

Year Three	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>The Stone Age to Iron Age</p> <p><u>Key Text</u> The Wild Way Home Stone age boy</p>	<p>The Stone Age to Iron Age</p> <p><u>Key Text</u> The Iron Man</p>	<p>Natural Disasters</p> <p><u>Key Text</u> Oliver and the seawigs Escape from Pompeii</p>	<p>The Romans in Britain</p> <p><u>Key Text</u> Romans on a rampage</p>	<p>The Anglo Saxons, The Vikings and the Battle for England 1066</p> <p><u>Key Text</u> Nothing to see here hotel A street through time</p>	<p>The Anglo Saxons, The Vikings and the Battle for England 1066</p> <p><u>Key Text</u> How to be a hero</p>
<p><b>Knowledge (Genres taught)</b></p>	<p><b>Write to entertain</b> Description/ short story using 'ride of passage' video from Literacy Shed+</p> <p>Story narrative based on the text 'stone age boy'</p> <p><b>Write to inform</b> Tourist information leaflet linking to historical learning</p>	<p><b>Write to entertain</b> Poetry using key text</p> <p>Description writing 'wanted' text about the Iron Man</p> <p><b>Write to inform</b> Explanation text using the video 'Girl and Robot' from Literacy Shed+</p>	<p><b>Write to entertain</b> Story using 'Pompeii'</p> <p><b>Write to inform</b> Non chronological report using an aspect of geography</p> <p>Recount using 'Lava' short film from Disney</p>	<p><b>Write to entertain</b> Poetry</p> <p>Diary entry using key text</p> <p><b>Write to persuade</b> -advertisement to join Boudicca's army.</p>	<p><b>Write to entertain</b> Short story based on class text</p> <p><b>Write to inform</b> -information text based on 'a street through time' and an aspect of the history curriculum</p>	<p><b>Write to entertain</b> Scene description – Viking Longboat stimulus</p> <p><b>Write to inform</b> -non chronological report about an aspect of history curriculum</p> <p><b>Write to persuade</b> Speech using history curriculum</p>
<p><b>Skills (spelling)</b></p>	<p><b>Write to entertain</b> describe notice different island peculiar heart Statutory spelling rule: The suffix -ly Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p><b>Write to inform</b> although remember probably</p> <p>Statutory spelling rule: Prefix -inter</p>	<p><b>Write to entertain</b> ordinary believe particular height weight</p> <p>Statutory spelling rule: root words ending with -le, the -le is changed to -ly. homophones and near homophones</p> <p><b>Write to inform</b> therefore important possible</p> <p>Statutory spelling rule: prefixes dis- and mis-</p>	<p><b>Write to entertain</b> extreme breathe consider</p> <p>Statutory spelling rule: the spelling of ou homophones and near homophones</p> <p><b>Write to inform</b> answer difficult position appear natural pressure</p> <p>Statutory spelling rule: If there is an /i:/ sound before the -ous ending, it is usually spelt as i, but a few words have e.  the prefix in- and anti-</p>	<p><b>Write to entertain</b> arrive early straight mention increase forward/ forwards</p> <p>Statutory spelling rule: The suffix -ous The suffix -ly</p> <p><b>Write to persuade</b> strength women/woman various</p> <p>Statutory spelling rule: Prefixes il- and -ir</p>	<p><b>Write to entertain</b> caught enough perhaps</p> <p>Statutory spelling rule: -Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que -Words with the /ei/ sound spelt ei, eigh, or ey</p> <p><b>Write to inform</b> often eight eighth Statutory spelling rule: Endings which sound like /jən/, spelt -tion, -sion, -ssion, -cian</p>	<p><b>Write to entertain</b> length group circle Statutory spelling rule: Endings which sound like /jən/, spelt -tion, -sion, -ssion, -cian</p> <p><b>Write to inform</b> reign purpose question Statutory spelling rule: Endings which sound like /jən/, spelt -tion, -sion, -ssion, -cian</p> <p><b>Write to persuade</b> busy exercise naughty Statutory spelling rule: Words with the /s/ sound spelt sc (Latin in origin)</p>

