



Writing Long Term Plan

Year 3 Overview

2023-24

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Writing to Inform Informal Letters – The Day the Crayons Quit (Oliver Jeffers)</p> <p>Writing to Entertain Narrative (Warning)– The Minpins (Roald Dahl)</p>	<p>Writing to Inform Letters – to NGH</p> <p>Writing to Inform Non-chronological Report – Gruncher Newspaper Report (Model Text)</p>	<p>Writing to Entertain Narrative (Quest) – Knight’s Quest (Model text)</p> <p>Writing to Entertain Haiku Poems</p>	<p>Writing to Inform Newspaper Report / Diary– Cinderella of the Nile (Beverley Naidoo)</p> <p>Writing to Entertain Narrative (traditional tale) - Cinderella of the Nile (Beverley Naidoo)</p>	<p>Writing to Entertain Narrative (Suspense) – The Nightmare Man (Pie Corbett)</p> <p>Writing to Entertain List Poetry</p>	<p>Writing to Persuade Persuasive Leaflet (Focus Text: The Tin Forest by Helen Ward)</p> <p>Writing to Inform Recount to Inform (Focus: Trip to Everdon/ Geography Field Trip)</p>

Writing to persuade (LKS2)

Text Types

- Advertising
- Letter
- Speech
- Poster

Text Features

- Use of 2nd person
- Planned repetition
- Facts & Statistics
- Adjectives for positive description

Other Style Ideas

- Link to oracy, esp. for speeches
- Use of colour and images, esp. for advertising

Grammar and Sentences

- Use **imperative** verbs to convey urgency,
Buy it today! Listen very carefully...
- Use **rhetorical questions** to engage the reader,
Do you want to have an amazing day out?
- Use **noun phrases** to add detail and description,
Our fantastic resort has amazing facilities for everyone
- Use **relative clauses** to provide additional enticement
Our hotel, which has 3 swimming pools, overlooks a beautiful beach

Adverbials

Firstly Also In addition
However On the other hand
Therefore In conclusion

Conjunctions

if because unless so
and but even if when

Punctuation Content

- Ensure use of **capital letters** for proper nouns
- Use **!** for rhetorical / exclamatory sentences
- Use **commas** to mark relative clauses
- Use **commas** to make fronted adverbials and subordinate clauses
*After your visit, you won't want to leave.
Once you've tasted our delicious sandwiches, you'll be coming back for more!*



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Writing to inform (LKS2)

Text Types

- Explanation
- Recount
- Letter
- Biography
- Newspaper article

Text Features

- Paragraphs used to group related ideas
- Subheadings to label content

Other Style Ideas

- May be built around a key image
- Use techniques to highlight key words (bold, underline, etc.)

Grammar and Sentences

- Use **subordinating conjunctions** to join clauses, including as openers,
Although they have a fierce reputation, the Vikings weren't all bad.
- Use **expanded noun phrases** to inform,
A tall dark-haired man was seen leaving the scene.
- Use **commas** to separate adjectives in a list,
You will need flour, eggs, sugar and water.
- Use **relative clauses** to add further detail
We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.
- Begin to use **present perfect** tense to place events in time,
This week we have visited the Science Museum.

Adverbials

First Firstly Before After Later
Soon Also In addition However

Conjunctions

when before after while
because if

Punctuation Content

- Consolidate four main punctuation marks (.,!?)
- Use **capital letters** for proper nouns
- Use **commas** to mark fronted adverbials
After lunch, we went into the museum
- Use **commas** to mark subordinate clauses
When he was a boy, Dahl did not like reading.
- Use **inverted commas** for direct speech
- Use **bullet points** to list items



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Writing to entertain (LKS2)

Text Types

- Stories
- Descriptions
- Poetry
- Characters/settings

Text Features

- Detailed description
- Use paragraphs to organize in time sequence

Other Style Ideas

- Opportunities for comparing different forms of past tense (progressive and simple)

Grammar and Sentences

- Use **fronted adverbials** to show how/when an event occurs,
Without a sound... After a moment...
- Use **expanded noun phrases** to add detail & description
...the dark gloomy cupboard under the stairs...
- Use **subordinate clauses** to add detail or context
Although Theseus was scared, he prepared to enter the maze.
- Use **nouns & pronouns** for clarity and cohesion
They crept into Minos's great labyrinth. Inside the maze...

Adverbials

Soon Meanwhile As...
The next day... Later...
Carefully Without a thought...

