



Autumn					Spring				Summer				
Narrative (Graphic Novel)	Persuasive Speech	Poetry: Free verse	Explanations	Narrative	Recount	Travel leaflets	Narrative	Poetry: Haiku	Persuasive Letters	Non- Chronologic al Report	Poetry: Take one Poet	Narrative	Poetry
Arthur and the Golden Rope	The King who Banned the Dark	'A Small Dragon' (Brian Patten)	Until I met Dudley Rosie Revere, Engineer This Book Thinks You're an Inventor	Starbird Zeraffa Giraffa	Real-Life Mysteries	Africa, Amazing Africa Take A Bite India, Incredible India The Big Book of the UK	Leon and the Place Between	The Works: Every Kind of Poem You will Ever Need	Malala's Magic Pencil Greta and the Giants		Stars with Flaming Tails	The Girl Who Stole an Elephant	Michael Rosen's A-Z: The Best Children's Poetry from Agard to Zephaniah
10 steps	10 steps	5 steps	15 steps	15 steps	15 steps	10 steps	15 steps	10 steps	14 steps	14 steps	5 steps	15 steps	10 steps
55 steps (approx. 11 weeks)					50 steps (approx. 10 weeks)				58 steps (approx. 12 weeks)				


All objectives covered within each Year 3/4 unit are listed within this document. Please see the key below to understand how the objectives are presented:


	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Writing purpose No. of steps Genre Title(s) of core text(s)	Genre: Specific features and structure of genre to be revised or taught within the unit	<ul style="list-style-type: none"> Revision of objectives from previous year (with year group this was first introduced) [NB: <i>These objectives are designed to accumulate and should not need explicit teaching time, but instead reminders for pupils to connect to prior knowledge of writing purpose and related language choices</i>] Statutory objectives (within the National Curriculum) are listed in this way – bold, teal and underlined New objectives (introduced within current year group) are listed in black 	Revision of objectives from previous year (with year group this was first introduced) Statutory objectives (within the National Curriculum) are listed in this way – bold, teal and underlined New objectives (introduced within current year group) are listed in black	Revision of objectives from previous year (with year group this was first introduced) Statutory objectives (within the National Curriculum) are listed in this way – bold, teal and underlined New objectives (introduced within current year group) are listed in black	Statutory terminology from Appendix 2 of the National Curriculum are listed in this way – bold, teal and underlined
Adaptations for Y3 curriculum	As these mixed-age plans are based on the Y4 ESSENTIALWRITING unit plans, the adjustments that may be necessary for the Y3 curriculum are listed here.				


AUTUMN

 <p>Entertain 10 steps</p> <p>Graphic Novel <i>Arthur and the Golden Rope</i></p>	<p>Genre features</p> <p>Graphic novel:</p> <ul style="list-style-type: none"> Blends art and storytelling, using a combination of illustration and text Panels of different shapes and sizes contain the artwork and are defined within frames Speech bubbles are used to provide inner thoughts or speech of the characters – they can often break the frame of the panel (as can other text) 	<p>Compositional choices according to writing purpose</p> <ul style="list-style-type: none"> Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (<i>new to Y3 pupils</i>) Dialogue¹ can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell) Zoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting 	<p>Sentence level</p> <p>Prepositions² [e.g. before, after, during, in, because of], conjunctions³ [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened (prepositions are new to Y3 pupils)</p> <p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases² (Y4) before or after the noun – this allows the reader to visualise based on greater detail in the description</p>	<p>Word level including punctuation</p> <p>Accurate punctuation of dialogue¹ (Y4) comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said and end punctuation within inverted commas – all makes it totally clear for the reader to follow along</p>	<p>Grammatical terminology</p> <p>noun, noun phrase, adverb (Y2)</p> <p>clause, subordinate clause, conjunction³ preposition² inverted commas (Y3)</p>
<p>Adaptations for Year 3 curriculum</p>	<p>Revisit KS1 learning as necessary: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Revisit Y2 learning as necessary: Use of subordination (using when, if, that, because) and co-ordination (using or, and, but).</p> <p>Children in Y3 will be encountering the '<i>new to Y3 pupils</i>' objectives for the first time, whereas their Y4 peers will have encountered this learning before. Adjust teaching instruction accordingly but note that these objectives will be revisited and taught regularly throughout the year.</p> <p>¹ Children in Y3 should just be introduced to inverted commas to punctuate direct speech, without need for accompanying punctuation at this stage.</p> <p>² Prepositional phrases to modify noun phrases are statutory in Y4 only, however Y3 pupils can be taught that there are a range of prepositions that show direction, location or time (e.g. on, at, by, for, to, with, before, after, etc).</p> <p>³ Children in Y3 will be familiar with the term 'linking word' from Y2 learning, rather than 'conjunction'. This terminology is statutory in Y3 but introduce according to when the children are ready.</p>				


