


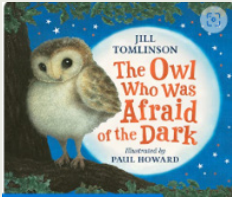
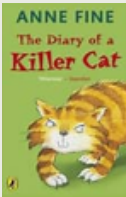
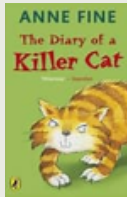
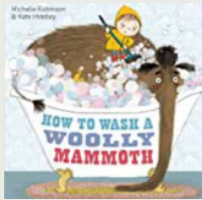

Overview

Working with individual schools to produce a bespoke Writing overview ensuring Progression of Skills, Genres and High Quality Texts.

Autumn 1

Science – Light

History- The Stone Age

Text and Genre	 <p>The Tear Thief – Retell</p>	 <p>The Owl Who was afraid of the dark (Picture book version) - Retell</p>	 <p>The Diary of a Killer Cat - Retell</p>	 <p>The Diary of a Killer Cat - Retell</p>	 <p>How to Wash a Woolly Mammoth - Instructions</p>	 <p>Autumn Sense Poetry - Free Verse</p>
Year 3 Genre Progression	<p>Retell part of the story A title to make the reader want to read the story. Detailed description of character OR setting.</p>	<p>Retell part of the story A title to make the reader want to read the story. A detailed description of character OR setting.</p>	<p>Retell part of the story A title to make the reader want to read the story. Detailed description of character OR setting.</p>	<p>Experiment with future tense. Informal voice, chatty language Varied language to convey thoughts and feelings. Adverbs as openers. Addresses the diary directly. Includes opinions and facts. Ambitious words to describe people and settings. Talks about secret / private feelings, opinions and events that are important to the writer.</p>	<p>Persuasive introduction (QTP) Subheadings – Equipment and method. Openers (time adverbials, imperative verbs, -ly adverbs +subordinating conjunctions). Equipment subheading will be followed by a colon and bullet points. Technical vocabulary / scientific vocabulary. Prepositional phrases. Top tips / safety tips / handy hints at the end.</p>	<p>Free Verse poems tell a story, describe something or explain an emotion. They do not need to rhyme or use a structure. Figurative language. language linked to the topic. Capital letters at the beginning of each line. They do not have a certain number of syllables per line. Lines can be single words, phrases or sentences. Own vocabulary choices.</p>
Handwriting – Use the diagonally and horizontal strokes that are needed to join letters.						
Year 3 Grammar and Punctuation	<p>Use more exciting adjectives and expanded noun phrases to help the reader clearly see what I am describing. Use a comma to separate adjectives when describing a noun. *possessive apostrophe revision from Year 2</p>	<p>Use powerful verbs to make my writing more interesting. *commas in a list (nouns and adjectives) from Year 2.</p>	<p>Use adverbs of manner as openers (fronted adverbials) Write compound sentences by including co-ordinating conjunctions (or, and, but, so,).</p>	<p>Begin to extend sentences to add more detail by using a variety of subordinating conjunctions at the start of a sentence to write a complex sentence. Before, After, While, As (+ Year 2) *Contractions from year 2.</p>	<p>Use prepositions to express place. Use a question in a non-fiction introduction. Use a colon before a list in instructional writing (what you need.)</p>	<p>Embedding all skills previously taught.</p>
Year 3 Spelling	<p>double consonants shop, hop, shopping, drop, hopped, hopping, hug, hugged, sitting, grab, jog, jogging, grabbing, sit, dropping single consonants singer, end, wish, wishing, ended, ending</p>	<p>single consonants singer, end, wish, wishing, ended, ending, sing, singing, backed, jump, resting, rested, jumping, back, rest</p>	<p>y as i sound shy, fry, sty, try, type, fly, spy, cry, style, python, July, dry, by, gym, sky</p>	<p>ou words famous, obvious, nervous, various, rough, cousin, enough, south, young touch, couple, trouble, tough, double precious</p>	<p>un prefix tie, lock, untie, kind, unlock, unable usual, unusual, untidy, lucky, pack, unpack, unlucky, tidy, unkind</p>	<p>dis prefix agree, connect, disagree, disagreed, trust, disliked, disobey, disobeyed, distrust, obey, distrusted, like</p>

- All new vocabulary will be displayed on Working Walls in the classroom environment.
- WAGOLL to use for whole class teaching demonstrating the skills and vocabulary expectations.

- Learning is progressive and therefore texts and skills need to be taught in chronological order.
- New ambitious vocabulary will be introduced and pre taught by staff weekly using a range of adjectives, verbs, nouns, adverbs.