



South Gosforth First School - English
Year 3 – Writing Long Term Plan



Term Autumn 1	Autumn 1 (First Unit)	Autumn 1 (Second Unit)
<u>Writing Outcome</u>	The Writing Framework – Sentence Level Work Transcription, Dictation & Handwriting	Information Text (T4W)
<u>Suggested Texts</u>	Stone Age Boy by Satoshi Kitamura	Model non-chronological report of a Stone Age Settlement
<u>Reading Comprehension Learning Outcomes</u>	• Listen to and discuss a wide range of fiction books. • Increase their familiarity with a wide range of books and retell some of these orally. • Discuss words and phrases that capture the reader's interest and imagination. • Ask questions to improve their understanding of a text. • Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. • Predict what might happen from details stated and implied.	• Listen to and discuss a wide range of non-fiction and reference books. • Read books that are structured in different ways and read for a range of purposes. • Understand what they read, in books they can read independently, by checking that the text makes sense to them, discuss their understanding and explain the meaning of words in context. • Ask questions to improve their understanding of a text. • Identify main ideas drawn from more than one paragraph and summarise these.
<u>Writing Learning Outcomes</u>	• Consolidate pupils' writing skills from Year 2: their vocabulary, their grasp of sentence structure, their use of punctuation. • Develop the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. • Apply their growing knowledge of root words, prefixes and suffixes. • Begin to extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i>.	• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Organise paragraphs around a theme. • Evaluate and edit by assessing the effectiveness. Of their own and others' writing and suggest improvements. • Proof-read for spelling and punctuation errors.
<u>Talk for Writing Tool Kit Progression of Skills</u>		• Collect and organise ideas developing the three part structure 'boxing up' information to plan the writing sequence with: ○ a topic sentence to capture interest and define a subject ○ a reason and/or invitation to read on ○ more detailed definitions ○ a range of interesting facts and ideas about the topic in a sequence which builds up information logically ○ a conclusion leaving an amazing, unexpected and memorable fact to leave the reader thinking. • Use mostly present tense, 3rd person in formal style for an unknown audience.



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Term Autumn 2	Autumn 2 (First Unit)	Autumn 2 (Second Unit)
Writing Outcome	Persuasive (Advert – T4W)	Poetry
Suggested Texts	John Lewis Christmas Adverts Adverts for Toys	The Night Before Christmas (to be performed at the Carol Service)
Reading Comprehension Learning Outcomes	• Listen to and discuss a wide range of non-fiction texts. • Discuss words and phrases that capture the reader's interest and imagination. • Ask questions to improve their understanding of a text. • Identify main ideas drawn from more than one paragraph and summarise these. • Identify how language, structure and presentation contribute to meaning.	• Listen to and discuss a wide range of poetry and plays. • Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action. • Recognise different forms of poems. • Identify how language, structure and presentation contribute to meaning.
Writing Learning Outcomes	• Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Organise paragraphs around a theme. • Introduce the use of rhetorical questions. • Proof read for spelling and punctuation errors. • Use emotive language.	• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Draft and write by composing sentences orally, progressively building a rich and varied vocabulary and an increasing range of sentence structures. • Choose nouns or pronouns appropriately for clarity and cohesion to avoid repetition.
Talk for Writing Tool Kit Progression of Skills	Extend the text structure introduced in Y1/2 with: • A title to hook reader and capture the topic clearly. • An introduction which: (a) Invites the reader directly. (b) Uses a punchy topic sentence to make clear what is being promoted. • A main section setting out the points in favour in a connected sequence: (a) as a list with numbers, numerical connectives or bullets (b) as a connected paragraph, or series of paragraphs.	• Invent fresh similes and experiment with word play and alliteration, playfully exaggerating or pretending. • Use well-chosen nouns, adjectives and verbs to illuminate first-hand experience; use similes and metaphors, avoiding clichés.



