

Year 3 – Writing/SPAG Genre Yearly Overview

Term	Text	Incidental Writing	Extended Writing	SPAG Objectives	Handwriting
In addition to all books outline in the overview, a variety of images, texts and extracts from novels will be used in Whole Class Guided Reading Sessions (WCGR)					
<p><b>Autumn 1</b></p> <p><b>Question: How did machines change the world? (Victorians)</b></p>	<p><b>Fiction – Coming to England by Floella Benjamin Women in Science/Black History (15 sessions)</b></p> <p><b>Non-Fiction – Charles Dickens autobiography – Little People, Big Dreams – (WCGR)</b></p>	<p>Predictions based on front cover</p> <p>Description of Floella’s garden using expanded noun and prepositions</p> <p>Description of Floella’s life in Trinidad in the 1950’s, focus on school and market.</p> <p>Leaflet to welcome new children to school using paragraphs.</p> <p>Write a letter to grandmother about life in London and beyond</p>	<p><b>Recount</b> of Floella’s remaining time on the ship. Paragraphs to be used and prepositions of time.</p> <p><b>Diary</b> from Floella’s point of view.</p> <p><b>Fact file</b> about Dame Floella Benjamin, detailing her life and who she become.</p> <p><b>Feature Keys</b> (display on working wall)</p> <ul style="list-style-type: none"> <li>• Write in the first person</li> <li>• Use apostrophe in contractions</li> <li>• Provide detail through use of prepositions to express time, place and cause</li> </ul>	<p><b>Gateway Keys</b> (Y2 Basic Skills/Prior learning)</p> <ul style="list-style-type: none"> <li>• Use punctuation at Y2 standard correctly (full stops, capital letters – including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)</li> <li>• Use subordination (when, if, that, because) and coordination (or, and, but)</li> <li>• Use present and past tenses consistently and correctly</li> <li>• Use progressive forms of verbs</li> <li>• Use expanded noun phrases</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of</li> </ul>

			<ul style="list-style-type: none"> <li>• Use a variety of sentence forms including statements and questions</li> <li>• Write in consistent past and present tense including progressive forms</li> <li>• Use some future tense verbs</li> <li>• Use layout and structure of a letter</li> <li>• Ensure chronological order to explain sequence of events</li> </ul>	<ul style="list-style-type: none"> <li>• Write sentences with different forms: statement, command, question, exclamation</li> </ul> <p><b>Mastery Keys</b> (Y3 NC Objectives)</p> <ul style="list-style-type: none"> <li>• Group related ideas into paragraphs</li> <li>• Build a varied and rich vocabulary</li> <li>• Use prepositions to express time, place and cause</li> </ul> <p><b>WCGR</b>– activities linked to whole class text and stand-alone texts. Twinkl, Vipers, Climb, Shine</p>	letters do not touch].
<p><b>Autumn 2</b></p> <p><b>Question: How did machines change the world? (Victorians)</b></p>	<p><b>Fiction – Winter’s Child by Angela McAllister (15 sessions)</b></p> <p><b>Non-Fiction – Information books/websites about life as a Victorian</b></p>	<p>List poem about what Nana saw from her window.</p> <p>Predictions of what happens next in story.</p> <p>Write a letter to Winter’s Child advising him to leave.</p>	<p><b>Diary</b> entry for Tom’s day using adverbials for time.</p> <p>Write own <b>narrative</b> based on plot of Winter’s Child.</p> <p><b>Feature Keys</b> (display on working wall)</p>	<p><b>Gateway Keys</b> (Y2 Basic Skills/Prior learning)</p> <ul style="list-style-type: none"> <li>• Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list,</li> </ul>	