Conjunctions

if when because while
as until whenever once

Punctuation Content

- Use full punctuation for direct speech, including punctuation within and before **inverted commas**,
Mum asked, "Will you be home for tea?"
- Secure use of **apostrophes** for possession, including for plural nouns.
- Use **commas** after fronted adverbials and subordinate clauses
- May begin to use **dashes** for emphasis



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	Autumn Term 1	Spring Term 1	Summer Term 1
Week 1	<p style="text-align: center;">Whole School Poetry Unit (Focus Text: The Lost Words by Robert Macfarlane & Jackie Morris)</p> <ul style="list-style-type: none"> • Focus on the poem 'Kingfisher' • Explore the use of kennings • Write kenning poem based on a living thing within nature. • Include imagery, powerful verbs and conjunctions. 	<p style="text-align: center;">Narrative – Quest Tale (Focus Text: Knight’s Tale model text)</p> <ul style="list-style-type: none"> • Introduce model Text - Knight’s Tale • Recap verbs • Introduce text map • Identify determiners • Book talk on model text • Drama – Object on the wall • Short burst write – linked to Quest 	<p style="text-align: center;">Narrative - Suspense Story (Focus Text: The Nightmare Man by Pie Corbett)</p> <ul style="list-style-type: none"> • Introduce model text • Vocabulary and comprehension Features and toolkit of a suspense story • Drama – Role play main character scared in bedroom
Week 2	<p style="text-align: center;">Informal Letter (Focus Text: The Day the Crayons Quit by Drew Daywalt)</p> <ul style="list-style-type: none"> • Features of a letter • Book Talk to introduce book - inference • Introduce model text and share text map • Drama to collate ideas for letter – act in role of Gold Crayon 	<p style="text-align: center;">Narrative – Quest Tale (Focus Text: Knight’s Tale model text)</p> <ul style="list-style-type: none"> • Features of a Quest Tale • Coordinating conjunctions with character description • Expanded Noun Phrases • Collecting vocabulary for setting • Description- decide on a setting and describe 	<p style="text-align: center;">Narrative - Suspense Story (Focus Text: The Nightmare Man by Pie Corbett)</p> <ul style="list-style-type: none"> • Text map and short burst write – descriptive sentences • Conjunctions and show not tell • Short sentences for effect
Week 3	<p style="text-align: center;">Informal Letter (Focus Text: The Day the Crayons Quit by Drew Daywalt)</p> <ul style="list-style-type: none"> • Boxing up their own version of letter to Duncan and innovating • Continue boxing up – compound sentences • Begin letter writing – adjectives and verbs • Continue letter writing 	<p style="text-align: center;">Narrative – Quest Tale (Focus Text: Knight’s Tale model text)</p> <ul style="list-style-type: none"> • Role on the Wall • Subordinating Conjunctions- Short burst write • Boxing Up- Opening, Build Up • Boxing Up- Problem, Resolution and Ending. 	<p style="text-align: center;">Narrative - Suspense Story (Focus Text: The Nightmare Man by Pie Corbett)</p> <ul style="list-style-type: none"> • Inverted commas for speech • Boxing up opening and build up • Boxing up problem and resolution
Week 4	<p style="text-align: center;">Narrative – Warning Tale (Focus Text: The Minpins by Roald Dahl)</p> <ul style="list-style-type: none"> • Intro to warning tales, immersion in examples of specific genre, identify similar features. • Drama for writing • Short burst write – descriptive writing 	<p style="text-align: center;">Narrative – Quest Tale (Focus Text: Knight’s Tale model text)</p> <ul style="list-style-type: none"> • Writing up- Opening and Build Up • Writing up- Problem and Resolution • Writing up- Ending 	<p style="text-align: center;">Narrative - Suspense Story (Focus Text: The Nightmare Man by Pie Corbett)</p> <ul style="list-style-type: none"> • Drafting • Editing & improving • Publishing • Sharing



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	Autumn Term 1	Spring Term 1	Summer Term 1
Week 5	<p style="text-align: center;">Narrative – Warning Tale (Focus Text: The Minpins by Roald Dahl)</p> <ul style="list-style-type: none"> Verbs & adverbs Adverbial phrases Compound sentences and character description of Billy Text map 	<p style="text-align: center;">Narrative – Quest Tale (Focus Text: Knight’s Tale model text)</p> <ul style="list-style-type: none"> Editing and self-marking toolkit Publishing 	<p style="text-align: center;">Poetry (Focus: List Poetry)</p> <ul style="list-style-type: none"> Explore examples of list poetry Features of a list poem Introduce Eye Spy poem Gather ideas by going to allotments – listening to nature
Week 6	<p style="text-align: center;">Narrative – Warning Tale (Focus Text: The Minpins by Roald Dahl)</p> <ul style="list-style-type: none"> Planning time - story mountain Shared write - opening Shared write - build up No More Marking 	<p style="text-align: center;">Poetry (Focus: Haiku Poems)</p> <ul style="list-style-type: none"> Introduce Haikus- Explore context Features of a haiku and create toolkit Personification- Creating sentences using personification. Exploring Vocabulary Choices Composing Haiku 	<p style="text-align: center;">Poetry (Focus: List Poetry)</p> <ul style="list-style-type: none"> Write list poem Perform list poem
Week 7	<p style="text-align: center;">Narrative – Warning Tale (Focus Text: The Minpins by Roald Dahl)</p> <ul style="list-style-type: none"> Shared write – problem Self assessment checklist 	<p style="text-align: center;">Poetry (Focus: Haiku Poems)</p> <ul style="list-style-type: none"> Publishing Poems Perform poems to class 	
Week 8			



