

Year 3 Overview

Units

Writing Outcome	Entertain	Persuade	Poetry	Discuss	Inform
<p>Autumn 1 - Meet the Greeks Character description - Medusa Historical narrative - Perseus Recount - Greek Day Instructions - Greek Amphora Letter - Hercules</p> <p>Autumn 2 Play - Odysseus Narrative Myths and legends - King Midas Diary - Theseus Non-chronological report on gods</p>		<p>Spring - Food Glorious Food Narrative - Iron Man Persuasive speech - Mayor Bunny Poetry - Michael Rosen Chocolate Cake Recount - Cadbury World Trip</p> <p>Autumn 2 Biography - Roald Dahl Narrative - Charlie and the chocolate factory Persuasion - Advert for cake Instructions - Making chocolate/baking</p>		<p>Summer - Across the Ages Setting Description - Cave Character Description - Caveman Narrative - linked to Stone Age Boy</p> <p>Summer 2 Diary Entry - Firework Maker's Daughter Poetry - based on the Ages (cinquain and kenning) Non - Chronological Report - Linked to the Ages Newspaper report - Bishop's Wood</p>	

Suggested Texts

These are **limited** recommendations. Any high-quality text, that fits with the aims of the unit, can be planned from.



Skills and Knowledge

<p>Composition</p> <ul style="list-style-type: none"> I can plan my writing by discussing it, and talking about how to improve it, using examples from other writers that I like. I can draft and write descriptive work that creates settings, characters and plots. 	<p>Composition</p> <ul style="list-style-type: none"> I can plan my writing by discussing it, and talking about how to improve it, using examples from other writers that I like. I can draft and write descriptive work that creates settings, characters and plots. 	<p>Composition</p> <ul style="list-style-type: none"> I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice. I can plan my writing by discussing it, and talking about how to improve it, using examples from other writers that I like.
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- I can use paragraphs to organise my writing so that blocks of text group related material.
- I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting.

Vocabulary, grammar and punctuation

- I can use inverted commas correctly.
- I can understand when to use 'a' or 'an' in front of a word.
- I can talk about time, place and cause using these words: when, while, so, because, then, next, soon, therefore, before, after, during, in, because, of.
- I can use headings and sub-headings.
- I can use paragraphs.
- I can understand what the following words mean: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas.

Speaking and listening

- I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice.

Handwriting

- I can use more of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.
- I can write so that most of my letters are easy to read, all the same way up and the same size. My writing is spaced properly so that my letters don't overlap.

- I can draft and write material, such as instructions, using headings and sub-headings to organise my work.
- I can use paragraphs to organise my writing so that blocks of text group related material.
- I can rewrite my work, making improvements by saying the work out loud, using the best words I know and making sure I use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because.
- I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it.
- I can re-read my work to improve it for my audience.

Vocabulary, grammar and punctuation

- I can use inverted commas correctly.
- I can talk about time, place and cause using these words: when, while, so, because, then, next, soon, therefore, before, after, during, in, because, of.
- I can use headings and sub-headings.
- I can create new words using a range of prefixes including super-, anti-, auto-.
- I can use paragraphs.
- I can understand what the following words mean: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas.

Speaking and listening

- I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice.

Handwriting

- I can use more of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.
- I can write so that most of my letters are easy to read, all the same way up and the same size. My writing is spaced properly so that my letters don't overlap.

- I can draft and write descriptive work that creates settings, characters and plots.
- I can use paragraphs to organise my writing so that blocks of text group related material.
- I can rewrite my work, making improvements by saying the work out loud, using the best words I know and making sure I use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because.
- I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it.
- I can proof-read my work by reading aloud and putting in full stops. I can also add commas, question marks, exclamation marks and speech marks where needed.

Vocabulary, grammar and punctuation

- I can use inverted commas correctly.
- I can talk about time, place and cause using these words: when, while, so, because, then, next, soon, therefore, before, after, during, in, because, of.
- I can use headings and sub-headings.
- I can identify word families based on root words e.g. solve, solution, solver, dissolve, insoluble.
- I can use paragraphs.
- I can understand when to use 'a' or 'an' in front of a word.
- I can understand what the following words mean: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas.
- I can use the present perfect form of verbs e.g. He has gone out to play/ He went out to play.

Speaking and listening

- I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice.

Handwriting

- I can use more of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.
- I can write so that most of my letters are easy to read, all the same way up and the same size. My writing is spaced properly so that my letters don't overlap.