuss and record ideas.* Compose and rehearse sentences orally, including possible dialogue.* Develop settings and characters through actions, feelings and observations.* Group related events into paragraphs.* Assess the effectiveness of writing and suggest improvements.* Propose changes to grammar and vocabulary to improve consistency. Check the accurate use of nouns and pronouns. Proofread for spelling and punctuation errors.* Read writing aloud with appropriate intonation and volume.*	<u>Composition:</u> Discuss biographies and learn from their structure, vocabulary and grammar.* Discuss and record information gathered through reading and research.* Compose and rehearse sentences orally.* Organise related information into paragraphs.* Use simple organisational devices in non-narrative writing.* Assess writing and suggest improvements.* Propose changes to vocabulary and grammar to improve precision and consistency.* Proofread for spelling and punctuation errors.* Read completed writing aloud clearly.*
	<u>Handwriting:</u> Use the diagonal and horizontal strokes needed to join letters. Understand which letters are best left unjoined. Increase the legibility, consistency and quality of handwriting.	<u>Handwriting:</u> Use appropriate joining strokes.* Leave appropriate letters unjoined.* Increase the legibility and consistency of handwriting.*	<u>Handwriting:</u> Use joined handwriting throughout independent writing where appropriate.* Increase the legibility, consistency and quality of handwriting.*	<u>Handwriting:</u> Use appropriate joining strokes consistently.* Ensure that downstrokes are parallel and equidistant. Space lines so that ascenders and descenders do not touch.
	<u>Vocabulary, Grammar and Punctuation:</u>	<u>Vocabulary, Grammar and Punctuation:</u>	<u>Vocabulary, Grammar and Punctuation:</u>	<u>Vocabulary, Grammar and Punctuation:</u>

	Extend sentences using conjunctions expressing time, including when, before and after. Use adverbs to express time, including then, next and soon. Use prepositions to express place, for example in, inside, beneath, through and beyond. Choose nouns and pronouns appropriately to support clarity and avoid repetition. Introduce and use the terminology preposition, conjunction, clause and subordinate clause.	Use conjunctions expressing time, including before, after and when.* Use adverbs expressing time, including first, next, then and finally.* Use prepositions expressing time and place. Use the imperative verb forms and command sentences previously introduced in KS1.* Understand how un-, dis-, mis- and re- change the meaning of root words. Use prefix and previously introduced terminology accurately.	Use conjunctions expressing time and cause, including when, after, while, so and because. Use adverbs to express time and cause. Use the present perfect form of verbs in contrast to the simple past, for example I have learned rather than I learned. Choose nouns and pronouns appropriately for clarity and cohesion.* Understand the relationship between simple past and present perfect verb forms. Use the terminology verb, present perfect, clause and subordinate clause.	
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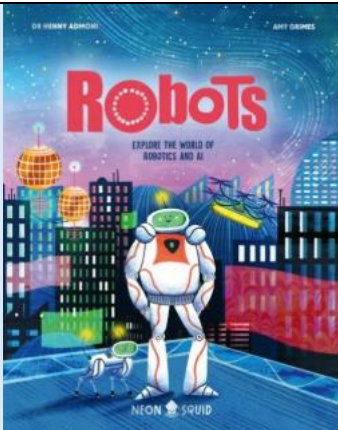
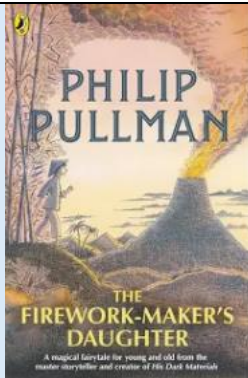
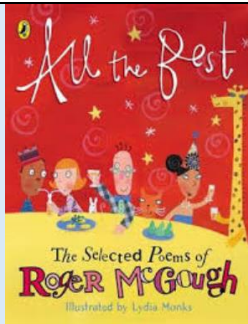
Year 3	Spring 1		Spring 2	
Text for writing focus	Marcy and Riddle of the Sphinx- Joe Todd Stanton	So You Think You've Got It Bad: A Kid's Life in Ancient Egypt- Chae Strathie & Marisa Morea	The Secret Wild- Alex Evelyn	Up in the Canopy- James Aldred