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	• A conclusion to round off. Invest time in shared reading of a variety of persuasive texts (adverts and publicity) to understand how they are organised. This has the added benefit of improving comprehension and critical reading at a key point in children's reading development. Use this to magpie a bank of persuasive devices: • Use of informal language • Imperative, direct forms of address • Repetition • Boasting and exaggeration • Short sentences • Patterns of three	
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Term Spring 1	Spring 1 (First Unit)	Spring 1 (Second Unit)
Writing Outcome	The Writing Framework – Sentence Level Work Transcription, Dictation & Handwriting	Narrative (Finding Tale – T4W)
Suggested Texts	Sentences linked to History topic – The Egyptians	Adventure in the Pyramids
Reading Comprehension Learning Outcomes	Develop positive attitudes to reading and understanding what they have read by: • listening to and discussing a wide range of non-fiction and reference books. • reading books that are structured in different ways and reading for a range of purposes. • increasing their familiarity with a wide range of books. • identifying themes and conventions in a wide range of books. • discussing words and phrases that capture the reader's interest. Understand what they read, in books they can read independently, by: • identifying main ideas drawn from more than one paragraph and summarising these. • identifying how language, structure and presentation contribute to meaning.	Develop positive attitudes to reading and understanding of what they have read by: • listening to and discussing a wide range of fiction, non-fiction and reference books. • reading books that are structured in different ways and reading for a range of purposes. • discussing words and phrases that capture the reader's interest and imagination. Understand what they read, in books they can read independently, by: • checking that the text makes sense to them. • discussing their understanding and explaining the meaning of words in context. drawing inferences such as inferring a characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Writing Learning Outcomes	• Begin to use conjunctions, adverbs and prepositions to express time and cause. • Begin to use the present perfect form of verbs in contrast to the past tense. • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Continue to extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i>. • Use further prefixes and suffixes and understand how to add them. • Spell further homophones. • Introduce the use of inverted commas to punctuate direct speech. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Discuss and record ideas. • Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and increasing range of sentence structures. • Organise paragraphs around a theme.
Talk for Writing Tool Kit Progression of Skills		• Use figurative language to create mood and highlight your character's feelings: -- ○ Similes ○ Metaphors ○ Personification • Use drama activities (thought tracking, conscience alley etc.) to further explore a character's own thoughts, feelings, actions and dilemmas and use this to inform consistency in writing. • Vary the length of sentences for effect when writing. Longer sentences for descriptive passages and short sentences for impact or effect. • Use effective description of a setting and how it impacts on a character to show how a character is feeling.



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<u>Term</u> <u>Spring 2</u>	Spring 2 (one unit this half term)	
<u>Writing Outcome</u>	Persuasive (Travel Brochure to visit the Alps – T4W)	
<u>Suggested Texts</u>	Model Text of a Travel Brochure	
<u>Reading Comprehension Learning Outcomes</u>	Develop positive attitudes to reading and understanding what they have read by: • listening to and discussing a wide range of non-fiction and reference books • reading books that are structured in different ways and reading for a range of purposes. • increasing their familiarity with a wide range of books. • identifying themes and conventions in a wide range of books. • discussing words and phrases that capture the reader's interest. Understand what they read, in books they can read independently, by: • identifying main ideas drawn from more than one paragraph and summarising these. • identifying how language, structure and presentation contribute to meaning.	
<u>Writing Learning Outcomes</u>	• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Draft and write by composing sentences orally, progressively building a rich and varied vocabulary and an increasing range of sentence structures. • Organise paragraphs around a theme. • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although.	
<u>Talk for Writing Tool Kit Progression of Skills</u>	• Invest time in shared reading a variety of persuasive texts to understand how they are organised. Use this to magpie a bank of persuasive devices: ○ use of informal language ○ imperative, direct form of address ○ repetition ○ boasting and exaggeration ○ short sentences ○ patterns of three • Use a wider range of connecting words and phrases to: ○ address and invite readers ○ add information ○ mark time and sequence ○ change of direction	



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Term Summer 1	Summer 1 (First Unit)	Summer 1 (Second Unit)
<u>Writing Outcome</u>	The Writing Framework – Sentence Level Work Transcription, Dictation & Handwriting	Narrative (Conquering the Monster – T4W)
<u>Suggested Texts</u>	Sentences linked to History topic – The Vikings	Thor and the Giants
<u>Reading Comprehension Learning Outcomes</u>	Develop positive attitudes to reading and understanding what they have read by: • listening to and discussing a wide range of non-fiction and reference books. • reading books that are structured in different ways and reading for a range of purposes. • increasing their familiarity with a wide range of books. • identifying themes and conventions in a wide range of books. • discussing words and phrases that capture the reader's interest. Understand what they read, in books they can read independently, by: • identifying main ideas drawn from more than one paragraph and summarising these. • identifying how language, structure and presentation contribute to meaning. • asking questions to improve their understanding of a text. • identifying how language, structure and presentation contribute to meaning.	Develop positive attitudes to reading and understanding of what they have read by: • listening to and discussing a wide range of fiction, non-fiction and reference books • reading books that are structured in different ways and reading for a range of purposes. • discussing words and phrases that capture the reader's interest and imagination. • increasing their familiarity with a wide range of books, including myths and legends and retelling some of these orally. Understand what they read, in books they can read independently, by: • checking that the text makes sense to them. • asking questions to improve their understanding of a text. • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.
<u>Writing Learning Outcomes</u>	• Ensure that children are using joined handwriting and can use it fast enough to keep pace with what they want to say. • Develop the use of inverted commas to punctuate direct speech. • Use conjunctions, adverbs and prepositions to express time, place and cause. • Continue to develop the use of the present perfect form of verbs in contrast to the past tense. • Use the first two or three letters of a word to check its spelling in a dictionary. • Use further prefixes and suffixes and understand how to add them. • Spell further homophones. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Discuss and record ideas. • Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and increasing range of sentence structures. • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in a sentence. • Proof-read for spelling and punctuation errors.
<u>Talk for Writing Tool Kit Progression of Skills</u>		• Use a plan to help write the story and develop each part of the story properly. • Use dialogue – but not too much. • Use dialogue punctuation effectively and develop use and movement of speech verbs. • Write an ending that shows how the main character feels, or what has been learned • Use connectives to link paragraphs (e.g. one day, suddenly, finally). • Stay in the same tense. • Stay in the same person. • Use small details to hint at what a character might be like and provoke a response from the reader. • Use comparatives and superlatives in character description.