 <p>Persuade 10 steps</p> <p>Persuasive Speech</p> <p><i>The King</i> <i>Who Banned</i> <i>the Dark</i></p>	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
	<p>Speech:</p> <ul style="list-style-type: none"> Will use first-, second- and third-person narrative, to address the audience directly and also refer to yourself (the speaker) May switch between the past, present and future tense 	<ul style="list-style-type: none"> Often use 'you' (second-person narrative) to put the reader on the spot and make them think (<i>new to Y3 pupils</i>) Use facts to support opinions to make the reader take the writing more seriously (<i>new to Y3 pupils</i>) Sometimes use rhetorical questions to make the reader think more deeply about the subject (<i>new to Y3 pupils</i>) Use of alliteration helps to make a phrase more memorable and stick in their mind (<i>new to Y3 pupils</i>) Use a new paragraph¹ to show when the subject or topic of the subject changes (<i>new to Y3 pupils</i>) Use of power of three to make something more memorable for the reader and make them think about it for longer 	<p>Conjunctions² [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened (Y2)</p>	<p>Precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice</p> <p>Use of pronouns in place of a noun to avoid repetition and boring the reader (Y4)</p>	<p><u>noun, adverb (Y2)</u></p> <p><u>clause, subordinate clause, paragraph¹ conjunction (Y3)</u></p> <p><u>pronoun (Y4)</u></p>
<p>Adaptations for Year 3 curriculum</p>	<p>Revisit KS1 learning as necessary: <u>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</u></p> <p>Revisit Y2 learning as necessary: <u>Use of subordination</u> (using when, if, that, because) <u>and co-ordination</u> (using or, and, but).</p> <p>Children in Y3 will be encountering the '<i>new to Y3 pupils</i>' objectives for the first time, along with a new writing purpose (to persuade), whereas their Y4 peers will have encountered this learning before. Adjust teaching instruction accordingly but note that these objectives will be revisited and taught regularly throughout the year in subsequent unit plans.</p> <p>¹ Children in Y3 should just be <u>introduced to paragraphs as a way to group related material</u>.</p> <p>² Children in Y3 will be familiar with the term 'linking word' from Y2 learning, rather than 'conjunction'. This terminology is statutory in Y3 but introduce according to when the children are ready.</p> <p>Revisit Y2 learning as necessary: <u>Use commas to separate items in a list</u>, when listing adjectives or verbs within their use of 'power of three' within speeches.</p>				


 <p>Entertain (poetry) 5 steps</p> <p>Free verse 'A Small Dragon'</p>	<p>Genre features</p> <p>Poetry: Poems can be written as free verse, meaning that they will have lines of any length (from a single word to much longer) and do not have a rhyme scheme or specific rhythm.</p>	<p>Compositional choices according to writing purpose</p> <ul style="list-style-type: none"> Use of sound and other senses to develop clear picture for reader to develop character or setting (show not tell) (<i>new to Y3 pupils</i>) 	<p>Sentence level</p> <p>Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind (Y2)</p> <p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases¹(Y4) before or after the noun – this allows the reader to visualise based on greater detail in the description</p>	<p>Word level including punctuation</p> <p>Apostrophes are used to show the reader where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand (Y2)</p>	<p>Grammatical terminology</p> <p>adjective, noun, noun phrase, apostrophe (Y2)</p> <p>preposition¹ (Y3)</p>
<p>Adaptations for Year 3 curriculum</p>	<p>Children in Y3 will be encountering the '<i>new to Y3 pupils</i>' objectives for the second time, whereas their Y4 peers will have encountered this learning before. Adjust teaching instruction accordingly but note that these objectives will be revisited and taught regularly throughout the year.</p> <p>¹ Prepositional phrases to modify noun phrases are statutory in Y4 only, however Y3 pupils should be taught that there are a range of prepositions that show direction, location or time (e.g. on, at, by, for, to, with, before, after, etc).</p>				