	 Genre: Mystery Fiction	 Genre: Historical Non-Fiction	 Genre: Contemporary Fiction	 Genre: Geographical Non-Fiction
Why this, why now?	Narrative is revisited , shifting the focus from telling a full story to deliberately crafting an opening that creates intrigue, signalling a move towards greater authorial control.	Explanation is revisited from Year 1 and 2 , developing pupils' ability to explain a process using clearer sequencing and subject-specific vocabulary.	Narrative is revisited , building from openings into structuring a full narrative around a clear journey, where events are linked through a sequence of challenges and outcomes.	Persuasion is revisited from KS1 , strengthening pupils' ability to write for audience and purpose by selecting language more deliberately.
Main outcome	Narrative- Mystery/Riddle Opening Genre progression Narrative.docx	Explanation Text- Mummification Genre progression Explanation Texts.docx	Narrative- Quest Narrative Genre progression Narrative.docx	Persuasive Writing- Advert (Visit the Amazon Rainforest) Genre progression Persuasion.docx
Purpose for writing	To entertain	To explain	To entertain	To persuade
Possible Immersive Hook	An Egyptian puzzle box appears in the classroom alongside a sealed message written partly in hieroglyphics. Pupils must solve a sequence of clues to reveal an object or final riddle linked to the Sphinx.	An archaeological crate arrives containing replica bandages, labelled jars, amulets and mixed-up process cards. A museum curator asks pupils to reconstruct and explain the mummification process before a new exhibition opens.	Part of the classroom has been overtaken by vines and leaves overnight. Animal tracks lead to a torn map and a warning that a hidden wild place is in danger. Pupils must follow clues to discover the journey their character will undertake.	Turn the classroom into a travel agency with rainforest sounds, images, maps and an empty advertising display. A fictional eco-tour company commissions the class to create an advert that will persuade responsible visitors to experience and protect the Amazon.
National Curriculum Coverage *indicates retrieval as this has been previously taught.	<u>Transcription:</u> Apply previously taught spelling patterns, prefixes and suffixes.* Add the suffix -ation to verbs to form nouns. Add -ly to adjectives to form adverbs. Spell words with endings sounding like /ʒə/ or /fə/ using -sure and -ture.	<u>Transcription:</u> Apply previously taught prefixes and suffixes.* Spell words ending in -sion. Apply -ation and -ly accurately.* Spell words ending in -sure and -ture.* Use dictionaries to check spellings.* Spell further homophones.*	<u>Transcription:</u> Apply previously taught spelling patterns, prefixes and suffixes.* Add the suffix -ous to form adjectives. Apply -ly to form adverbs.* Spell further homophones.* Use dictionaries to check spellings.*	<u>Transcription:</u> Apply previously taught prefixes, suffixes and spelling rules.* Spell words with endings sounding like /ʃən/, including -tion, -sion, -ssion and -cian. Apply -ous and -ly accurately.* Spell further homophones.* Use dictionaries to check spellings.*

	Spell further homophones.* Learn and apply statutory spellings.*	Learn and apply statutory spellings.*	Learn and apply statutory spellings.*	Learn and apply statutory spellings.*
	<u>Composition:</u> Discuss effective mystery openings and learn from their vocabulary and grammar.* Discuss and record ideas.* Compose and rehearse sentences orally, including dialogue.* Create a setting and introduce characters.* Use paragraphs to group related material.* Select vocabulary and sentence structures that create intrigue. Assess the effectiveness of writing and suggest improvements.* Propose changes to grammar and vocabulary.* Proofread for spelling and punctuation errors.* Read writing aloud with appropriate intonation and volume.*	<u>Composition:</u> Discuss explanations and learn from their structure, vocabulary and grammar.* Discuss and record ideas using research.* Compose and rehearse sentences orally.* Build subject-specific vocabulary. Organise related information into paragraphs.* Use simple organisational devices.* Assess writing and suggest improvements.* Propose changes to vocabulary and grammar for clarity.* Proofread for spelling and punctuation errors.* Read completed writing aloud clearly.*	<u>Composition:</u> Discuss quest narratives and learn from their structure, vocabulary and grammar.* Discuss and record ideas.* Compose and rehearse sentences orally, including dialogue.* Create settings, characters and plot.* Organise a sequence of challenges and outcomes into paragraphs.* Assess writing and suggest improvements.* Propose changes to grammar and vocabulary.* Check nouns and pronouns for clarity and cohesion.* Proofread for spelling and punctuation errors.* Read writing aloud with appropriate intonation and volume.*	<u>Composition:</u> Discuss persuasive adverts and learn from their vocabulary and grammar.* Identify and record ideas suited to the audience and purpose. Compose and rehearse sentences orally.* Select precise and persuasive vocabulary. Organise related points into paragraphs.* Use simple organisational devices.* Assess writing and suggest improvements.* Propose changes to grammar and vocabulary to strengthen the effect.* Proofread for spelling and punctuation errors.* Read completed writing aloud with appropriate intonation and volume.*
	<u>Handwriting:</u> Apply taught joining conventions consistently.* Increase handwriting legibility and quality.*	<u>Handwriting:</u> Apply joined handwriting consistently.* Maintain legibility, consistency and quality.*	<u>Handwriting:</u> Apply joined handwriting consistently.* Maintain legibility and quality in sustained writing.*	<u>Handwriting:</u> Apply joined handwriting consistently.* Maintain legibility, consistency and quality.*
	<u>Vocabulary, Grammar and Punctuation:</u> Use conjunctions, adverbs and prepositions to express time and place.* Use adverbs formed with -ly. Choose nouns and pronouns appropriately.* Introduce inverted commas to punctuate direct speech. Use appropriate punctuation before the closing inverted comma.	<u>Vocabulary, Grammar and Punctuation:</u> Use conjunctions to express time and cause, including when, after, while, so and because.* Use adverbs to express time and cause, including then, next, soon and therefore. Use prepositions to express time and cause, including before, after, during and because of. Use the present tense consistently. Use the present perfect where	<u>Vocabulary, Grammar and Punctuation:</u> Use conjunctions, adverbs and prepositions to express time, place and cause.* Use adjectives ending in -ous. Use nouns and pronouns appropriately for cohesion.* Use and punctuate direct speech.* Use the present perfect where appropriate.* Use paragraphs to group related	<u>Vocabulary, Grammar and Punctuation:</u> Use conjunctions expressing cause, including so and because.* Use adverbs expressing cause, including therefore. Use expanded noun phrases from KS1 to add persuasive detail.* Use the present tense consistently. Use the present perfect where appropriate.* Use headings and subheadings to

