



South Gosforth First School – Writing

Year Group - 3

Topics: Science/ Humanities	How strong is a magnet?				How does light change in our classroom over time?		Do all animals have skeletons?		How do plants disperse their seeds?		What is beneath our feet?	
	What was better – Stone, Bronze or Iron?		Tourism – Why should you visit Newcastle?		Should the Ancient Egyptians have been proud of their pyramids?		Why are the Alps awesome?		How vicious were the Vikings?		What is the Pacific Ring of Fire?	
Term:	Autumn 1	Autumn 1	Autumn 2	Autumn 2	Spring 1	Spring 1	Spring 2	Spring 2	Summer 1	Summer 1	Summer 2	Summer 2
Literacy unit and purpose:	Entertain	Inform	Entertain	Persuade	Entertain	Inform	Explain	Inform	Entertain	Entertain	Discuss	Entertain
	Key text Stig of the Dump Setting description T4W	Information text linked to History - Non- chronological reports T4W	Playscripts and comic strips using key text The Abominables Poetry – 2 weeks - Read and discuss narrative poems e.g. “The Walrus and the Carpenter” by Lewis Carroll and “The Tale of the Custard Dragon” by Ogden Nash	Persuasive writing for a city break brochure – Why go to Newcastle? T4W	Ancient Egypt Portal Story “The Time-Slip Scarab” (Pie Corbett) T4W	Poetry – 2 weeks - Limericks about Egyptian Gods Literacy Shed - The Egyptian Pyramids - Diary entry	Skeletons – Explanation Text - Explain why some animals have skeletons and other animals do not T4W	Information text describing why people like to travel abroad Poetry – using Pie Corbett’s “What are you?” poem as a stimulus	Myths and legends T4W – “Thor and the Giants”	Newspaper reports linked to Vikings Letter writing – from Beowulf to his father	Rocks/ Volcano information – Why do people choose to live near to a volcano? T4W Factual texts – learning about the eruption of Vesuvius	Creative writing – describing a volcanic eruption using a story starter
Objectives:	To write a description of the pit in the story “Stig of the Dump” and describe the discarded objects found at the bottom of it	To write non- chronological reports describing the Stone Age and Bronze Age	To identify the conventions for scripting a play and write a comic strip using speech bubbles To perform narrative poems using drama techniques to	To write a persuasive piece for a city break brochure persuading people to visit Newcastle	To write a portal story set in Ancient Egypt	To read and write own versions of limericks based on Egyptian Gods To write a diary entry from different perspectives (e.g. the explorer, the	To write an explanation text explaining why some animals have skeletons and others do not	To write an information text about why people want to go abroad for their holiday To read and discuss Pie Corbett’s poem “What am I?” and	To re-tell a myth and write own version changing the characters and the setting	To write a newspaper article using the story of ‘Thor and the Giants’ as a stimulus To write a letter as Beowulf in reply to a letter sent	To design a poster or leaflet advertising the benefits of living near to a volcano	To write a short story describing a volcanic eruption using Pobble 365 as a stimulus

			support understanding of meaning			camel) using Literacy Shed - The Egyptian Pyramids		write their own version of the poem		from his father describing what has happened and how he feels		
Prior Learning:	Use of descriptive language in Year 2 units to describe characters and setting	Non-fiction writing of fact files about plants in Year 2 Summer term	Reading and discussing features of different styles of poetry in Year 2	Writing of a poster persuading people to go to Alnwick Gardens in Year 2	T4W previous units Knowledge of Ancient Egypt from Topic work	Knowledge of Ancient Egypt from History work	Knowledge of animals linked to Science unit	Non-chronological reports in Autumn Term 1 Previous poetry unit based on narrative poetry	Re-telling of traditional tales in T4W units Year 2	Writing of a newspaper report about The Great Fire of London in Year 2 Autumn term	Writing of persuasive poster in Autumn 2 Year 3	Knowledge of volcanoes from Geography work
Key Vocabulary, Adverbials & Conjunctions	Secure the use of conjunctions: and but so or when	Specific and technical vocabulary used to add detail	Investigating word families for meaning, word class and spelling	Use of powerful verbs using synonyms	Compound sentences with coordinating conjunctions: and but or so for nor yet	Pronouns - Possessive Adjectives: my your his hers its ours theirs	Specific and technical vocabulary linked to animals	Word families based on common words: fear feared fearful fears fearfully	Homophones and their meanings: bare - bear pear - pair	Prepositions: next to by the side of in front of during through throughout because of	Specific and technical vocabulary linked to Volcanoes	Powerful verbs - using synonyms
Grammar & Sentences	Use expanded noun phrases to add detail and description Use exaggerated language e.g. unbelievable, glorious etc.	Introduce quantifiers: enough less fewer none lots of none of both each every a few neither several	Introduce the difference between a phrase and a clause	Use of pattern of three for persuasion: Fun Exciting Adventurous	Verbs - use irregular simple past tense verbs e.g. awake - awoke blow - blew	Complex sentences using subordinate conjunctions: until although even if	Use of subordinate clauses to add detail and context	Descriptions through the use of adverbials	Expressing time, place and cause using prepositions: before after during in because of	Complex sentences using subordinate conjunctions: until although even if Use of exaggerated language	Be able to identify all the word classes in a sentence and change the order of words to vary sentences and create impact	Use of powerful verbs related to stimulus e.g. bubbled frothed oozed

