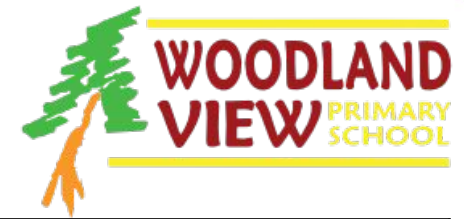




# YEAR 3 *Writing* Medium Term Plan



	Theme	Genre	Learning Objectives	Grammar Coverage
Aut 1	Athens v Sparta - Conflict in Ancient Greece	Greek Myths - 5 weeks	<ul style="list-style-type: none"> <li>● To understand where to accurately put a capital letter.</li> <li>● To create a storyboard about Poseidon and Athena</li> <li>● To understand the key features of a myth</li> <li>● <b>To use full stops and capital letters correctly.</b></li> <li>● <b>To know when to use a full stop, exclamation mark or question mark at the end of a sentence</b></li> <li>● To create a setting for a Myth</li> <li>● To plan a myth mountain</li> <li>● To plan a myth with the appropriate features. (the opening and the problem)</li> <li>● To plan a myth with the appropriate features.(the journey)</li> <li>● To plan a myth with the appropriate features. (resolution and ending)</li> <li>● To write a myth beginning that intrigues the reader. Starting the drafting process</li> <li>● <b>To recognise common and proper nouns.</b></li> <li>● To write the problem and the Journey of their myth that excites the reader.</li> <li>● To end a myth with a significant event.</li> <li>● <b>To understand and use adverbs in writing</b></li> <li>● Edit and improve work</li> <li>● Produce a Blue Write myth</li> </ul>	<ul style="list-style-type: none"> <li>→ Capital letters</li> <li>→ Past and present tense</li> <li>→ Adjectives</li> <li>→ Adverbs</li> <li>→ Conjunctions</li> <li>→ Full stops and Capital letters</li> <li>→ Exclamation marks</li> <li>→ Question marks</li> <li>→ Similes</li> <li>→ Accurate punctuation</li> <li>→ Emotive language</li> <li>→ Verbs</li> <li>→ Common and Proper nouns,</li> <li>→ Paragraphing</li> <li>→ Y3 non-negotiables</li> <li>→ Imperative verbs</li> <li>→ Subordinate and main clauses</li> <li>→ Cursive handwriting</li> </ul>
		Assessment week	<ul style="list-style-type: none"> <li>● To understand how to use conjunctions to extend sentences</li> <li>● To understand what coordinating conjunctions are</li> <li>● To understand what subordinate conjunctions are</li> <li>● Pxl assessments</li> </ul>	<ul style="list-style-type: none"> <li>→ Conjunctions - subordinate, coordinating</li> </ul>



# YEAR 3 *Writing* Medium Term Plan

Aut 2	A World of Difference	<p><b>Biography</b> of the Grand High Witch  <i>The Witches</i>- Roald Dahl          - 3 weeks</p>	<ul style="list-style-type: none"> <li>● <b>To recognise and use past, present and future tenses</b></li> <li>● Identify the features of a biography</li> <li>● To understand how to spot a Witch using adjectives</li> <li>● To write a character profile of the Grand High Witch</li> <li>● <b>To understand present perfect and simple past verb tenses</b></li> <li>● To plan and write a draft copy of the opening paragraph and the 'Family' section for a biography about the Grand High Witch</li> <li>● To plan and write a draft copy of the 'Early Life' section of a biography - Sequence paragraphs in a text</li> <li>● To plan and write a draft copy of the 'A Witch' section of the biography - sentence openers</li> <li>● <b>To understand what a clause is</b></li> <li>● To plan and write a draft copy of Later life and quotes sections</li> <li>● Edit and improve work</li> <li>● Produce a Blue Write biography</li> </ul>	<ul style="list-style-type: none"> <li>→ Past, present and future tense</li> <li>→ Adjectives</li> <li>→ Adverbs</li> <li>→ Conjunctions</li> <li>→ Paragraphing</li> <li>→ Verbs</li> <li>→ Present perfect and simple past verb tenses</li> <li>→ Main clauses</li> <li>→ Y3 non-negotiables</li> <li>→ Cursive handwriting</li> </ul>
	Instructions for a Witch's spell	<p><i>The Witches</i>- Roald Dahl          - 2 weeks</p>	<ul style="list-style-type: none"> <li>● <b>To understand what an imperative verb is</b></li> <li>● Identify the features of instructions</li> <li>● To make a draft recipe for Delayed Action 87 Action Mouse Maker formula</li> <li>● <b>To recognise and use main and subordinate clauses in writing.</b></li> <li>● Using adjectives to describe ingredients</li> <li>● Sequence a set of steps</li> <li>● Edit and improve work</li> <li>● Produce a Blue Write biography</li> </ul> <p>→ To write a Christmas acrostic poem</p>	<ul style="list-style-type: none"> <li>→ Imperative verbs</li> <li>→ Adjectives</li> <li>→ Adverbs</li> <li>→ Conjunctions</li> <li>→ Ordering adverbs (first, after, etc)</li> <li>→ Imperative verbs</li> <li>→ Main and subordinate clauses</li> <li>→ Ordering adverbs</li> <li>→ Y3 non-negotiables</li> <li>→ Cursive handwriting</li> <li>→ Verbs</li> </ul>