 Inform 15 steps Explanation <i>Until I met Dudley</i> <i>Rosie Revere, Engineer</i> <i>This Book Thinks You're an Inventor</i>	Genre features Explanation: Contains diagrams/ illustrations with labels May have technical vocabulary specific to the topic being explained Usually in present tense to clarify for the reader how something works at the time of writing Stages of a process are clearly broken down into steps to make this understandable for the reader to follow	Compositional choices according to writing purpose <ul style="list-style-type: none"> • Diagrams show the reader more details about the important parts of what they are finding out about (Y2) • Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past (Y2) • When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2) • Paragraphs¹ are used to organise ideas around a theme, to write about a different topic or sub-topic • Headings and subheadings break down information into manageable chunks or parts for the reader and make specific information easier to find (<i>new to Y3 pupils</i>) 	Sentence level Prepositions [e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened (prepositions are <i>new to Y3 pupils</i>) Fronted adverbials² (Y4) provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place Extending the range of sentences with more than one clause, joined by a range of conjunctions (because, when, if, although) to vary rhythm and interest for the reader	Word level including punctuation Commas can be used to separate items in a list , so that the reader can identify each separate item more clearly with a short pause in between (Y2) Use a comma after a fronted adverbial² (Y4) – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next	Grammatical terminology comma, adverb, verb, present tense (Y2) clause, subordinate clause, conjunction, preposition, paragraph, word family, (Y3) adverbial (Y4)
Adaptations for Year 3 curriculum	Revisit Y2 learning as necessary: Use of commas to separate items in a list , ¹ Children in Y3 should just be introduced to paragraphs as a way to group related material and this can be connected to their use of subheadings. ² The use of the term 'fronted adverbial' is a statutory requirement from Y4, although within Y3 this can be linked to the children's understanding of an adverb and they could be encouraged to front the sentence with an adverb (e.g. Next... Later...) to support their readers' understanding of how their invention works. Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]				


 <p>Entertain 15 steps</p> <p>Narrative</p> <p>Starbird</p> <p>Zeraffa</p> <p>Giraffa</p>	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
	<p>Narrative: Build upon use of story shapes (fall, then rise; rise-fall-rise; fall-rise-fall) to help guide the plot structure</p> <p>Story openings: usually open with either: action, dialogue or description of setting or character</p> <p>Story endings: can end with a moral message, happy ending, surprise or cliff-hanger</p>	<ul style="list-style-type: none"> Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (<i>new to Y3 pupils</i>) Dialogue* can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell) Use a new paragraph¹ to show when a new or different character is speaking or when the setting changes Zoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting 	<p>Prepositions²[e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened (prepositions are <i>new to Y3 pupils</i>)</p> <p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases² before or after the noun – this allows the reader to visualise based on greater detail in the description</p> <p>Fronted adverbials³ provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place</p>	<p>Accurate punctuation of dialogue* - comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said and end punctuation within inverted commas – all makes it totally clear for the reader to follow along</p> <p>Use of pronouns in place of a noun to avoid repetition and boring the reader</p>	<p>noun, noun phrase, adverb (Y2)</p> <p>clause, subordinate clause, conjunction, preposition², inverted commas*, paragraph, consonant, consonant letter vowel, vowel letter (Y3)</p> <p>adverbial³ pronoun (Y4)</p>
<p>Adaptations for Year 3 curriculum</p>	<p>¹ Children in Y3 should just be introduced to paragraphs as a way to group related material.</p> <p>² Prepositional phrases to modify noun phrases are statutory in Y4 only, however Y3 pupils should be taught that there are a range of prepositions that show direction, location or time (e.g. on, at, by, for, to, with, before, after, etc).</p> <p>³ The use of the term ‘fronted adverbial’ is a statutory requirement from Y4, although within Y3 this can be linked to the children’s understanding of an adverb and they could be encouraged to front the sentence with an adverb (e.g. Next... Later...) to support their readers’ understanding of the events within their narrative and how they are connected.</p> <p>*Children in Y3 should just be introduced to inverted commas to punctuate direct speech, without need for accompanying punctuation at this stage.</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p>				

