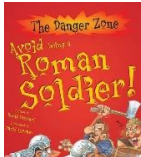
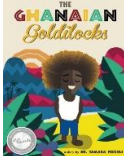

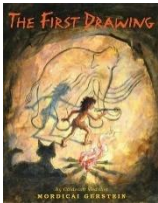
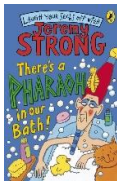
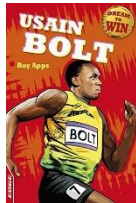
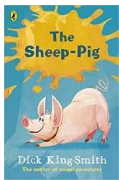


Writing			Year 3		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
 <p>How to Avoid Becoming a Roman Soldier:</p>	 <p>The Ghanaian Goldilocks:</p>  <p>Journey to the Centre of the Earth:</p>	 <p>The First Drawing:</p>	 <p>There's a Pharaoh in My Bath:</p>	 <p>Usain Bolt:</p>	 <p>The Sheep-Pig:</p>
<p>Diary entry LI: To identify the features of a diary entry. LI: To show a soldier's emotions by using emotive language. LI: To develop time adverbials put events in chronological order. LI: To use the conjunctions and, because and if to add detail. LI: To use adjectives and prepositions to write expanded noun phrases to describe injuries. LI: To plan a diary entry from a soldier's perspective. LI: To use a range of writing techniques to write a diary entry (3 lessons). LI: To edit, improve and publish a diary entry.</p> <p>Explanation text</p>	<p>Narrative LI: To compare two retellings of The Ghanaian Goldilocks. LI: To punctuate sentences correctly using a range of punctuation. LI: To use adjectives to write noun phrases. LI: To use verbs to show action. LI: To plan a narrative. LI: To use a range of writing technique to write a story extract. (3 lessons)</p> <p>Newspaper LI: To make predictions about a text. LI: To identify the features of a newspaper article. LI: To identify and use past tense verbs. LI: To use conjunctions to extend ideas.</p>	<p>Description LI: To use adjectives to write descriptively. LI: To join ideas together using conjunctions. LI: To use a range of descriptive writing techniques to write a description. (2 lessons)</p> <p>Non-chronological report LI: To make predictions and ask questions about a text. LI: To use modal verbs to explore an imaginary scenario. LI: To use questions for effect. LI: To identify and use for effect exclamatory sentences. LI: To use apostrophes for contractions. LI: To understand the possessive apostrophe.</p>	<p>Newspaper LI: To identify features of a newspaper article. LI: To understand the difference between formal and informal language. LI: To create headlines using a range of writing techniques. LI: To punctuate quotes correctly using inverted commas. LI: To plan a newspaper article. (2 lessons). LI: To use a range of writing techniques to write a newspaper article. (3 lessons). LI: To edit and improve a newspaper article. LI: To publish a newspaper article.</p> <p>Non-chronological report LI: To identify features of a non-chronological report.</p>	<p>Persuasive letter LI: To identify key features of persuasive writing. LI: To use emotive language to persuade a reader. LI: To structure an argument with a point and an explanation with cohesion. LI: To express time and cause using subordinating conjunctions to extend ideas. LI: To plan a persuasive letter. LI: To use a range of writing techniques to write a persuasive letter. (3 lessons) LI: To edit and improve a persuasive letter. LI: To publish a persuasive letter.</p> <p>Race report</p>	<p>Story opening LI: To extend noun phrases with prepositional phrases to write expanded noun phrases. LI: To use fronted adverbials of time, place and manner to write descriptively. LI: To use senses to develop setting. LI: To understand how to use conjunctions to show cause (when, before, after, while, because). LI: To develop a setting using figurative language (alliteration, similes, personification). LI: To use inverted commas to write speech to move the story on. LI: To identify and understand present perfect verbs and use them in dialogue.</p>

<p>LI: To identify the features of an explanation text. LI: To use questions to write subheadings for information. LI: To consistently use the correct past tense verbs. LI: To develop ideas and explain why using causal conjunctions. LI: To identify and use formal language to explain. LI: To plan an explanation text about How to survive in the Roman Army. LI: To use a range of writing techniques to write an explanation text (3lesson). LI: To edit and improve an explanation text.</p> <p>Instructions LI: To identify the features of instructional texts. LI: To use imperative verbs to write commands. LI: To give and follow instructions. LI: To use fronted adverbials to sequence information. LI: To use a range of writing techniques to write instructions (2 lessons). LI: To edit and improve a set of instructions.</p>	<p>LI: To sequence events using fronted time adverbials. LI: To use inverted commas to show direct speech. LI: To use a range of writing technique to write a newspaper article. (4 lessons)</p> <p>Setting Description LI: To identify the features of a setting description. LI: To select a wide range of adjectives to describe a setting. LI: To use prepositions to create expanded noun phrases. LI: To develop description using figurative language (similes). LI: To use a range of sentence openers. LI: To plan a setting description. LI: To use a range of writing techniques to describe a setting. (3 lessons) LI: To edit and improve writing.</p>	<p>LI: To research information and make notes using bullet points. (Planning lesson) LI: To use a variety of conjunctions to join sentences. LI: To develop a range of ways to begin sentences. LI: To use a range of techniques to write a non-chronological report. (3 lessons) LI: To edit and improve.</p> <p>Diary Entry LI: To identify the features of a diary entry. LI: To use prepositions to write expanded noun phrases. Starter: To identify the features of a diary entry. LI: To use alliteration in descriptive writing. LI: To use similes to describe. LI: To use contrasting subordinating conjunctions to express feelings. LI: To use verb sentence openers to add interest. LI: To use a range of writing techniques to write a diary entry. (2 lessons) LI: To edit and improve.</p>	<p>LI: To use bullet points to research Ancient Egypt. LI: To organise paragraphs with subheadings. LI: To create a glossary defining technical Ancient Egyptian vocabulary. LI: To add detail using causal conjunctions. LI: To plan a non-chronological report. LI: To use a range of writing techniques to write a non-chronological report. (4 lessons).</p>	<p>LI: To identify key features of a race report. LI: To use causal conjunctions to extend ideas and fronted adverbials to order events. LI: To understand present perfect verb forms instead of past tense. LI: To use inverted commas to include speech about an event. LI: To plan a race report. LI: To use a range of writing techniques to write a race report. (2 lessons) LI: To edit and improve a race report.</p>	<p>LI: To know when to change paragraph using Tip Top. LI: To plan a story opening based on The Sheep-Pig. LI: To use a range of writing techniques to write a story opening (3 lessons). LI: To edit, improve and publish a story opening.</p> <p>Explanation LI: To identify the features of an explanation text. LI: To write subheadings to show what a paragraph is about. LI: To use time adverbials to order key points. LI: To develop causal conjunctions to explain why. LI: To use prepositions to extend information with prepositional phrases. LI: To identify nouns and pronouns. LI: To understand key technical vocabulary about sheepdogs. LI: To label diagrams to show an explanation. LI: To plan an explanation text about sheepdogs. LI: To use a range of writing techniques to write an explanation text (3 lessons). LI: To edit and improve writing.</p>
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