	Introduce and use the terminology direct speech and inverted commas or speech marks. Use consonant, consonant letter, vowel and vowel letter when discussing spelling patterns.	appropriate.* Use paragraphs and headings to organise related information.* Use taught grammatical terminology accurately.*	events.* Use Year 3 grammatical terminology accurately.*	aid presentation.* Choose nouns and pronouns appropriately.* Use Year 3 grammatical terminology accurately.*
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Year 3	Summer 1		Summer 2	
Text for writing focus	The Iron Man- Ted Hughes	Robots: Explore the World of Robotics and AI- Dr Henny Admoni and Amy Grimes	The Firework Maker's Daughter- Phillip Pulman	The Sound Collector- Roger McGough

	 Genre: Classic/Science Fiction	 Genre: Science Non-Fiction	 Genre: Adventure Fiction	 Genre: Narrative Poem
Why this, why now?	Narrative is revisited , introducing cause and consequence so pupils shape narratives around a clear message, rather than just a sequence of events.	Discussion is revisited from Year 1 , building on early exposure so pupils begin to organise simple viewpoints with reasons.	Narrative is revisited , increasing complexity further by requiring pupils to manage a dilemma within the plot, combining structure, character decision and resolution.	Poetry is revisited , building on earlier work to support sentence composition and careful word choice through rhythm and imagery.
Main outcome	Narrative-Warning Tale Genre progression Narrative.docx	Discussion Text- Letter in response to headteacher. Genre progression Discussion texts.docx	Narrative- Adventure with a dilemma Genre progression Narrative.docx	Narrative Poetry Genre progression Poetry.docx
Purpose for writing	To entertain	To discuss	To entertain	To entertain
Possible Immersive Hook	A huge metal footprint appears outside the classroom alongside scattered nuts, bolts and a damaged warning notice. An emergency audio message reports that something enormous has been seen nearby and asks pupils to establish what happened.	A formal letter from the headteacher stating that she is considering bringing robots into school to do some jobs and that some of the staff might be replaced.	A locked chest arrives containing a forbidden firework design, unusual "ingredients" and a letter explaining that a young firework maker must make a dangerous decision. Pupils explore the possible choices and consequences before discovering the character's dilemma.	The familiar sounds of the school have mysteriously disappeared. Place labelled jars or containers around the room containing QR codes or recordings of captured sounds. A note from the "Sound Collector" challenges pupils to notice, collect and return the missing sounds through poetry.
National Curriculum Coverage *indicates retrieval as this has been	Transcription: Apply previously taught prefixes, suffixes and spelling rules.* Spell words of Greek origin using ch for the /k/ sound. Spell words of French origin using ch for the /ʃ/ sound.	Transcription: Apply previously taught prefixes, suffixes and spelling rules.* Spell words ending in -gue and -que. Spell words containing the /s/ sound using sc.	Transcription: Apply all spelling patterns, prefixes and suffixes taught so far.* Spell words containing ei, eigh or ey representing the /eɪ/ sound. Use apostrophes accurately in singular and plural possessive	Transcription: Apply all spelling patterns, prefixes and suffixes taught during Year 3.* Distinguish between homophones and near-homophones.* Spell an increasing number of words from the Year 3 and 4