SPRING

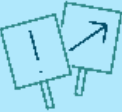
 <p>Inform 15 steps</p> <p>Recount</p> <p><i>Real-Life Mysteries</i></p>	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
	<p>Recount: Written in simple past tense</p> <p>Events are recounted in the time (chronological) order that they happened</p>	<ul style="list-style-type: none"> • Diagrams show the reader more details about the important parts of what they are finding out about (Y2) • Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past (Y2) • When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2) • Paragraphs¹ are used to organise ideas around a theme, to write about a different topic or sub-topic • Headings and subheadings break down information into manageable chunks or parts for the reader and make specific information easier to find (<i>new to Y3 pupils</i>) • Might include quotes² from people to provide more information and add interest for the reader 	<p>Prepositions [e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened (prepositions are new to Y3 pupils)</p> <p>Fronted adverbials³ provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place</p> <p>Use of the present perfect form of verbs can be used to indicate the something started in the past but is still relevant now (<i>new to Y3 pupils</i>)</p>	<p>Use a comma after a fronted adverbial³ – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next</p> <p>Use of pronouns in place of a noun to avoid repetition and boring the reader</p>	<p>comma, adverb, verb, present tense, past tense (Y2)</p> <p>clause, subordinate clause, conjunction, preposition, present perfect, paragraph¹ inverted commas² direct speech²(Y3)</p> <p>adverbial³ pronoun (Y4)</p>
<p>Adaptations for Year 3 curriculum</p>	<p>¹ Children in Y3 should just be introduced to paragraphs as a way to group related material and this can be connected to their use of subheadings.</p> <p>² Children in Y3 should just be introduced to inverted commas to punctuate direct speech, without need for accompanying punctuation at this stage</p> <p>Note that children in Y3 will be encountering the '<i>new to Y3 pupils</i>' objective concerning use of the present perfect form of verbs for the first time, whereas their Y4 peers will have encountered this learning before. Adjust teaching instruction accordingly but note that this objective will be revisited later in the year and within the Year A cycle of Y3/4 learning.</p> <p>³ The use of the term 'fronted adverbial' is a statutory requirement from Y4, although within Y3 this can be linked to the children's understanding of an adverb and they could be encouraged to front the sentence with an adverb (e.g. Next... Later...) to support their readers' understanding of the events within their report and how they are sequenced chronologically.</p>				


	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p>Persuade 10 steps</p> <p>Travel Leaflet</p> <p><i>Africa, Amazing Africa</i> <i>Take A Bite</i> <i>India, Incredible India</i> <i>The Big Book of the UK</i></p>	<p>Travel leaflet: Details usually include sub-topics specific to place, such as location, places of interest, weather, landmarks.</p> <p>Use of photos or illustrations to show the reader clearly what the place looks like, rather than needing to visualise it.</p>	<ul style="list-style-type: none"> • Often use ‘you’ (second-person narrative) to put the reader on the spot and make them think (<i>new to Y3 pupils</i>) • Use facts to support opinions to make the reader take the writing more seriously (<i>new to Y3 pupils</i>) • Sometimes use rhetorical questions to make the reader think more deeply about the subject (<i>new to Y3 pupils</i>) • Use of alliteration helps to make a phrase more memorable and stick in their mind (<i>new to Y3 pupils</i>) • Use of power of three to make something more memorable for the reader and make them think about it for longer • Paragraphs¹ are used to organise ideas around a theme, to write about a different topic or sub-topic • Headings and subheadings break down information into manageable chunks or parts for the reader and make specific information easier to find 	<p>Prepositions² [e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened (prepositions are new to Y3 pupils)</p> <p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases² before or after the noun – this allows the reader to visualise based on greater detail in the description</p>	<p>Precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice</p>	<p>noun, noun phrase adjective, adverb (Y2)</p> <p>conjunction, preposition² paragraph¹ (Y3)</p>
<p>Adaptations for Year 3 curriculum</p>	<p>Children in Y3 will be encountering the ‘<i>new to Y3 pupils</i>’ objectives within the <u>compositional choices linked to writing to persuade</u> for the second time, whereas their Y4 peers will have encountered this learning before. Adjust teaching instruction accordingly but note that these objectives will be revisited and taught again in the summer term and within the Year A cycle of Y3/4 learning.</p> <p>¹ Children in Y3 should just be <u>introduced to paragraphs as a way to group related material</u> and this can be connected to their use of subheadings.</p> <p>² Prepositional phrases to modify noun phrases are statutory in Y4 only, however Y3 pupils should be taught that there are a range of prepositions that show direction, location or time (e.g. on, at, by, for, to, with, before, after, etc).</p> <p>Revisit Y2 learning as necessary: <u>Use of apostrophes to mark singular possession in nouns.</u></p>				


