

Year Three

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Handwriting	Understand which letters, when adjacent to one another, are best left un-joined.		Increase the legibility, consistency and quality of handwriting.		Write legibly with letters of consistent size and orientation in a cursive style.	
	Use the diagonal and horizontal strokes that are needed to join letters.		Consider introducing ink pen as children demonstrate legibility, consistency and quality of handwriting.			
Phonics and Spelling	Use the first two or three letters of a word to check its spelling in a dictionary. Begin to spell regular verb endings and to learn irregular tense changes (-ing, -ed, -en).	Identify the root word in longer words. Spell correctly word families based on common words (e.g. solve, solvent, solution).	Understand how words change when suffixes are added (-ly, -tion, -sion, -ssion, -cian). Begin to develop knowledge of prefixes to generate new words from root words (e.g. dis-, mis-, in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-).	Continue to develop knowledge of prefixes to generate new words from root words (e.g. dis-, mis-, in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-).	Spell regular verb endings and to learn irregular tense changes (-ing, -ed, -en). Recognise and spell additional homophones (heel/he'll/heal).	Make comparisons from a word already known to apply to an unfamiliar word. Spell identified words from the Year 3&4 word list.
	Write from memory simple sentences dictated by the teacher, that include taught words and punctuation taught so far.					

<p>Punctuation</p>	<p>Continue to use a variety of punctuation for effect, including: full stops, capital letters, question marks, exclamation marks and commas for lists.</p>	<p>Begin to use inverted commas for some direct speech punctuation.</p>	<p>Use apostrophes for omission.</p> <p>Begin to use apostrophes for possession.</p>	<p>Use apostrophes for possession with increasing accuracy including plural possession.</p>	<p>Commas are sometimes used to mark clauses and phrases.</p>	<p>Revise key concepts.</p>
<p>Grammar</p>	<p>Use a range of sentence with more than one clause by using a wider range of conjunctions in writing (when, if, because or though).</p>	<p>Begin to understand the purpose of adverbs.</p> <p>Recognise and use determiners (a, an, the) appropriately</p>	<p>Use the perfect form of verbs instead of the simple past (e.g. I have written it down so we can check what he said./ He has worked hard.)</p> <p>Increase confidence with using adverbs within writing.</p>	<p>Use adverbs effectively in my writing.</p> <p>Express time, place and cause using prepositions (e.g. before, after, during, in, because of).</p>	<p>Detail is added by the expansion of noun phrases before and after the noun and with the use of adverbials.</p>	<p>Word choices are adventurous and carefully selected to add detail and to engage the reader.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause (e.g. the next thing, next, soon, so, before, after, during, in, because of).</p> <p>Know the terminology: preposition, conjunction, clause, subordinate clause, direct</p>

					speech, adverb and determiner.
Composition	<p>Write a non-narrative using simple organising devices such as subheadings and headings.</p> <p>In narrative writing develop resolutions and endings.</p>	<p>Make improvements by proposing changes to grammar and vocabulary to improve consistency.</p> <p>Look at and discuss different models of writing, taking account of purpose and audience.</p> <p>Plan writing by discussing and recording ideas.</p> <p>Write narrative with a clear structure, setting, characters and plot.</p> <p>Suggests improvements to writing through assessing the writing of peers and through self assessment.</p>	<p>Identify structure, grammatical features and use of vocabulary for effect in texts.</p> <p>Compose sentences using a wider range of structures linked to grammar objectives.</p> <p>Introduce paragraphs as a way to group related material around a theme.</p>		
Genre	<ul style="list-style-type: none"> • Narratives • Instructions • Cinquains • Chronological reports 	<ul style="list-style-type: none"> • Non-chronological reports • Shape Poetry • Newspaper reports • Diaries 	<ul style="list-style-type: none"> • Biographies • Letters • Myths • Poetry (rhyming couplets) 		
Whole Text Structure	<ul style="list-style-type: none"> • Use modelled examples to begin to organise paragraphs, as a way to group related material. • In story-writing create settings, characters and plot, using a shared text to gather ideas. • Include headings and sub-headings in non-narrative writing. • Sequence ideas chronologically, using a range of conjunctions to make the sequence clear. • Begin to use fronted adverbials- from modelled examples- to vary sentence openings. • Maintain correct tense to achieve cohesion through the piece. • Begin to recognise and use some features of the chosen genre. • Using a model, write poems in different forms e.g. shape poems / simple structure poems with scaffold. 				

<p>Authorial Effect</p>	<p>A Year Three writer will communicate coherently and effectively, with the reader by:</p> <ul style="list-style-type: none"> • talking about the purpose of the writing and who the audience will be; • planning and discussing what they are going to write about, and recording ideas; • orally composing sentences before writing them to check for meaning and effect; • using vocabulary which has an effect on the reader e.g. to frighten or surprise them; • playing with words in different kinds of poems and talking about each other's preferences; • drawing on vocabulary and phrasing from books that have been read aloud or independently; • in discussion with others, assessing the effectiveness of their own writing for the audience; • considering the sound of varied sentences to interest the reader; • reading aloud their own writing to check it makes sense. 		
<p>Stimuli</p>	<p><u>Through The Ages (History)</u></p> <p><u>Linked Text:</u> Stig Of The Dump</p>	<p><u>Rocks, Relics and Rumbles (Geography)</u></p> <p><u>Linked Text:</u> The Fire-Maker's Daughter</p>	<p><u>Emperors and Empires (History)</u></p> <p><u>Linked Text:</u> Romans Tales: The Goose Guards</p>
<p>Vocabulary</p>	<ul style="list-style-type: none"> • vowel • consonant • conjunction • preposition • adverbs • clause • sub-ordinate clause • direct speech • inverted commas • word families • prefixes • present perfect 		