previously taught.	Spell further homophones.* Use dictionaries to check spellings.* Learn and apply statutory spellings.*	Place the possessive apostrophe accurately in regular plural nouns. Begin to place the possessive apostrophe accurately in irregular plural nouns. Spell further homophones.* Use dictionaries to check spellings.* Learn and apply statutory spellings.*	forms.* Distinguish between further homophones and near-homophones.* Use dictionaries to check spellings.* Learn and apply statutory spellings.*	statutory list.* Use the first two or three letters of a word to check its spelling in a dictionary.* Proofread and correct spelling errors.*
	<u>Composition:</u> Discuss warning narratives and learn from their structure, vocabulary and grammar.* Discuss and record ideas.* Compose and rehearse sentences orally, including dialogue.* Create settings, characters and plot.* Organise narrative material into paragraphs.* Develop clear cause and consequence within the plot. Assess writing and suggest improvements.* Propose changes to grammar and vocabulary.* Proofread for spelling and punctuation errors.* Read writing aloud with appropriate intonation and volume.*	<u>Composition:</u> Discuss discussion texts and learn from their structure, vocabulary and grammar.* Discuss and record contrasting ideas. Compose and rehearse sentences orally.* Select vocabulary appropriate to a formal audience. Organise related viewpoints into paragraphs.* Assess the effectiveness of their own and others' writing.* Propose changes to grammar and vocabulary.* Check pronouns for clarity and consistency.* Proofread for spelling and punctuation errors.* Read completed writing aloud with appropriate intonation and volume.*	<u>Composition:</u> Discuss adventure narratives and learn from their structure, vocabulary and grammar.* Discuss and record ideas.* Compose and rehearse sentences orally, including dialogue.* Create settings, characters and plot.* Develop a dilemma through character choice and consequence. Organise narrative material into coherent paragraphs.* Assess writing and suggest improvements.* Propose changes to grammar and vocabulary.* Check nouns and pronouns for clarity and cohesion.* Proofread for spelling and punctuation errors.* Read writing aloud with appropriate intonation and volume.*	<u>Composition:</u> Discuss poetry similar to that which they are planning and learn from its vocabulary and grammar.* Discuss and record ideas and vocabulary.* Compose and rehearse lines and sentences orally.* Select precise vocabulary and sound patterns. Group related material appropriately.* Assess the effectiveness of their own and others' writing.* Propose changes to vocabulary and grammar.* Proofread for spelling and punctuation errors.* Read and perform poetry using appropriate intonation, volume and action so that the meaning is clear.*
	<u>Handwriting:</u> Apply joined handwriting consistently in sustained writing.* Maintain legibility, consistency and quality.*	<u>Handwriting:</u> Apply joined handwriting consistently.* Maintain legibility and quality in sustained writing.*	<u>Handwriting:</u> Apply joined handwriting consistently.* Maintain legibility, consistency and quality across sustained writing.*	<u>Handwriting:</u> Use joined handwriting consistently where appropriate.* Increase the legibility, consistency and quality of handwriting.* Present a final piece carefully and clearly.
	<u>Vocabulary, Grammar and Punctuation:</u>	<u>Vocabulary, Grammar and Punctuation:</u>	<u>Vocabulary, Grammar and Punctuation:</u>	<u>Vocabulary, Grammar and Punctuation:</u>

	Use conjunctions, adverbs and prepositions to express time, place and cause.* Choose nouns and pronouns appropriately for clarity and cohesion.* Use the present perfect in contrast to the simple past where appropriate.* Use and punctuate direct speech.* Use paragraphs to group related events.* Use Year 3 grammatical terminology accurately.*	Use conjunctions to express cause, including because, so and although. Use adverbs expressing cause, including therefore.* Choose nouns and pronouns appropriately for clarity and cohesion.* Use the present tense and present perfect appropriately.* Organise related viewpoints into paragraphs.* Use headings where they support presentation.* Indicate possession using apostrophes with plural nouns. Use Year 3 grammatical terminology accurately.*	Use conjunctions, adverbs and prepositions to express time, place and cause.* Use the present perfect in contrast to the simple past where appropriate.* Choose nouns and pronouns appropriately for cohesion.* Use and punctuate direct speech accurately.* Use paragraphs to group related events.* Use Year 3 grammatical terminology accurately.*	Use conjunctions, adverbs and prepositions to express time, place and cause where appropriate.* Use word families to explore relationships between words.* Use prefixes and suffixes to create and understand vocabulary.* Choose nouns and pronouns appropriately.* Apply taught punctuation where appropriate to the poem.* Use all Year 3 terminology accurately: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas.*
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