

Year 3

Autumn Term Overview

<p>Autumn 1 Fiction: Fairy Tales Purpose: To entertain Audience: KS1 Children Form: Narrative</p>	<p>Autumn 1 Non-Fiction: Non-Chronological Report Purpose: To inform Audience: People wanting to learn about Volcanoes Form: Fact file</p>	<p>Autumn 2 Fiction: Stone Age stories Purpose: To entertain Audience: Children Form: Narrative</p>	<p>Autumn 2 Non-Fiction: Diary Entry Purpose: To inform Audience: Themselves Form: Diary entry</p>
<p>Objectives to teach: 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 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 draw on my reading to inform the grammar and vocabulary of my writing. • 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 use paragraphs to organise my writing so that blocks of text group related material. 	<p>Objectives to teach: Composition:</p> <ul style="list-style-type: none"> • 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 draw on my reading to inform the grammar and vocabulary of my writing. • I can draft and write material such as instructions, using headings and sub-headings to organise my work. • I can re-read my work to improve it for my audience. • I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting. • I can proof read my work by reading aloud and putting in capital letters and full stops. I can also add commas, question marks, exclamation marks and apostrophes where needed. 	<p>Objectives to teach: 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 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 draw on my reading to inform the grammar and vocabulary of my writing. • 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 use paragraphs to organise my writing so that blocks of text group related material. 	<p>Objectives to teach: Composition:</p> <ul style="list-style-type: none"> • 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 draw on my reading to inform the grammar and vocabulary of my writing. • I can re-read my work to improve it for my audience. • I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting. • I can proof read my work by reading aloud and putting in capital letters and full stops. I can also add commas, question marks, exclamation marks and apostrophes where needed. • I can use paragraphs to organise my writing so that blocks of text group related material • I can use detail and vocabulary to interest and engage the reader.

<ul style="list-style-type: none"> • I can draft and write descriptive work that creates settings, characters and plots. • I can use detail and vocabulary to interest and engage the reader. • I can re-read my work to improve it for my audience. • I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting. • I can proof read my work by reading aloud and putting in capital letters and full stops. I can also add commas, question marks, exclamation marks and apostrophes where needed. • 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. 	<ul style="list-style-type: none"> • I can use paragraphs to organise my writing so that blocks of text group related material. • I can use detail and vocabulary to interest and engage the reader. 	<ul style="list-style-type: none"> • I can draft and write descriptive work that creates settings, characters and plots. • I can re-read my work to improve it for my audience. • I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting. • I can proof read my work by reading aloud and putting in capital letters and full stops. I can also add commas, question marks, exclamation marks and apostrophes where needed. • 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 use detail and vocabulary to interest and engage the reader. 	
<p>Vocabulary, Punctuation & Grammar:</p> <ul style="list-style-type: none"> • I can create new words using a range of prefixes including super-, anti-, auto- • I can talk about time, place and cause using these words: when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because, of. • I can use paragraphs. • I can understand when to use 'a' or 'an' in front of a word. • I can use speech marks correctly sometimes. 	<p>Vocabulary, Punctuation & Grammar:</p> <ul style="list-style-type: none"> • I can understand when to use 'a' or 'an' in front of a word. • I can use paragraphs. • I can use headings and sub-headings. • I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play. 	<p>Vocabulary, Punctuation & Grammar:</p> <ul style="list-style-type: none"> • I can talk about time, place and cause using these words: when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because, of. • I can use paragraphs. • I can use speech marks correctly sometimes. • I can understand when to use 'a' or 'an' in front of a word. 	<p>Vocabulary, Punctuation & Grammar:</p> <ul style="list-style-type: none"> • I can understand when to use 'a' or 'an' in front of a word. • I can use paragraphs. • I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play. • I can talk about time, place and cause using these words: when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because, of.