 <p>Entertain 15 steps</p> <p>Narrative</p> <p><i>Leon and the Place Between</i></p>	<p>Genre features</p>	<p>Compositional choices according to writing purpose</p>	<p>Sentence level</p>	<p>Word level including punctuation</p>	<p>Grammatical terminology</p>
<p>Adaptations for Year 3 curriculum</p>	<p>Revisit Y2 learning as necessary: Use of apostrophes to mark singular possession in nouns.</p> <p>¹ Children in Y3 should just be introduced to inverted commas to punctuate direct speech. without need for accompanying punctuation at this stage.</p> <p>² Children in Y3 should just be introduced to paragraphs as a way to group related material and this can be connected to their change of setting within their narrative.</p> <p>³ Prepositional phrases to modify noun phrases are statutory in Y4 only, however Y3 pupils should be taught that there are a range of prepositions that show direction, location or time (e.g. on, at, by, for, to, with, before, after, etc).</p>				


 <p>Entertain (poetry) 10 steps</p> <p>Haiku <i>The Works</i></p>	<p>Genre features</p> <p>Poetry: Specific structures of poems can include haikus, short poems of three lines with 5 syllables in the first line, 7 syllables in the second and 5 syllables in the final line.</p>	<p>Compositional choices according to writing purpose</p> <ul style="list-style-type: none"> • Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) • Onomatopoeia describes sounds and brings these to life for the reader to use all senses to feel the setting being described, the action or how a character is feeling 	<p>Sentence level</p> <p>Including <u>adjectives to describe a noun (expanded noun phrases)</u> helps the reader to create a more specific picture in their mind (Y2)</p>	<p>Word level including punctuation</p> <p><u>Apostrophes</u> are used to show the reader where letters are missing when two words are joined together (<u>apostrophes of contraction</u>). They are also used to show the reader when something belongs to a person or object (<u>apostrophes of possession</u>) this punctuation mark makes it clearer for the reader to understand (Y2)</p>	<p>Grammatical terminology</p> <p><u>adjective, noun, noun phrase, adjective, apostrophe (Y2)</u></p> <p><u>preposition (Y3)</u></p>
<p>Adaptations for Year 3 curriculum</p>	<p>Revisit Y2 learning as necessary: <u>Use of apostrophes to mark where letters are missing in spelling and for singular possession in nouns.</u></p>				


SUMMER

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p>Persuade 14 steps</p> <p>Persuasive Letter</p> <p><i>Malala's Magic Pencil</i></p> <p><i>Greta and the Giants</i></p>	<p>Letter: Sender's address in top-right corner & Date under the sender's address</p> <p>Recipient's address on left-hand side Start with 'Dear...' or 'To whom it may concern...'</p> <p>Sign off with 'Yours sincerely...' or 'Yours faithfully...' (depending on whether you know their name) if more formal letter</p>	<ul style="list-style-type: none"> Often use 'you' (second-person narrative) to put the reader on the spot and make them think (<i>new to Y3 pupils</i>) Use facts to support opinions to make the reader take the writing more seriously (<i>new to Y3 pupils</i>) Sometimes use rhetorical questions to make the reader think more deeply about the subject (<i>new to Y3 pupils</i>) Use of alliteration helps to make a phrase more memorable and stick in their mind (<i>new to Y3 pupils</i>) Use of power of three to make something more memorable for the reader and make them think about it for longer Include anecdotes to support and provide evidence for the point you are trying to make, based on lived experiences 	<p>Prepositions [e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened (Y2/ Y3)</p> <p>Fronted adverbials¹ provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place</p> <p>Extending the range of sentences with more than one clause, joined by a range of conjunctions (because, when, if, although) to vary rhythm and interest for the reader</p>	<p>Use of pronouns in place of a noun to avoid repetition and boring the reader</p> <p>Use a comma after a fronted adverbial¹ – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next</p> <p>Standard English forms for verb inflections² to show the difference between speech/ dialect and written English (e.g. They were... instead of <i>They was....</i>)</p>	<p>noun, noun phrase, verb, adjective, adverb, comma (Y2)</p> <p>conjunction, preposition, paragraph (Y3)</p> <p>adverbial¹ pronoun (Y4)</p>
<p>Adaptations for Year 3 curriculum</p>	<p>Children in Y3 will be encountering the '<i>new to Y3 pupils</i>' objectives within the <u>compositional choices linked to writing to persuade</u> for the third time, whereas their Y4 peers will have encountered this learning before. Adjust teaching instruction accordingly but note that these objectives will be revisited within the Year A cycle of Y3/4 learning.</p> <p>As necessary, use as another opportunity to teach about <u>paragraphs as a way to group related material</u> within their letters.</p> <p>¹ The use of the term 'fronted adverbial' is a statutory requirement from Y4, although within Y3 this can be linked to the children's understanding of an adverb and they could be encouraged to front the sentence with an adverb (e.g. Next... Therefore...) to support their readers' understanding of how their points are connected/build upon each other within their letters.</p> <p>² Teaching of Standard English forms for verb inflections is statutory within the Y4 curriculum.</p>				