		<p>Setting description of scene.</p> <p>Create character and write description.</p>	<ul style="list-style-type: none"><li>• Use small details to describe characters</li><li>• Establish the setting in the first line</li><li>• Include a setting to create atmosphere</li><li>• Use imagery for description</li><li>• Use 1st or 3rd person consistently</li><li>• Use tenses appropriately</li><li>• Sequence story and use paragraphs</li></ul>	<p>apostrophes for contraction and singular noun possession)</p> <ul style="list-style-type: none"><li>• Use subordination (when, if, that, because) and coordination (or, and, but)</li><li>• Use present and past tenses consistently and correctly</li><li>• Use noun phrases and prepositions to add detail</li><li>• Group related ideas into paragraphs</li></ul> <p><b><u>Mastery Keys</u></b> (Y3 NC Objectives)</p> <ul style="list-style-type: none"><li>• Use conjunctions and adverbs to express, time, place and cause</li><li>• Use a or an according to whether the next word begins with a vowel or consonant</li><li>• In narratives, create characters, settings and plot</li></ul>	
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				<ul style="list-style-type: none"> <li>• Use inverted commas to punctuate direct speech</li> </ul> <p><b>WCGR</b>– activities linked to whole class text and stand-alone texts. Twinkl, Vipers, Climb, Shine</p>	
<p>Spring 1</p> <p>Question: <b>What are rocks and are they important? (Stone Age)</b></p>	<p><b>Fiction</b> – Stone Age Boy – Satoshi Kitamura (15 sessions)</p> <p><b>Non-Fiction</b> – The Street Beneath my Feet by Charlotte Guillain &amp; Yuval Zommer</p>	<p>Short story based on ‘hook’ items.</p> <p>Setting description from the boy’s viewpoint, encourage use of comparative adjectives.</p> <p>Dialogue between characters and conversations.</p> <p>Use dictionaries to infer meaning.</p>	<p>Write a <b>report</b> for the community leader based on their day.</p> <p>Short <b>narrative</b> about the hunt based on the boy’s point of view.</p> <p>Historical adventure <b>narrative</b> from the viewpoint of the boy</p> <p><b>Feature Keys</b> (display on working wall)</p> <ul style="list-style-type: none"> <li>• Write a sequence of events to follow the structure of the model story</li> <li>• Write an opening paragraph and further paragraphs for each stage</li> <li>• Create dialogue between characters</li> </ul>	<p><b>Gateway Keys</b> (Y2 Basic Skills/Prior learning)</p> <ul style="list-style-type: none"> <li>• Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)</li> <li>• Use a range of co-ordinating and subordinating conjunctions</li> <li>• Create characters, settings and plot in narrative</li> </ul> <p><b>Mastery Keys</b> (Y3 NC Objectives)</p>	

			<p>that shows their relationship with each other</p> <ul style="list-style-type: none"> <li>• Use 3rd or 1st person consistently</li> <li>• Use tenses appropriately</li> <li>• Add historical detail to characters, setting and events</li> </ul>	<ul style="list-style-type: none"> <li>• Form nouns with a range of prefixes</li> <li>• Use present and past tenses correctly and consistently including progressive and present perfect forms</li> <li>• Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters)</li> <li>• Build a varied and rich vocabulary</li> </ul> <p><b>WCGR</b>– activities linked to whole class text and stand-alone texts. Twinkl, Vipers, Climb, Shine</p> <p>CLIMB – linked to non-fiction – The Street Beneath my Feet by Charlotte Guillain &amp; Yuval Zommer</p>	
<p><b>Spring 2</b></p> <p><b>Question: What are rocks and</b></p>	<p><b>Fiction – Big Blue Whale by Nicola Davies</b> (15 sessions)</p>	<p>Recount of Michael’s walk to the Thames</p>	<p><b>Letter</b> to chosen audience asking for information about whales</p>	<p><u><b>Gateway Keys</b></u> (Y2 Basic Skills/Prior learning)</p>	