Spring Term Overview

<p>Spring 1 Fiction: Adventure stories (1st person) Purpose: To entertain Audience: Children Form: Narrative</p>	<p>Spring 1 Non-Fiction: Formal letter Purpose: To inform Audience: Headteacher Form: Formal letter</p>	<p>Spring 2 Fiction: Egyptian Cinderella stories Purpose: To entertain Audience: Children Form: Narrative</p>	<p>Spring 2 Non-Fiction: Non-Chronological Report (leaflet) Purpose: To inform Audience: People wanting to learn about the Egyptians Form: Information leaflet</p>
<p>Objectives to teach: 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 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 draw on my reading to inform the grammar and vocabulary of my writing. I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure 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. 	<p>Objectives to teach: Composition:</p> <ul style="list-style-type: none"> 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 draw on my reading to inform the grammar and vocabulary of my writing. I can re-read my work to improve it for my audience. I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting. I can proof read my work by reading aloud and putting in capital letters and full stops. I can also add commas, question marks, exclamation marks and apostrophes where needed. 	<p>Objectives to teach: 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 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 draw on my reading to inform the grammar and vocabulary of my writing. 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. 	<p>Objectives to teach: Composition:</p> <ul style="list-style-type: none"> 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 draw on my reading to inform the grammar and vocabulary of my writing. 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 re-read my work to improve it for my audience. I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting.

<ul style="list-style-type: none"> • I can use paragraphs to organise my writing so that blocks of text group related material. • I can draft and write descriptive work that creates settings, characters and plots. • I can re-read my work to improve it for my audience. • I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting. • I can proof read my work by reading aloud and putting in capital letters and full stops. I can also add commas, question marks, exclamation marks and apostrophes where needed. • 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 use detail and vocabulary to interest and engage the reader. 	<ul style="list-style-type: none"> • I can use paragraphs to organise my writing so that blocks of text group related material • I can use detail and vocabulary to interest and engage the reader. 	<ul style="list-style-type: none"> • I can use paragraphs to organise my writing so that blocks of text group related material. • I can draft and write descriptive work that creates settings, characters and plots. • I can re-read my work to improve it for my audience. • I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting. • I can proof read my work by reading aloud and putting in capital letters and full stops. I can also add commas, question marks, exclamation marks and apostrophes where needed. • 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 use detail and vocabulary to interest and engage the reader. 	<ul style="list-style-type: none"> • I can proof read my work by reading aloud and putting in capital letters and full stops. I can also add commas, question marks, exclamation marks and apostrophes where needed. • I can use detail and vocabulary to interest and engage the reader.
<p>Vocabulary, Punctuation & Grammar:</p> <ul style="list-style-type: none"> • I can talk about time, place and cause using these words: when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because, of. • I can use paragraphs. • I can use speech marks correctly sometimes. • I can understand when to use 'a' or 'an' in front of a word. 	<p>Vocabulary, Punctuation & Grammar:</p> <ul style="list-style-type: none"> • I can use paragraphs. • I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play. • I can create new words using a range of prefixes including super-, anti-, auto- • I can understand when to use 'a' or 'an' in front of a word. 	<p>Vocabulary, Punctuation & Grammar:</p> <ul style="list-style-type: none"> • I can talk about time, place and cause using these words: when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because, of. • I can use paragraphs. • I can use speech marks correctly sometimes. • I can understand when to use 'a' or 'an' in front of a word 	<p>Vocabulary, Punctuation & Grammar:</p> <ul style="list-style-type: none"> • I can understand when to use 'a' or 'an' in front of a word. • I can use paragraphs. • I can use headings and sub-headings.