# YEAR 3 *Writing* Medium Term Plan

Spr 1	That's All Folks - Film and Animation	Diary <i>Iron Man</i> - Ted Hughes - 4 weeks	<ul style="list-style-type: none"> <li>To make judgments about the main character of the book</li> <li>To express your own ideas and feelings about what could happen in the story</li> <li>To use evidence from the text to answer the questions</li> <li>To summarise the ending of the story in your own words</li> <li><b>To understand what a simile and a metaphor is</b></li> <li>To understand how to portray emotions</li> <li>To understand what happens to Hogarth - freeze frame</li> <li>To understand the key features of a diary entry</li> <li>To write a short diary extract of your day</li> <li>To write a draft diary entry based on when Hogarth first saw the Iron Man</li> <li>To write a diary entry based on when Hogarth trapped the Iron Man</li> <li>To write a diary entry based on when Hogarth saw the creature and his plan for the Iron Man to help Earth</li> <li>Edit and improve work</li> <li>Produce a Blue Write biography</li> </ul>	<ul style="list-style-type: none"> <li>→ Emotive language</li> <li>→ Accurate punctuation</li> <li>→ Adjectives</li> <li>→ Verbs</li> <li>→ Write in full sentences and accurate punctuation, progressive use of capital letters</li> <li>→ Similes</li> <li>→ Metaphors</li> <li>→ Adverbs</li> <li>→ Conjunctions</li> <li>→ Paragraphing</li> <li>→ Past tense</li> <li>→ Adverbials of time</li> <li>→ Rhetorical questions</li> <li>→ Subordinate and main clauses</li> <li>→ Y3 non-negotiables</li> <li>→ Cursive handwriting</li> </ul>
		Grammar - 1 week	<ul style="list-style-type: none"> <li>Modal verbs</li> <li>I can recognise and use fronted adverbials.</li> <li>To use variety of conjunctions within my sentences</li> <li>To create a poem about Me</li> </ul>	<ul style="list-style-type: none"> <li>→ Modal verbs</li> <li>→ Fronted adverbials</li> <li>→ Commas</li> <li>→ Main clauses</li> <li>→ Time conjunctions</li> <li>→ Adjectives</li> <li>→ Adverbs</li> <li>→ Conjunctions</li> </ul>



# YEAR 3 Writing Medium Term Plan

Spr 2	<b>May the Force be With You</b> - Forces and Magnets	<b>Mystery story -</b>  <i>Star Wars</i> - 3 weeks	<ul style="list-style-type: none"> <li>To understand what Star wars is and why it is a fantasy story</li> <li>To write a brief setting description of where the story starts</li> <li>To identify the key features of a fantasy story</li> <li>To design a planet and write a description about it</li> <li>To create your creature that will help your hero</li> <li>To plan a fantasy story with using a story mountain</li> <li>To plan the first two chapters of our fantasy story with the appropriate features</li> <li>To plan the last chapters of our fantasy story with the appropriate features.</li> <li>To draft chapters 2,3 and 4 of their fantasy story</li> <li>Edit and improve work</li> <li>Produce a Blue Write biography</li> </ul>	<ul style="list-style-type: none"> <li>→ Adjectives</li> <li>→ verbs</li> <li>→ similes</li> <li>→ accurate punctuation</li> <li>→ expanded noun phrases</li> <li>→ Conjunctions</li> <li>→ Adverbials of time</li> <li>→ Subordinate clauses</li> <li>→ Exciting adjectives</li> <li>→ Exciting verbs</li> <li>→ Adjectives</li> <li>→ Verbs</li> <li>→ metaphors</li> <li>→ Y3 non-negotiables</li> <li>→ Cursive handwriting</li> </ul>
		Grammar week <b>Pixl intervention</b>	<ul style="list-style-type: none"> <li>apostrophe for contraction</li> <li>Identify a preposition</li> <li>Add prefix to create an antonym</li> </ul>	<ul style="list-style-type: none"> <li>→ Apostrophes for contraction</li> <li>→ Prepositions</li> <li>→ Prefixes, a</li> <li>→ Antonym</li> </ul>
		<b>Descriptive settings</b>  <i>Tadeo Jones</i> -2 weeks	<ul style="list-style-type: none"> <li>To use my senses to describe a setting</li> <li><b>To understand what an expanded noun phrase is</b></li> <li>To use figurative language to describe a setting</li> <li><b>To understand what personification means</b></li> <li>To write a detailed setting description, including adverbial phrases</li> <li>Edit work</li> <li>Blue write - short descriptive setting</li> <li>To be able to understand a character's thoughts and feelings using drama - freeze frame</li> </ul>	<ul style="list-style-type: none"> <li>→ Expanded noun phrases,</li> <li>→ Adjectives</li> <li>→ Similes and Metaphors</li> <li>→ Personification - noun, verb, preposition,</li> <li>→ Adjectives,</li> <li>→ Conjunctions,</li> <li>→ Adverbs,</li> <li>→ Paragraphing,</li> <li>→ Emotive language,</li> <li>→ Past tense,</li> <li>→ Adverbial phrases</li> <li>→ Subordinate and main clauses,</li> <li>→ Similes</li> <li>→ Y3 non-negotiables</li> <li>→ Cursive handwriting</li> </ul>