<p><b>Skills (composition, vocabulary, grammar and punctuation)</b></p>	<p><b>Write to entertain</b>          -joined handwriting          -Capital letters and full stops          -Commas in a list          -Question marks and exclamation marks          -Describe settings and characters using expanded noun phrases          - Apostrophes for contractions          -Organise writing into paragraphs          Build cohesion using:          - Co-ordinated conjunctions (and, but, so)          -Subordinating conjunctions (although, after, when, because, until)</p> <p><b>Write to inform</b>          -joined handwriting          - making deliberate vocabulary choices          -Use tense consistently and correctly          -Use a variety of sentence types appropriately (statement, question, command and exclaim), including sentences with more than one clause          -presentational features of information texts          -cohesive devices linking layout and structure          -planning and editing</p>	<p><b>Write to entertain</b>          -joined handwriting          -poetic features including layout and figurative language          -Time conjunctions          -Expanded noun phrases          - describing settings and characters          -Sentence starters          -Question marks - Exclamation marks -First person          -Past tense          -paragraphs</p> <p><b>Write to inform</b>          -joined handwriting          -deliberate vocabulary choices          -Organisation and language features          -Use of headings          -Paragraphs          -planning and editing</p>	<p><b>Write to entertain</b>          -joined handwriting          -Build cohesion within and across paragraphs using co-ordinating conjunctions, subordinating conjunctions, adverbials and pronouns to avoid repetition          -story features          -Use a variety of sentence types          -paragraphs          -commas in a list          -punctuation for speech          -planning and editing</p> <p><b>Write to inform</b>          -joined handwriting          -Build cohesion within and across paragraphs using co-ordinating conjunctions, subordinating conjunctions, adverbials and pronouns to avoid repetition          -organise writing into cohesive paragraphs to show clear purpose to audience          -apostrophes for contractions          -use tense correctly and consistently</p>	<p><b>Write to entertain</b>          -joined handwriting          - describe settings and characters using expanded noun phrases          - Apostrophes for contractions          -Commas for clauses          -speech punctuation          - use a range of conjunctions, adverbs and prepositions to show time, place and cause          -paragraphs          - Poem structures, including performance          - Story structure Showing character emotions          -Planning and Editing</p> <p><b>Write to persuade</b>          -joined handwriting          -persuasive language and cohesive devices          -rhetorical questions          - use a variety of sentence types appropriately, including sentences with more than one clause (subordinate clauses)          -use tense correctly</p>	<p><b>Write to entertain</b>          -joined handwriting          -story structure          - Commas for clauses          Apostrophe for contraction          -Build cohesion within and across paragraphs using co-ordinating conjunctions, subordinating conjunctions, adverbials and pronouns to avoid repetition          -story features          -Use a variety of sentence types          -paragraphs          -commas in a list          -punctuation for speech          -planning and editing</p> <p><b>Write to inform</b>          -joined handwriting          - technical vocabulary          -Cause and effect conjunctions          -Use of precise vocabulary          -Relative clauses          -accurate past tense          -Commas for clauses Bullet points          -planning and editing</p>	<p><b>Write to entertain</b>          joined handwriting          Expanded noun phrases          - describing settings and characters          -Commas for clauses          -Apostrophe for contraction          -build cohesion using adverbials and pronouns to avoid repetition          -variety of sentence types</p> <p><b>Write to inform</b>          joined handwriting          -layout features appropriate to text type          -deliberate vocabulary choices          -commas for clauses          -planning and editing</p> <p><b>Write to persuade</b>          joined handwriting          -persuasive language and layout features          -accurate use of tense and person          -cohesive devices including co-ordinating and subordinating conjunctions          -commas for clauses          -planning, editing and performing</p>
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**Intent**

Our Writing curriculum will allow children to develop and thrive with the transcription and composition elements of writing. Children will write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Children will find writing engaging and enjoyable by writing based around a range of exciting stimuli and understand the importance of writing as a life-long skill.