<p><b>are they important? (Stone Age)</b></p>		<p>Poem following structure of modelled simile poem</p> <p>Information text about whales, focussing on whales eating and seasons</p>	<p><b>Information article</b> about whales persuading for the protection of the Blue Whale</p> <p><u>Feature Keys</u> (display on working wall)</p> <ul style="list-style-type: none"> <li>• Use persuasive language e.g. alliteration, repetition</li> <li>• Write in logical order</li> <li>• Use 2nd person or 3rd person to talk directly to the reader</li> <li>• Select organisational features e.g. opening statement, sub-headings, closing statement</li> </ul>	<ul style="list-style-type: none"> <li>• Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)</li> <li>• Use conjunctions and prepositions to express time, place and cause</li> <li>• Use adverbs to express time</li> <li>• Group related ideas into paragraphs</li> </ul> <p><b><u>Mastery Keys</u></b> (Y3 NC Objectives)</p> <ul style="list-style-type: none"> <li>• Use adverbs to express time, place and cause</li> <li>• Build an increasing range of sentence structures</li> <li>• Use headings and subheadings to aid presentation</li> </ul>	
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				<ul style="list-style-type: none"> <li>Assess the effectiveness of own and others' writing</li> </ul> <p><b>WCGR</b>– activities linked to whole class text and stand-alone texts. Twinkl, Vipers, Climb, Shine</p>	
<p><b>Summer 1</b></p> <p><b>Question: How can we live healthily? (Greeks)</b></p>	<p><b>Fiction – Journey by Aaron Becker (15 sessions)</b></p> <p><b>Non-Fiction – Big Book of Blooms – Yuval Zommer (links to Science)</b></p>	<p>Predictions based on front cover</p> <p>Letter to Aaron Becker</p> <p>Note from girl to tell her family she has gone through the door, focussing on mastery keys</p> <p>Setting description of forest scene</p> <p>Write dialogue between characters</p>	<p><b>Diary</b> entry in role as the girl, applying gateway keys.</p> <p>Write own <b>scene</b> from section of the story, including direct speech</p> <p>Write own <b>narrative</b> based on 'Journey'</p> <p><b>Feature Keys</b> (display on working wall)</p> <ul style="list-style-type: none"> <li>Use small details to describe characters</li> <li>Include a setting to create atmosphere</li> <li>Sequence of events to follow the structure of the model story</li> </ul>	<p><b>Gateway Keys</b> (Y2 Basic Skills/Prior learning)</p> <ul style="list-style-type: none"> <li>Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)</li> <li>Group related ideas into paragraphs</li> <li>Build an increasing range of sentence structures</li> <li>Use adverbs to express time, place and cause</li> </ul> <p><b>Mastery Keys</b> (Y3 NC Objectives)</p>	

			<ul style="list-style-type: none"> <li>• Write an opening paragraph and further paragraphs for each stage</li> <li>• Create dialogue between characters that shows their relationship with each other</li> <li>• Use 3rd person consistently</li> <li>• Use tenses appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Use the present perfect form of verbs in contrast to the past tense</li> <li>• Use prepositions, conjunctions and adverbs to express time, place and cause</li> <li>• Group related ideas into paragraphs</li> <li>• Use a or an according to whether the next word begins with a vowel or a consonant</li> </ul> <p><b>WCGR</b>– activities linked to whole class text and stand-alone texts. Twinkl, Vipers, Climb, Shine</p> <p>CLIMB – Big Book of Blooms – Yuval Zommer (links to Science)</p>	
<p><b>Summer 2</b></p> <p><b>Question: How can we live</b></p>	<p><b>Fiction – The Merchant of Venice – A Stage Full of</b></p>	<p>Information text about Venice using provided facts</p>	<p>Write a <b>play script</b>, following all the appropriate conventions.</p>	<p><u><a href="#">Gateway Keys</a></u> (Y2 Basic Skills/Prior learning)</p>	

<p><b>healthily? (Greeks)</b></p>	<p><b>Shakespeare Stories by Angela McAllister (15 sessions)</b></p>	<p>Own predictions based on story so far</p> <p>Finish writing Bassanio's diary from the ship</p> <p>Character description of Shylock</p> <p>Short information text about William Shakespeare</p>	<p>Write a <b>letter</b> to the Duke, telling him what he should do in the trial.</p> <p><b>Guide</b> to visiting Shakespeare's Globe Theatre</p> <p><u>Feature Keys</u> (display on working wall)</p> <ul style="list-style-type: none"> <li>• Use specific and some technical vocabulary</li> <li>• Write in present tense (except historic reports)</li> <li>• Use layout features e.g. questions to draw in the reader, headings and subheadings, paragraphs to group related ideas, diagrams</li> <li>• Write in a logical order</li> </ul>	<ul style="list-style-type: none"> <li>• Full stops, capital letters, exclamation marks, question marks, commas and apostrophes</li> <li>• Use prepositions to express time, place and cause</li> <li>• Group related ideas in paragraphs</li> </ul> <p><b><u>Mastery Keys</u></b> (Y3 NC Objectives)</p> <ul style="list-style-type: none"> <li>• Build an increasing range of sentence structures</li> <li>• In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation</li> <li>• Use present and past tenses correctly and consistently including the progressive and present perfect forms</li> </ul> <p><b>WCGR</b>– activities linked to whole class text and stand-alone texts. Twinkl, Vipercs, Climb, Shine</p>	
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