 Inform 14 steps Non-Chronological Report	Genre features Non-Chronological Report: Captions and labels to add information to illustrations Index to guide reader to know how to find something specific they might be looking for Glossary to provide definitions in a quick and easy guide for the reader A-Z guide to provide more detail in an accessible way for the reader to look for more information about the contents	Compositional choices according to writing purpose <ul style="list-style-type: none"> • Diagrams show the reader more details about the important parts of what they are finding out about (Y2) • When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2) • Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic • Headings and subheadings break down information into manageable chunks or parts for the reader and make specific information easier to find • Might include quotes¹ from people to provide more information and add interest for the reader 	Sentence level Prepositions [e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened (Y2/ Y3) Fronted adverbials ² provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place Use of the present perfect form of verbs can be used to indicate the something started in the past but is still relevant now (<i>new to Y3 pupils</i>)	Word level including punctuation Use a comma after a fronted adverbial ² – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next Use of pronouns in place of a noun to avoid repetition and boring the reader Use an apostrophe for plural possession ³ – to make it clear to the reader whether the item or thing belongs to an individual or a group (e.g. the girl's bikes/ the girls' bikes)	Grammatical terminology comma, adverb, verb, present tense, past tense, apostrophe (Y2) clause, subordinate clause, conjunction, inverted commas, preposition, paragraph, word family, (Y3) adverbial pronoun (Y4)
Adaptations for Year 3 curriculum	<p>¹ Children in Y3 should just be introduced to inverted commas to punctuate direct speech, without need for accompanying punctuation at this stage.</p> <p>² The use of the term 'fronted adverbial' is a statutory requirement from Y4, although within Y3 this can be linked to the children's understanding of an adverb and they could be encouraged to front the sentence with an adverb (e.g. Next... Therefore...) to support their readers' understanding of how their points are connected/build upon each other within their reports.</p> <p>³ Children in Y3 are not expected to use apostrophes for plural possession; this is a statutory Y4 objective. Ensure that they are secure with the use of apostrophes to mark singular possession (review Y2 learning) before moving on from this.</p> <p>Note that children in Y3 will be encountering the '<i>new to Y3 pupils</i>' objective concerning use of the present perfect form of verbs for the <i>second</i> time, whereas their Y4 peers will have encountered this learning before. Adjust teaching instruction accordingly but note that this objective will be revisited within the Year A cycle of Y3/4 learning.</p>				

 <p>Entertain (poetry) 5 steps</p> <p><i>Stars with Flaming Tails</i></p>	<p>Genre features</p> <p>Poetry: Specific structures of poems can include exploring surprising and/or unusual word combinations to experiment with expressive and figurative language</p>	<p>Compositional choices according to writing purpose</p> <ul style="list-style-type: none"> Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) Onomatopoeia describes sounds and brings these to life for the reader to use all senses to feel the setting being described, the action or how a character is feeling 	<p>Sentence level</p> <p>Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind (Y2)</p>	<p>Word level including punctuation</p> <p>Apostrophes are used to show the reader where letters are missing when two words are joined together (apostrophes of contraction). They are also used to show the reader when something belongs to a person or object (apostrophes of possession) this punctuation mark makes it clearer for the reader to understand (Y2)</p> <p>Use an apostrophe for plural possession¹ – to make it clear to the reader whether the item or thing belongs to an individual or a group (e.g. the girl's bikes/ the girls' bikes)</p>	<p>Grammatical terminology</p> <p>adjective, noun, noun phrase, adjective, apostrophe (Y2)</p>
<p>Adaptations for Year 3 curriculum</p>	<p>¹ Children in Y3 are not expected to use apostrophes for plural possession; this is a statutory Y4 objective. Ensure that they are secure with the use of apostrophes to mark singular possession (review Y2 learning) before moving on from this.</p>				