Year 3 Writing Long Term Plan 2023-24

	Autumn Term 2	Spring Term 2	Summer Term 2
Week 1	<p style="text-align: center;">Letters to NGH</p> <ul style="list-style-type: none"> • Watch John Lewis advert and think about empathy • Paragraphing and its purpose. • Plan letter to patients at NGH – Punctuation 	<p style="text-align: center;">Diary Entry (Focus Text: Cinderella of The Nile by Beverley Naidoo)</p> <ul style="list-style-type: none"> • Present perfect tense • Extract information from a text • Make inferences • Similes, metaphors, abstract nouns • Diary entry to infer character’s feelings 	<p style="text-align: center;">Persuasive Leaflet (Focus Text: The Tin Forest by Helen Ward)</p> <ul style="list-style-type: none"> • Sentence types to persuade • Conjunctions to link clauses • Specific & technical verbs • Postcard to give advice
Week 2	<p style="text-align: center;">Letters to NGH</p> <ul style="list-style-type: none"> • Shared write – opening • Shared write – main paragraph • Shared write – closing paragraph • Publish letters 	<p style="text-align: center;">Advert (Focus Text: Cinderella of The Nile by Beverley Naidoo)</p> <ul style="list-style-type: none"> • Imperative verbs for commands • Identifying themes in a text • Express time, place and cause using conjunctions • Advert to describe created character 	<p style="text-align: center;">Persuasive Leaflet (Focus Text: The Tin Forest by Helen Ward)</p> <ul style="list-style-type: none"> • Expanded noun phrases • Past tense verb forms • Future tense • Setting description
Week 3	<p style="text-align: center;">Non-Chronological Report (Focus: Gruncher Newspaper)</p> <ul style="list-style-type: none"> • Introduction to model text. • Text map • Focus on unfamiliar vocabulary • Non-chronological reports genre - analysing examples/creating a toolkit. • Reading as a reader - Comprehension questions 	<p style="text-align: center;">Narrative – Innovated Version of a Traditional Tale (Focus Text: Cinderella of The Nile by Beverley Naidoo)</p> <ul style="list-style-type: none"> • Sequencing events to plan a story • Drafting story • Story ending 	<p>Assessment Week</p> <p>NFER Reading & Grammar Assessments</p>
Week 4	<p style="text-align: center;">Non-Chronological Report (Focus: Gruncher Newspaper)</p> <ul style="list-style-type: none"> • Generalisers • Drama - Hot seating. Interview Billy and ask him about the Gruncher. • Design creature for non-chronological report. 	<p>Assessment Week</p> <p>NFER Reading & Grammar Assessments</p>	<p style="text-align: center;">Persuasive Leaflet (Focus Text: The Tin Forest by Helen Ward)</p> <ul style="list-style-type: none"> • Identify themes and gather ideas • Plan persuasive leaflet • Draft • Edit & improve • Publish



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	Autumn Term 2	Spring Term 2	Summer Term 2
Week 5	<p style="text-align: center;">Non-Chronological Report (Focus: Gruncher Newspaper)</p> <ul style="list-style-type: none"> • Reading as a writer • Fronted adverbials – Boxing up • Present tense – Boxing up 	<p style="text-align: center;">Narrative – Innovated Version of a Traditional Tale (Focus Text: Cinderella of The Nile by Beverley Naidoo)</p> <ul style="list-style-type: none"> • Edit and improve • Publish 	<p style="text-align: center;">Recount to Inform (Focus: Trip to Everdon/ Geography Field Trip)</p> <ul style="list-style-type: none"> • Features of a recount • Examples of recounts to identify features. • Grammar: past tense, chronological order, adverbs of time, first person, adjectives & expended noun phrases.
Week 6	<p style="text-align: center;">Assessment Week</p> <p style="text-align: center;">NFER Reading & Grammar Assessments</p>		<p style="text-align: center;">Recount to Inform (Focus: Trip to Everdon/ Geography Field Trip)</p> <ul style="list-style-type: none"> • Planning recount based on trip to Everdon. • Writing up.
Week 7	<p style="text-align: center;">Non-Chronological Report (Focus: Gruncher Newspaper)</p> <ul style="list-style-type: none"> • Similes – Boxing up • Fronted Adverbials – Write up non-chronological report • Continue writing up 		<p style="text-align: center;">Recount to Inform (Focus: Trip to Everdon/ Geography Field Trip)</p> <ul style="list-style-type: none"> • Continue writing up. • Editing & improving.
Week 8	<p style="text-align: center;">Non-Chronological Report (Focus: Gruncher Newspaper)</p> <ul style="list-style-type: none"> • Editing & improving • Publishing 		<p style="text-align: center;">Recount to Inform (Focus: Trip to Everdon/ Geography Field Trip)</p> <ul style="list-style-type: none"> • Publishing