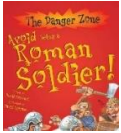

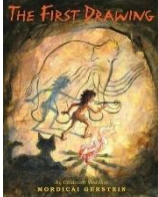
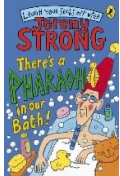
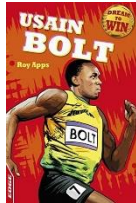
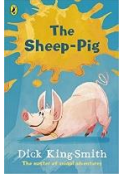


Writing			Year 3		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
 <p>Avoid Becoming a Roman Soldier:</p>	 <p>Journey to the Centre of the Earth:</p>	 <p>The First Drawing:</p>	 <p>There's a Pharaoh in My Bath:</p>	 <p>Usain Bolt:</p>	 <p>The Sheep-Pig:</p>
<p>Diary entry LI: To identify audience, purpose and features of a diary entry. LI: To create individual success criteria. LI: To use drama and role play to re-enact a battle scene. LI: To recount events in chronological order using time adverbials. LI: To use emotive language to connect with the reader. LI: To use adjectives to write noun phrases. LI: To use the conjunctions 'and', 'because', 'if' to add detail. LI: To group sentences of the same topic to form paragraphs. LI: To use a range of writing techniques to write a diary entry. LI: To use feedback to edit and improve writing.</p> <p>Non-chronological report LI: To identify audience, purpose and features of a non-chronological report.</p>	<p>Newspaper LI: To identify audience, purpose and features of a newspaper article. LI: To create individual success criteria. LI: To identify and use past tense verbs. (Regular and irregular) LI: To identify formal language and third person. LI: To use fronted adverbials of time and causal conjunctions to sequence and extend ideas. LI: To use inverted commas to show direct speech. LI: To plan a newspaper article. LI: To use a range of writing technique to write a newspaper article. (3 lessons) LI: To use feedback to edit and improve writing.</p> <p>Poetry LI: To identify audience, purpose and features of a poem.</p>	<p>Alternative Ending LI: To engage with a text. LI: To identify audience, purpose and features of an ending. LI: To create individual success criteria. LI: To use modal verbs to explore a scenario. LI: To use questions for effect. LI: To identify and use exclamatory sentences. LI: To develop a range of ways to begin sentences. LI: To use a range of techniques to write an alternative ending. (4 lessons) LI: To use feedback to edit and improve writing.</p> <p>Instructions LI: To identify audience, purpose and features of instructions. LI: To create individual success criteria. LI: To plan a set of instructions through research. LI: To use imperative verbs to instruct.</p>	<p>Newspaper LI: To identify audience, purpose and features of a newspaper article. LI: To create individual success criteria. LI: To understand the difference between formal and informal language. LI: To create headlines using alliteration. LI: To punctuate quotes correctly using inverted commas. LI: To plan a newspaper article. LI: To plan a newspaper article. LI: To use a range of writing techniques to write a newspaper article. (3 lessons) LI: To use feedback to edit and improve writing.</p> <p>Alternative Chapter LI: To identify audience, purpose and features of a chapter. LI: To create individual success criteria. LI: To develop ideas about possible events.</p>	<p>Persuasive letter LI: To identify key features of persuasive writing and understand the purpose. LI: To create individual success criteria. LI: To understand and use emotive language persuasively. LI: To create ideas to persuade an audience and give suitable explanations. LI: To structure an argument with point and explanation using conjunctions. LI: To use modal verbs and rhetorical questions to engage a reader. LI: To use a range of writing techniques to write a persuasive letter. (2 lessons) LI: To use feedback to edit and improve writing.</p> <p>Character description LI: To identify the features of a character description. LI: To create individual success criteria.</p>	<p>Story opening LI: To identify audience, purpose and features of a story opening. LI: To create individual success criteria. LI: To dramatise a story opening. LI: To plan a story opening. LI: To use prepositions and adjectives to extend noun phrases. LI: To develop a character using alliteration and expanded noun phrases. LI: To use dialogue to create action. LI: To use feedback to edit and improve writing.</p> <p>Diary Entry LI: To identify audience, purpose and features of a diary entry. LI: To create individual success criteria. LI: To plan a diary entry. LI: To use emotive language to show how a character is feeling. LI: To use senses to create an atmosphere.</p>

<p>LI: To create individual success criteria. LI: To use questions to write subheadings for information. LI: To plan a non-chronological report using causal conjunctions. LI: To identify and use formal language. LI: To use the present perfect form instead of simple past tense. LI: To use a range of writing techniques to write a non-chronological report. LI: To use a range of writing techniques to write a non-chronological report. LI: To use feedback to edit and improve writing.</p> <p>Biography LI: To identify audience, purpose and features of a biography. LI: To create individual success criteria. LI: To use research to group information into paragraphs. LI: To plan a biography and create subheadings. LI: To use a range of techniques to write a biography. (3 lessons) LI: To use feedback to edit and improve writing. LI: To publish a piece of writing.</p>	<p>LI: To create individual success criteria. LI: To describe using rhyming couplets. LI: To use alliteration and similes to create imagery about Pompeii. LI: To plan a poem about Pompeii. LI: To use a range of poetic techniques to write a poem. (2 lessons) LI: To use feedback to edit and improve writing. LI: To perform a poem to a group.</p> <p>Advert LI: To identify audience, purpose and features of an advert. LI: To create individual success criteria. LI: To identify and use emotive language. LI: To plan an advert. LI: To use rhetorical questions and modal verbs to hook the reader. LI: To use a range of techniques to write an advert.</p>	<p>LI: To use time conjunctions to link ideas. LI: To use subordinating conjunctions to develop ideas. LI: To use a range of techniques to write a set of instructions. (2 lessons) LI: To use feedback to edit and improve writing.</p> <p>Diary LI: To apply features of a diary to write about a trip.</p>	<p>LI: To plan an alternative chapter to a story. LI: To describe using expanded noun phrases. LI: To describe action using verbs. LI: To extend ideas using subordinating conjunctions. LI: To use fronted adverbials to begin sentences. LI: To use a range of writing techniques to write an alternative chapter. (3 lessons) LI: To use feedback to edit and improve writing.</p>	<p>LI: To use expanded noun phrases and alliteration to describe. LI: To create effective similes to compare. LI: To use a range of descriptive techniques to write about a character. LI: To use feedback to edit and improve writing.</p> <p>Race report LI: To identify key features of a race report. LI: To create individual success criteria. LI: To use fronted adverbials to order events. LI: To use inverted commas for direct speech. LI: To plan a race report using causal conjunctions to extend ideas. LI: To use a range of writing techniques to write a race report. (2 lessons) LI: To use feedback to edit and improve writing. LI: To verbally report on a race.</p>	<p>LI: To use informal language to recount an event. LI: To use feedback to edit and improve writing.</p> <p>Explanation LI: To identify audience, purpose and features of an explanation text. LI: To create individual success criteria. LI: To plan an explanation text through research and create subheadings. LI: To adapt a command to an explanation using key vocabulary. LI: To label diagrams to show an explanation. LI: To use causal conjunctions to explain why. LI: To use feedback to edit and improve writing.</p>
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