Punctuation Content	Secure use of sentence punctuation: capital letters, full stops, question marks and exclamation marks	Use of apostrophes for possession, including for plural nouns	Introduce use of inverted commas for speech	Use of dashes for emphasis	Use of commas after fronted adverbials and subordinate clauses	Correct use of sentence punctuation, including capital letters for proper nouns	Use commas accurately after fronted adverbials and subordinate clauses	Secure use of dashes for emphasis	Use commas accurately after fronted adverbials and subordinate clauses	Correct use of inverted commas when recording reported speech	Correct use of inverted commas when recording speech, including starting the sentence with a capital letter and placing the punctuation before closing the inverted commas	Secure use of apostrophes for possession
Class texts:	Stig of the Dump By Clive King	The Abominables By Eva Ibbotson	Varjak Paw By S.F. Said		Runaway Robot By Frank Cottrell Boyce		Beowulf By Michael Morpurgo		The Firework Maker's Daughter By Philip Pullman			

Grammar coverage					
Formation of nouns using prefixes : <i>auto- anti- super- under-</i>	Expressing time, place and cause, using prepositions : <i>before, after, during, in, because of</i>	Exaggerated language : <i>unbelievable, glorious, etc.</i>	To make the plural for nouns ending in “-ch”, “-sh”, “-s”, “-z” or “-x” by adding “-es”	Pronouns – To know the difference between the subject and object with the personal pronoun	Pronouns – Possessive adjectives <i>my, your, his, hers, its, ours, theirs</i>
Knowing when to use “a” (preceding a consonant) and “an” (preceding a vowel or a word beginning with “h”)	Verbs – Present perfect: “has/have” + past participle <i>She has gone to the shops. instead of She went to the shops.</i>	Specific/technical vocabulary to add detail: <i>Siamese cats are a variety that can live to a great age. The species has many unusual features for a feline.</i>	To make the plural for nouns with a single vowel, ending in “f” or “-fe”, change the “f” or “-fe” to “-ves”: <i>wolf – wolves</i> Noun plurals with a double vowel, ending in “f”, just add “s” to	Quantifiers : <i>enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several</i>	Verbs – Use irregular simple past-tense verbs <i>awake – awoke blow – blew</i>

			make the plural: <i>chief</i> – <i>chiefs</i>		
Word families for meaning, word class and spelling: <i>solve, solution, solving, solved, solver, dissolved, soluble, insoluble</i>	Powerful verbs: Synonyms for verbs such as “said” or “go” to create more powerful verbs	Inverted commas: Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line.	Compound sentences with co-ordinating conjunctions: <i>and</i> <i>but</i> <i>or</i> <i>so</i> <i>for</i> <i>nor</i> <i>yet</i>	The difference between a phrase and a clause	Verbs – Past perfect: “had” + past participle
Expressing time, place and cause using conjunctions: <i>when, before, after, while, so, because</i>	Prepositions: <i>next to, by the side of, in front of, during, though, throughout, because of</i>	Word families based on common words: <i>fear, feared, fearful, fears, fearfully</i>	Complex sentences using subordinate conjunctions: <i>until</i> <i>although</i> <i>even if</i>	Pattern of three for persuasion: <i>Fun. Exciting. Adventurous!</i>	Homophones and their meanings: <i>bear – bare</i> <i>pear – pair</i>
Expressing time, place and cause using adverbs: <i>then, next, soon</i>	Identifying all the word classes of a simple sentence	Use a comma after a fronted adverbial phrase, prepositional phrase or adverb ending in “-ly”	Know that pronouns, nouns and proper nouns can all be the subject of a sentence		
Spelling			Sentence/ grammar lessons		
Word families Prefixes – <i>auto-, anti-, super-, under-</i> Conjunctions – <i>when, before, after, while, so, because</i> Adverbs – <i>then, next, soon</i> Synonyms for verbs to create more powerful vocabulary Prepositions – <i>next, though, during, throughout</i>			Inverted commas Verbs – present perfect and past perfect Fronted adverbial phrases – prepositional phrase, starting with an adverb (“-ly”) Pattern of three and exaggerated language for persuasion Complex sentences using: <i>until, although, even if</i> . The conjunction is found in the middle of the sentence.		

Homophones	Compound sentences using: <i>and, but, for, yet, nor, so, or</i>
Quantifiers	Difference between clause and phrase
Plurals ending in “f” and “-fe”	Difference between fewer and less. Fewer is used for count nouns (<i>few apples</i>) and less is used for non-count nouns (<i>less water</i>)
Plurals ending in “-sh”, “-ch”, “x”, “z”, “s”	Personal pronouns (subject and object) and where to use them in the sentence
Irregular past-tense verbs	Specific and technical vocabulary
Possessive adjectives	Knowing when to use “a” and “an”
Exaggerated language	Identify all the word classes of a simple sentence
Adverbs ending in “-ly”	Identify the subject of the sentence
It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.	Inverted commas