# YEAR 3 Writing Medium Term Plan

Sum 1	Ug! - Stone Age to Celts	<p><b>Newspaper</b></p> <p>Stone Age - <i>Now Press Play</i></p> <p>-4 weeks</p>	<ul style="list-style-type: none"> <li>To act out the Stone Age story using Now Press Play</li> <li>To create a mind map of each stage of the story</li> <li><b>To understand the difference between the past and present tense</b></li> <li>To identify the key features of a newspaper report</li> <li>To be able to write an effective headline</li> <li>To create a caption for an image</li> <li><b>To understand that inverted commas are used for direct speech</b></li> <li>To understand how to summarise an incident</li> <li>To plan a newspaper report with the correct structure and features</li> <li>To write the orientation for our newspaper report</li> <li>To write the main body of text for our newspaper article.</li> <li>To write the reorientation and caption for a picture</li> <li>Edit work</li> <li>Blue Write - newspaper</li> </ul>	<ul style="list-style-type: none"> <li>→ Ordering</li> <li>→ Adjectives</li> <li>→ Capital letters</li> <li>→ Full stops</li> <li>→ Past and present tense</li> <li>→ Adverbs</li> <li>→ Conjunctions</li> <li>→ Quotes</li> <li>→ Inverted commas</li> <li>→ Puns,</li> <li>→ Alliteration,</li> <li>→ Adjectives</li> <li>→ Verbs</li> <li>→ Adverbs</li> <li>→ Inverted commas for direct speech</li> <li>→ Time adverbials</li> <li>→ Paragraphs</li> <li>→ Subordinate and main clauses</li> <li>→ Y3 non-negotiables</li> <li>→ Cursive handwriting</li> </ul>
		<p>Grammar/ <b>Pixl intervention</b></p>	<ul style="list-style-type: none"> <li>To understand root words, prefixes and suffixes</li> <li>Identify the subordinate clause</li> <li>A or an</li> <li>prepositions</li> </ul>	<ul style="list-style-type: none"> <li>→ Prefixes</li> <li>→ Suffixes</li> <li>→ Root words</li> <li>→ Subordinate and main clauses</li> <li>→ A or an</li> <li>→ Prepositions</li> </ul>



# YEAR 3 *Writing* Medium Term Plan

Sum 2	Under the Canopy - Rainforests	<p><b>Persuasive letter/information page</b> <i>The Next Brazilian Mascot</i></p> <ul style="list-style-type: none"> <li>• To recall facts about the Amazon rainforest</li> <li>• To explore a range of visual stimuli based on animals from the rainforest</li> <li>• To analyse persuasive texts.</li> <li>• To identify organisational features of a text.</li> <li>• <b>To understand prepositional phrases</b></li> <li>• To plan a persuasive text</li> <li>• To use a range of persuasive features in my opening.</li> <li>• To use a range of persuasive features in my writing</li> <li>• Edit work</li> <li>• Blue write</li> </ul>	<ul style="list-style-type: none"> <li>→ Persuasive language</li> <li>→ Adjectives</li> <li>→ Emotive language,</li> <li>→ Commands</li> <li>→ Adverbs</li> <li>→ Prepositions</li> <li>→ Alliteration,</li> <li>→ Power of 3</li> <li>→ Imperative verbs</li> <li>→ Conjunctions</li> <li>→ Subordinate and main clauses</li> <li>→ Quotes</li> <li>→ Y3 non-negotiables</li> <li>→ Cursive handwriting</li> </ul>
	<p><b>Non-chronological report</b> (Literacy Shed)</p> <p><b>Kennings poetry</b></p>	<ul style="list-style-type: none"> <li>• To use extended sentences to describe a setting</li> <li>• To create a setting as an opening for a narrative.</li> <li>• To write a non-chronological report</li> <li>• <b>To identify determiners#</b></li> <li>• To create action sequences using noun verb pairs</li> <li>• To understand what a Kenning poem is.</li> </ul>	<ul style="list-style-type: none"> <li>→ Prepositional phrases</li> <li>→ Adjectives</li> <li>→ Punctuation</li> <li>→ Conjunctions</li> <li>→ Verbs</li> <li>→ Determiners</li> <li>→ Nouns</li> <li>→ Alliteration</li> </ul>