

# Year 3

Genre of Writing	How will the children be taught this genre (include cross curricular subject)	Grammar focus
<b>Poetry</b>	<p>Yr 3 Children will explore calligrams and shape poetry            They will explore:            Structure and shape            Personification            Similes            Linked to Topic, the children will use their knowledge of Egyptians to write their own shape poet.             Linked to RE to think about the structure of prayers.</p>	<p>-Capital letters, full stops, commas, exclamation/question mark, colons            -Varied sentence lengths and structures of sentences  <b>- time and cause conjunctions</b>  <b>– Sentence structure</b>            Compose sentences using adjectives, verbs and nouns for precision, clarity and impact.            - Engaging with and responding to texts. Identify features that writers use to provoke readers' reactions.</p>
<b>Biography</b>	<p>All about me – Jacqueline Wilson – significant people fact file.            -Look at examples different Biographies of significant individuals – discuss language features, content and organisation of the text            -Research sessions about British Monarchs (Henry VIII) - link to IT and History.</p>	<p>-Capital letters, full stops, commas, exclamation/question mark, colons  <b>- inverted commas for speech</b>  <b>- past tense</b>  <b>- Noun phrases and complex sentences</b></p>
<b>Short story</b>	<p>Adventure Stories – using Literacy Shed as a focus. The children will look at examples of adventure stories to plan and write their own in the same style.            - Reading a narrative story            - Stories with familiar settings            -Discussing prior knowledge of that topic            -meaning of related vocabulary            - Structure of narrative – story journey            - Features of the text type             Stories by the same author – Children to gain an understanding of the role of authors and illustrators.             Fergal Fly – to write their own detective story. The children will look at other detective stories. Children to write a</p>	<p>-Capital letters, full stops, commas, exclamation/question mark, colons            -Conjunctions            -Paragraphs            -Speech - using inverted commas  <b>1<sup>st</sup> and 3<sup>rd</sup> person, fronted adverbial phrases, range of conjunctions, subordinate and relative clauses (vary position in sentence).</b></p>

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	<p>newspaper report about the crime that takes place in the Fergal Fly story.</p> <p>Stories about imaginary worlds – using Literary Shed as a focus. Children to look at fantasy story models and write their own story.</p>	
<p><b><u>Explanation/ Non chronological/ Instructions</u></b></p>	<p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>-show examples of text type</li> <li>-looking at features</li> <li>-organisation and layout</li> </ul> <p><b>Non chronological</b></p> <p><b>Geography - Children to produce a travel brochure for a specific European country.</b></p> <ul style="list-style-type: none"> <li>-Report examples -research – different sources link to IT</li> <li>-Audience and purpose</li> <li>-Layout</li> <li>-Planning of diagrams and labels</li> </ul> <p><b>Instructions</b></p> <p><b>Egyptians</b> – hot and cold task. Children to write a set of instructions for produce a mask. Once the mask has been completed the children will revisit their earlier set of instructions and amend writing second draft. As an evaluation the children will produce a piece of extended writing explaining the design process. They will then evaluate the whole process.</p> <ul style="list-style-type: none"> <li>-Exploring and following different examples of instructional texts.</li> <li>-Learning about the language and structure of instructional writing</li> </ul> <p>Instructions - Children to write a set of instructions for a chosen task and to include grammatical and language features of instructions within their writing.</p>	<p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>present tense</li> <li>-first person</li> <li>-diagrams</li> </ul> <p><b>Y3 and 4:</b></p> <p><b>Fronted adverbial phrases</b></p> <p><b>Range of subordinate clauses</b></p> <p><b>Time and cause conjunctions</b></p> <p><b>Sentence types</b></p> <p><b>Contractions</b></p> <p><b>All punctuation for years 3 and 4</b></p> <p><b>Non – Chronological</b></p> <ul style="list-style-type: none"> <li>-Paragraphs Conjunctions</li> <li>-Heading sub- headings</li> </ul> <p><b>Fronted adverbial phrases</b></p> <p><b>Range of subordinate clauses</b></p> <p><b>Time and cause conjunctions</b></p> <p><b>Sentence types</b></p> <p><b>Instructions</b></p> <ul style="list-style-type: none"> <li>-capital letters</li> <li>-full stops</li> <li>-Imperative verbs</li> </ul>

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	<p>Non-chronological reports. Children will learn about the grammatical and organisational features of a report. To work in a group and collaboratively research different aspects of lift during this period.</p>	
<p><u>Recount/newspaper</u></p>	<p>-Look at examples of newspaper articles -Highlighting features of the text type Fantastic Mr Fox Feargal Fly Skarabrae Write a newspaper report based on the crime that took place within the Feargal Fly story. Children to use their research to write a newspaper report based on the excavation at Skarabrae.  Newspaper Reports - Children to read a range of reports including newspaper reports To understand the features of a newspaper report To use key features to produce a newspaper report about the Stone/Bronze.  After the visit to Hatfield House children can write a recount about the visit.  Children to write a first person diary recount from the perspective of a character – RE.  <b>Opportunities for newspaper writing in English and Topic units.</b></p>	<p>-Headings, title, paragraphs, -Fact and opinion -Personal and Impersonal -Formal and informal language  Paragraphs – Introduction, main body of text, concluding paragraph - 5WS- who, what, where, why, when -introduction -active/passive -conjunctions - Tenses – predominantly past tense</p>
<p><u>Letter</u></p>	<p>Children to write a persuasive letter linked to History. Henry VIII  Children to write a persuasive letter for PHSE either for Anti-smoking and personal safety.</p>	<p>-Letter opening, introduction Main body of the text Closing, concluding paragraph -capital letters -full stops, commas, exclamation/question mark, colons - Formal and informal language for writing letters.</p>

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	<p>Children to write a letter to St. Paul as the same style as found the Corinthians.</p> <p>Looking at examples of letters</p> <ul style="list-style-type: none"> <li>-discuss layout</li> <li>-discuss bad examples</li> <li>-knowledge of letter topic</li> <li>-punctuation</li> <li>-how to structure a letter</li> </ul> <p>Yr 3 To read a range of letters and gain an understanding of the features of formal and informal letter writing.</p>	
<b><u>Persuasive</u></b>	<p>Children to write a balanced argument based on a moral issue that arises in Feargal Fly.</p> <ul style="list-style-type: none"> <li>-Exploring different forms of persuasive text advertisements magazine and TV.</li> <li>-Exploration of persuasive letters.</li> <li>-Features and organisation of persuasive letter writing</li> <li>- To identify different text types. To plan a presentation by collecting information for a specific audience.</li> </ul>	<ul style="list-style-type: none"> <li>-Letter opening, introduction</li> <li>Main body of the text</li> <li>Closing, concluding paragraph</li> <li>-capital letters</li> <li>-full stops, commas, exclamation/question mark, colons</li> </ul>
<b><u>Playscripts</u></b>	<p>Children to write a play script of the Easter story. The story will be separated so each child has a different section to write. Linked to RE and Year 3 Easter production.</p> <ul style="list-style-type: none"> <li>-Reading and comparing a variety of different play scripts</li> <li>-Acting out play script following lines and stage directions</li> <li>-Identifying the features of the text type.</li> </ul>	<ul style="list-style-type: none"> <li>-Use of colons and brackets</li> <li>-Script specific vocabulary choices</li> <li>full stops, commas, exclamation/question mark, colons</li> </ul>