Summer Term Overview

<p>Summer 1 Fiction: Fantasy Stories Purpose: To entertain Audience: Children Form: Narrative</p>	<p>Summer 1 Non-Fiction: Informal persuasive letter Purpose: To inform Audience: Humans Form: Informal letter</p>	<p>Summer 2 Fiction: Adventure Stories Purpose: To entertain Audience: Children Form: Narrative</p>	<p>Summer 2 Fiction: Instructions Purpose: To inform Audience: People wanting to create their own castle Form: Instructions</p>
<p>Objectives to teach: 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 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 draw on my reading to inform the grammar and vocabulary of my writing. 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. 	<p>Objectives to teach: Composition:</p> <ul style="list-style-type: none"> 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 draw on my reading to inform the grammar and vocabulary of my writing. 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 for my audience. I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting. I can proof read my work by reading aloud and putting in capital letters and full stops. I can also add commas, question marks, 	<p>Objectives to teach: 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 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 draw on my reading to inform the grammar and vocabulary of my writing. 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. 	<p>Objectives to teach: Composition:</p> <ul style="list-style-type: none"> 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 draw on my reading to inform the grammar and vocabulary of my writing. I can draft and write material such as instructions, using headings and sub-headings to organise my work. I can re-read my work to improve it for my audience. I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting. I can proof read my work by reading aloud and putting in capital letters and full stops. I can also add commas, question marks,

<ul style="list-style-type: none"> • I can use paragraphs to organise my writing so that blocks of text group related material. • I can draft and write descriptive work that creates settings, characters and plots. • I can re-read my work to improve it for my audience. • I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting. • I can proof read my work by reading aloud and putting in capital letters and full stops. I can also add commas, question marks, exclamation marks and apostrophes where needed. • 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 use detail and vocabulary to interest and engage the reader. 	<p>exclamation marks and apostrophes where needed.</p> <ul style="list-style-type: none"> • I can use detail and vocabulary to interest and engage the reader. 	<ul style="list-style-type: none"> • I can use paragraphs to organise my writing so that blocks of text group related material. • I can draft and write descriptive work that creates settings, characters and plots. • I can re-read my work to improve it for my audience. • I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting. • I can proof read my work by reading aloud and putting in capital letters and full stops. I can also add commas, question marks, exclamation marks and apostrophes where needed. • 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 use detail and vocabulary to interest and engage the reader. 	<p>exclamation marks and apostrophes where needed.</p> <ul style="list-style-type: none"> • I can use detail and vocabulary to interest and engage the reader.
<p>Vocabulary, Punctuation & Grammar:</p> <ul style="list-style-type: none"> • I can talk about time, place and cause using these words: when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because, of. • I can use paragraphs. 	<p>Vocabulary, Punctuation & Grammar:</p> <ul style="list-style-type: none"> • I can use paragraphs. • I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play. 	<p>Vocabulary, Punctuation & Grammar:</p> <ul style="list-style-type: none"> • I can talk about time, place and cause using these words: when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because, of. • I can use paragraphs. 	<p>Vocabulary, Punctuation & Grammar:</p> <ul style="list-style-type: none"> • I can use headings and sub-headings. • I can understand when to use 'a' or 'an' in front of a word. • I can use paragraphs.

<ul style="list-style-type: none"> I can use speech marks correctly sometimes. I can understand when to use 'a' or 'an' in front of a word. 	<ul style="list-style-type: none"> I can create new words using a range of prefixes including super-, anti-, auto- I can understand when to use 'a' or 'an' in front of a word. 	<ul style="list-style-type: none"> I can use speech marks correctly sometimes. I can understand when to use 'a' or 'an' in front of a word. 	
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Throughout the whole year:

<p>Handwriting:</p> <ul style="list-style-type: none"> 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. <p>Grammar:</p> <ul style="list-style-type: none"> I can understand what the following words mean: word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas. <p>Objectives highlighted in blue are those of Greater Depth Standard.</p>	<p>Spelling:</p> <ul style="list-style-type: none"> I can use the prefixes un-, dis-, mis-, re-, pre-. I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited. I can use the suffix -ly. I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature. I can spell words with endings which sound like 'zhun' e.g. division, decision. I can spell words which sound the same but have different meanings brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane. I can spell words that are often misspelt. I can spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym. I can spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double. I can spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo. I can spell words with the 'sh' sound spelt 'ch' e.g. chef, machine. I can spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they. I can use the first two or three letters of a word to check its spelling in a dictionary. I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know.
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