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p>Entertain 15 steps</p> <p>Narrative</p> <p><i>The Girl Who Stole an Elephant</i></p>	<p>Narrative: Build upon use of story shapes (fall, then rise; rise-fall-rise; fall-rise-fall) to help guide the plot structure</p> <p>Story openings: usually open with either: action, dialogue or description of setting or character</p> <p>Story endings: can end with a moral message, happy ending, surprise or cliff-hanger</p>	<ul style="list-style-type: none"> Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) Dialogue* can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell) Use a new paragraph¹ to show when a new or different character is speaking or when the setting changes Zoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting Personification brings objects to life so that the reader can connect something to what they know (human characteristics) or linger on a particular image that might be unusual Use of metaphor creates a vivid picture in the reader’s mind 	<p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases² before or after the noun – this allows the reader to visualise based on greater detail in the description</p> <p>Fronted adverbials³ provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place</p> <p>Extending the range of sentences with more than one clause, joined by a range of conjunctions (because, when, if, although) to vary rhythm and interest for the reader</p>	<p>Accurate punctuation of dialogue* - comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said and end punctuation within inverted commas – all makes it totally clear for the reader to follow along</p> <p>Use of pronouns in place of a noun to avoid repetition and boring the reader</p> <p>Use a comma after a fronted adverbial³ – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next</p>	<p>noun, noun phrase, adjective, comma (Y2)</p> <p>clause, subordinate clause, conjunction, preposition² inverted commas*, direct speech, paragraph (Y3)</p> <p>adverbial³ pronoun (Y4)</p>
<p>Adaptations for Year 3 curriculum</p>	<p>¹ Children in Y3 should just be introduced to paragraphs as a way to group related material and this can be connected to their change of setting within their narrative.</p> <p>² Prepositional phrases to modify noun phrases are statutory in Y4 only, however Y3 pupils should be taught that there are a range of prepositions that show direction, location or time (e.g. on, at, by, for, to, with, before, after, etc).</p> <p>³ The use of the term ‘fronted adverbial’ is a statutory requirement from Y4, although within Y3 this can be linked to the children’s understanding of an adverb and they could be encouraged to front the sentence with an adverb (e.g. Next... Therefore...) to support their readers’ understanding of the events within their narrative and how they are connected.</p> <p>*Children in Y3 should just be introduced to inverted commas to punctuate direct speech, without need for accompanying punctuation at this stage.</p>				

 <p>Entertain (poetry) 10 steps</p> <p><i>Michael Rosen's A-Z: The Best Children's Poetry from Agard to Zephaniah</i></p>	<p>Genre features</p> <p>Poetry will often use metaphor and / or personification to create vivid images for the reader by comparison with something that is more readily visualised or understood</p>	<p>Compositional choices according to writing purpose</p> <ul style="list-style-type: none"> • Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) • Onomatopoeia describes sounds and brings these to life for the reader to use all senses to feel the setting being described, the action or how a character is feeling 	<p>Sentence level</p> <p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases¹ before or after the noun – this allows the reader to visualise based on greater detail in the description</p> <p>Extending the range of sentences with more than one clause, joined by a range of conjunctions (because, when, if, although) to vary rhythm and interest for the reader</p>	<p>Word level including punctuation</p> <p>Apostrophes are used to show the reader where letters are missing when two words are joined together (apostrophes of contraction). They are also used to show the reader when something belongs to a person or object (apostrophes of possession) this punctuation mark makes it clearer for the reader to understand (Y2)</p> <p>Use an apostrophe for plural possession² – to make it clear to the reader whether the item or thing belongs to an individual or a group (e.g. the girl's bikes/ the girls' bikes)</p>	<p>Grammatical terminology</p> <p>adjective, noun, noun phrase, adjective, apostrophe (Y2)</p> <p>conjunction, preposition (Y3)</p>
<p>Adaptations for Year 3 curriculum</p>	<p>¹ Prepositional phrases to modify noun phrases are statutory in Y4 only, however Y3 pupils should be taught that there are a range of prepositions that show direction, location or time (e.g. on, at, by, for, to, with, before, after, etc).</p> <p>² Children in Y3 are not expected to use apostrophes for plural possession; this is a statutory Y4 objective. Ensure that they are secure with the use of apostrophes to mark singular possession (review Y2 learning) before moving on from this.</p>				