

Summer 1 Term Y3	<p>Write a diary recount of a fictional event, organised into paragraphs with details of setting and dialogue based on <i>The Night Gardener</i> and compose and recite a poem on a theme (trees and nature). Based on the poetry anthology <i>Outside In</i>.</p>
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> • Explore and identify main and subordinate clauses in complex sentences. • Explore, identify and create complex sentences using a range of coordinating and subordinating conjunctions e.g. <i>while, since</i>. • Use the comma to separate clauses in complex sentences where the subordinate clause appears first. • Generate, select and effectively use prepositions in own writing e.g. <i>above, below, beneath, within, outside, beyond</i>. to add detail for the reader. • Independently, edit and improve own writing by strengthening the use of adverbs e.g. <i>swiftly, rudely, wearily, gingerly</i>. • Use inverted commas to punctuate direct speech (speech marks) in independent writing. • Use the perfect form of verbs where appropriate such as when writing dialogue e.g. <i>he has disappeared</i> • use adventurous vocabulary and from their reading to intensify the mystery: puzzling, strange, baffling, weird and from their wider experiences. • Use pronouns to create mystery and avoid defining or naming a character • Make a character seem mysterious through their actions or dialogue • Use dictionaries and thesauruses to extend and improve their vocabulary choices and begin engaging the reader using specific vocabulary choices. • Use language features such as similes and alliteration • Revise writing sentences with different forms: statement, question, exclamation, command. • Use expanded noun phrases to describe and specify [for example, the blue butterfly]. • Use the full range of punctuation taught at key stage1 mostly correctly (capital letters, full-stops, question marks, exclamation marks, commas in a lists, apostrophes to mark singular possession and simple contractions.)
Composition, drafting and writing	<ul style="list-style-type: none"> • Create and develop settings e.g. precise nouns, adjectives, noun phrases, details relating to the five senses. • Create and develop characters: use expanded noun phrases to describe and specify. Use Dialogue to advance the action or create tension ‘did you hear a noise?’ • During and after composition, independently, edit and improve own writing by using different sentence structures (see VGP). • Organise writing into paragraphs (beginning, middle and end). Write an introductory paragraph then further paragraphs in chronological order. • In narratives, ensuring a clear opening paragraph which explores setting. Use question to exaggerate the mystery. • Use ideas from their own reading and modelled examples to plan their writing. Add an ingredient into a setting or character to trigger a mystery • Write in 1st person • Select some appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Begin to use pronouns to avoid repetition within a paragraph. • To begin to understand the structure of text types and how sequencing of information enhances clarity for the reader.
Composition, planning and editing	<ul style="list-style-type: none"> • Proofread to check for errors in spelling, grammar and punctuation in own and others’ writing, e.g. independently using a dictionary to check spellings • With a focus on audience and purpose, discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation. • Identify purpose and audience for writing. Discuss the vocabulary, grammar and structural organisation needed. • Discuss and record ideas for planning. • To spot and begin correcting simple mistakes in writing e.g. missing capital letters, full stops, finger spaces, spellings, HFW. • Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. • Reread to check that their writing makes sense. • Compose a number of sentences orally, including making specific vocabulary choices, before writing it. • Proof read their own and other’s work to check for errors in spelling, grammar and punctuation independently. • To use additional resources, such as a dictionary, to aid accuracy. • To begin evaluating their work and whether it addresses the audience and purpose of the text type.

Summer 2 Term Y3	Write a newspaper report of a fictional event including dialogue and details of setting and character based on <i>The Disgusting Sandwich</i> and write an explanation of how the body works written in paragraphs with headings and subheadings.
Vocabulary , grammar and punctuation	<ul style="list-style-type: none"> • Identify clauses in sentences. • Explore and identify main and subordinate clauses in complex sentences. • Explore, identify and create complex sentences using a range of conjunctions e.g. when, if because, although, while, since, until, before, after, so. • Use the comma to separate clauses in complex sentences where the subordinate clause appears first. • Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond. • Select, generate and effectively use adverbs e.g. suddenly, silently, soon, next, eventually. • Use inverted commas to punctuate direct speech (speech marks). • Use perfect form of verbs using have and has to indicate a completed action e.g. He has gone out to play (present perfect • Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box. • To identify and use ambitious vocabulary in spoken and written form. • To begin engaging the reader using specific vocabulary choices.
Composition, Drafting and writing	<ul style="list-style-type: none"> • Create and develop settings for narrative. Use expanded noun phrases to describe and specify [for example, the blue butterfly] • Improvise, create and write dialogue. • Group related material into paragraphs. Write an introductory paragraph to set the scene and write further paragraphs in chronological order • Use headings and sub headings to organise information. Group related material into paragraphs, identifying suitable headings. • Use a range of adverbs e.g. first, next, after that, finally and prepositions e.g. in the morning, before lunch to aid cohesion. • Use a range of past tense forms in recount and write in present tense in reports. • Begin to use pronouns to avoid repetition within a paragraph to aid cohesion. • Write in 3rd person • Use a variety of sentence forms including statements and exclamations • Use specific and some technical vocabulary e.g. nocturnal, mammal and use description to compare and contrast e.g. bats are one of the smallest mammals • Use layout features e.g. questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas, diagrams. • With encouragement, be able to refer to their planning when writing. • Draft and writes by selecting some appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
Composition planning and editing	<ul style="list-style-type: none"> • Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. Spot and begin correcting simple mistakes in writing. • Discuss and propose changes with partners and in small groups. • Improve writing in the light of evaluation. Make simple additions, revisions and corrections to their own writing. • Discuss and record ideas for planning • Identify and discuss the purpose, audience, structure, vocabulary and grammar of recount and non-fiction. • Compose a number of sentences orally, including making specific vocabulary choices, before writing it. • Reread to check that their writing makes sense. • Begin to use text features with some independence such as sub-headings in non-narrative writing and dialogue in recount. • Use additional resources, such as a dictionary, to aid accuracy. • Begin evaluating their work and whether it addresses the audience and purpose of the text type.

