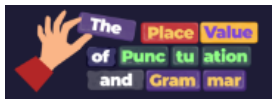
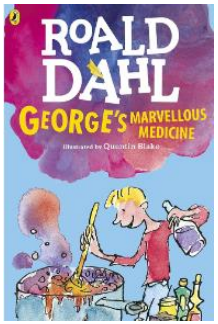
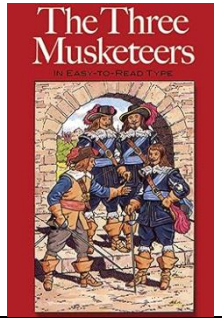
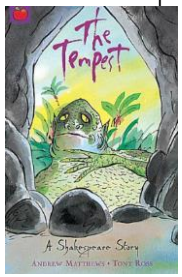
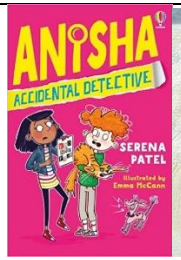
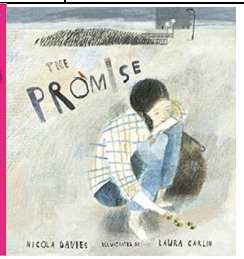
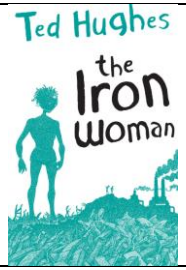
Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	PVPG   	Georges Marvellous Medicine  The Three Musketeers  	RSC-The Tempest  	Iron Man  	  	
Writing Genre	**To Inform** Non-chronological report on Pre-Historic Creatures	**To Entertain** Character description **To Inform** Instructions	**To Entertain** Narrative	**To Entertain** Narrative- Retell **To Entertain** Narrative- Innovation	**To Entertain** Narrative Poetry **To Inform** Report	

Addition Texts						
Composition Objectives	**Non-fiction** **Plan** – discussing writing similar to that which they are planning to write in order to understand and learn from its structure. **Draft** – organising paragraphs around a theme. **Edit** – assessing the effectiveness of their own and others' writing and suggesting improvements **Proofreading**	Reading writing aloud to group or class **Plan** – discussing writing similar to that which they are planning to write in order to understand and learn from its vocabulary and grammar **Draft** – composing and rehearsing sentences orally,, progressively building a varied and rich vocabulary **Draft** – in narratives,	Reading writing aloud to group or class **Plan** – discussing and recording ideas **Draft** – composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary **Draft** –in narratives, creating and describing	Reading writing aloud to group or class **Plan** –discussing writing similar to that which they are planning to write in order to understand and learn from its structure **Draft** – composing and rehearsing sentences orally (including dialogue), **Plan** – discussing writing similar to that	Reading writing aloud to group or class **Plan** – discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar **Plan** – discussing and recording ideas **Draft** – composing and rehearsing sentences orally building an increasing range of sentence structures **Non-fiction** **Plan** – discussing ideas **Draft** – , using simple organisational devices [for example, headings and sub-headings] **Draft** –organising paragraphs around a theme	

		creating and describing characters and settings **Edit** – assessing the effectiveness of their own and others' writing and suggesting improvements **Proofreading**	characters and settings **Edit** – assessing the effectiveness of their own and others' writing and suggesting improvements **Performance**: reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language (promenade) **Proofreading**	which they are planning to write in order to understand and learn from its structure, vocabulary and grammar **Draft** – composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures **Edit** – proposing changes to grammar and vocabulary to improve consistency including pronouns **Proofreading**	**Edit** – proposing changes to grammar and vocabulary to improve consistency including pronouns **Performance**: reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language (promenade) **Proofreading**

GPS English Focus	Consonant Vowel Conjunctions (a wider range)	Revision of noun, noun phrases, adjective, verb and adjective. Preposition	Word family Prefix Direct Speech Inverted Commas	Clause Subordinate clause	Consolidation, challenge and application of grammar and punctuation as required.	
Ellison Sentence Menu	10. Verb, person sentences 11. If,if,if, then sentences	12. Double adverb ending sentences	13. Fronted adverbial sentences 14. Paired conjunction sentence	15. Simile sentence		
On-going Transcription Objectives	- use the first two or three letters of a word to check its spelling in a dictionary.					
Handwriting	Pupils will be taught to: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].					
	Practising joining to the top: ai Practising the join from the letter e: ee Practising joining from the letter i: ie	Practising capital letters Practising joining to the letter a: ea Practising joining to the letter r: er	Practising joining to ascenders: al Practising joining from the letter o: ot Practising printing	Practising the two ways of joining the letter s: sh, es Practising joining to the letter y: ky Practising joining to the letter g: ing	Practising punctuation Practising joining to and from the letter i: cian	Consolidation of joins as required.

	Practising the horizontal join: oa Practising the size and height of letters: oo Practising joining from the letter o: oi	Practising the horizontal join: ou Practising small letters – same height and size: or Practising joining to the letter r: air	Practising joining to and from the letter c Practising writing the letter g Practising the diagonal join: le	Reviewing the four handwriting joins: kn, mb, wh, wr Practising joining from the letter w: wa Practising correct height and size of letters: ly	Practising joining to and from the letter s: less Practising joining from the letter e: est	
Oracy	**Speak audibly and fluently with an increasing command of Standard English.** Rehearsal of sentence structure-PVPG. **Participate in performances-** STEM Assembly	**Ask relevant questions to extend their understanding and knowledge.** Hot Seating- Characters from George's Marvellous Medicine	**Participate in discussions, presentations, performances, role play, improvisations and debates.** Shakespeare- Drama performance.	**Maintain attention and participate actively in collaborative conversations.** Innovation discussion (Whole class)- How can you change the story of the Iron Giant?	**Use relevant strategies to build their vocabulary.** Dictionary work- Putting new vocabulary into context and discussing this with the class.	**Gain, maintain and monitor the interest of the listener(s)** **Give well-structured descriptions, for different purposes, including for expressing feelings** Performance Poetry- Audience to respond to poems detailing what they enjoyed and how it made them feel.