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		○ Vary the length of sentences for effect when writing. Longer sentences for descriptive passages and short sentences for impact or effect.
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Term Summer 2	Summer 2 (First Unit)	Summer 2 (Second Unit)
Writing Outcome	Narrative (Tale of Fear – T4W)	Discussion Text (Balanced viewpoint - choosing to live near a volcano – T4W)
Suggested Texts	Escape from Pompeii	Model text on Volcanoes
Reading Comprehension Learning Outcomes	Develop positive attitudes to reading and understanding of what they have read by: - listening to and discussing a wide range of fiction, non-fiction and reference books. - reading books that are structured in different ways and reading for a range of purposes. - discussing words and phrases that capture the reader's interest and imagination. - identifying themes and conventions in a wide range of books to read aloud showing understanding through intonation, tone, volume and action. Understand what they read, in books they can read independently, by: - checking that the text makes sense to them. - predicting what might happen from details stated and implied. - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.	Develop positive attitudes to reading and understanding what they have read by: - listening to and discussing a wide range of non-fiction and reference books. - reading books that are structured in different ways and reading for a range of purposes. - using dictionaries to check the meaning of words they have read. Understand what they read, in books they can read independently, by: - identifying main ideas drawn from more than one paragraph and summarising these. - identifying how language, structure and presentation contribute to meaning. - asking questions to improve their understanding of a text. - participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
Writing Learning Outcomes	- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - Discuss and record ideas. - Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and increasing range of sentence structures. - Organise paragraphs around a theme. - Proof-read for spelling and punctuation errors. - Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. - Choose nouns or pronouns appropriately for clarity and cohesion to avoid repetition. - Use fronted adverbials. - Use commas after fronted adverbials. - Use and punctuate direct speech.	- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - Discuss and record ideas. - Evaluate and assess the effectiveness of their own and others' writing and suggest improvements. - Propose changes to grammar and vocabulary to improve consistency. - Proof-read for spelling and punctuation errors. - Organise paragraphs around a theme.
Talk for Writing Tool Kit Progression of Skills	- Use small details to hint at what a character might be like and provoke a response from the reader. - Use comparatives and superlatives in character description. - Use drama activities to further explore a character's own thoughts, feelings, actions and dilemmas and use this to inform consistency in writing. - Use subordination for effect in description. - Vary the length of sentences for effect.	- Create connected paragraphs: - Opening paragraph to interest the reader in the topic. - A series of points in favour in a connected paragraph. - A series of points against in a connected paragraph. - A reasoned conclusion which can be justified by the arguments. - Use complex sentences to combine information, create emphasis and make the text ore interesting for the reader. - Use generalised language to depersonalise and objectify the writing:



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	• Explore how the reactions and thoughts of other characters towards a main character can reveal much to the reader. • Use effective description of a setting and how it impacts on a character to show how a character is feeling. • Use dialogue punctuation effectively and develop use and movement of speech verbs.	○ Generalisers - <i>some, most, everybody</i> ○ Category nouns • Use a variety of connecting words and phrases to guide the reader through the argument: ○ To set out alternatives and set the scene e.g. <i>To decide whether or not/if we should/where the/either...or...</i> ○ To add on and sequence ideas e.g. <i>The first reason, also, furthermore, moreover</i> ○ To introduce a different viewpoint e.g. <i>However, On the other hand, Many people also believe that....</i> ○ To conclude e.g. <i>In conclusion, Having considered the arguments, Looking at this from both sides...</i> • Use correct punctuation for sentences, clauses, questions, exclamations etc.
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