Autumn Term Y3	Write a narrative based on Cave Baby to include a character description and write information about Stone Age Beasts using facts, collected from reading,
Vocabulary, grammar and punctuation	Prior Learning from Y2: • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Expanded noun phrases for description and specification • explore the difference between specific nouns and general nouns, and identify their use in this text type. • identify the use of factual adjectives to give significant detail, often clarifying colour, position or size. • explore the inappropriateness of 'empty' adjectives which do not help the reader to learn more about the topic • collect and use examples of noun phrases to generalise eg. most carnivore, some predators, and consider their meaning • Use of the suffixes –er, -est in adjectives e.g. Sabre Tooth tigers are the biggest carnivores of all. • Subordination (using when, if, that, because) and co-ordination (using or, and, but) • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Correct choice and consistent use of present tense and past tense throughout writing. • Use commas to separate items in a list e.g. There are lots of different types of butterfly like Speckled Wood, Brimstone, Essex Skipper and Holly Blue.
	Y3 Learning: • Identify, understand and select adverbs to complete sentences. • Identify speech within a passage. • Identify understand and select prepositions to complete sentences • Use the determiner a or an according to whether the next word begins with a consonant or a vowel.
Composition, drafting and writing Genre Features for Cohesion, purpose and effect:	• Use small details to describe characters • Create and develop characters for a narrative • Use phrases from story language • Sequence of events for the section of the story into beginning, middle and end • Use 3rd person consistently • Use tenses appropriately • Improve a passage prepared by the teacher with a focus on different sentence structures • Using facts collected from reading, group related material into paragraphs. • Begin reports by asking a direct question e.g. Have you ever heard of a hammerhead shark • Write with clear and precise description • Write in the past tense (Historical report) • Use layout features e.g. title, sub headings, introduction, grouped information
Composition, planning and editing	• Identify purpose and audience for writing • Discuss and record ideas for planning • Note how reports are written in the simple present tense (with the exception of historical reports) and reflect this in their writing. • Proofread to check for errors in spelling, grammar and punctuation in own writing. • Discuss own writing and make improvements in the light of evaluation.

Autumn 2 Y3	Write a narrative based on Frank n Stan creating **and developing the setting for an adventure and** write a non- chronological report about Sherpa Tenzing using organisational devices grouped into paragraphs
Vocabulary , grammar and punctuation	• revisit the use of –er and –est when formulating adjectives • Identify clauses in sentences • Use a comma to separate clauses in complex sentences when the subordinate clause appears first. • Identify, understand and select adverbs to complete sentences. • Identify speech within a passage of text • Use a range of conjunctions to create complex sentences: 1. Expressing time, place and cause using conjunctions [for example: when, before, after, while, so, because] 2. Expressing time, place and cause using adverbs [for example: then, next, soon, therefore]. 3. Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] e.g. Ants do not have lungs. They have tiny air holes all over their body. 4. Introduction to paragraphs as a way to group related material; organise information about a topic into obvious groupings.
Composition, Drafting and writing Genre Features for Cohesion, purpose and effect:	• Improve a passage prepared by the teacher with a focus on different sentence structures • Include small details in the description of the setting to create atmosphere. Use a setting where there is potential for adventure through a threat or danger and add descriptions to create the sense of adventure. • Sequence of events to follow the structure of the model story • Build excitement and tension by sequence evenings leading up to a high impact resolution. • Use 3 rd person consistently • Use tenses appropriately and use powerful and varied verbs and adverbs for action • Using facts collected from reading, group related material into paragraphs. • Headings and sub-headings to aid presentation • Write an introduction indicating an overall classification of what is being described • Use of short statement at the start of each paragraph to introduce each new topic • use of impersonal language (People often see… instead of You often see….) • Use specific vocabulary and some technical vocabulary linked to the topic • Use description to compare and contrast • Write in the past tense (historic reports) • Use layout features e.g. questions to draw in the reader, headings and sub-headings, diagrams • Use paragraphs to group related ideas
Composition planning and editing	• Identify purpose and audience for writing • Discuss and record ideas for planning • Through reading, recognise that description is generally used for precision rather than to create an emotional response so imagery is not heavily used • Read and analyse a number of report texts and discuss their function, form and typical language features • Undertake some research in books or the web and take part in a discussion, generalising from repeated occurrences or observations • Assemble information and use the text as a template for writing a report on it, using appropriate language to present and categorise ideas • Proofread to check for errors in spelling, grammar and punctuation in own writing. • Discuss own writing and make improvements in the light of evaluation.