

Year 3 Writing Yearly Overview - Cycle B

Term	Text	Genre/ Main Written Pieces	NC Objectives
Autumn 1	Wolves  Emily Gravett	<p><b>Fiction:</b> Character Descriptions</p> <p><b>Nonfiction:</b> Captions leaflet that will educate the townsfolk about wolves</p>	<p><b><u>Writing- Composition</u></b></p> <p>To discuss writing similar to that which they are planning to write in order to understand and learn from structure, and grammar.</p> <p>To discuss and record ideas</p> <p>To compose and rehearse sentences orally, progressively building rich and varied vocab and increasing range of sentence structures.</p> <p>To Start to recognise paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-fiction, using simple organisational devices (headings and sub-headings)</p> <p>To read their own writing aloud using appropriate intonation and controlling tone and volume.</p> <p><b><u>Editing Writing</u></b></p> <p>To assess effectiveness of their own writing and suggesting improvements.</p> <p>To Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>To proof-read for spelling and punctuation errors.</p> <p><b><u>Writing - vocabulary, grammar and punctuation</u></b></p> <p>To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>To use adverbs to express time and cause (and place)</p> <p>To use the present perfect form of verbs in contrast to the past tense</p> <p>To use the correct form of 'a' or 'an'</p>

			<p>To use of apostrophes for contractions.</p> <p>To use some accurate use of inverted commas,</p>
<p><b>Autumn 2</b></p>	<p><b>Toys in Space</b></p> <p><i>Mini Grey</i></p>	<p><b>Fiction:</b> Fantasy setting descriptions</p> <p><b>Non Fiction</b> Posters Invitations Diary Entry</p>	<p><b><u>Writing- Composition</u></b></p> <p>To discuss writing similar to that which they are planning to write in order to understand and learn from structure, and grammar.</p> <p>To discuss and record ideas</p> <p>To compose and rehearse sentences orally, progressively building rich and varied vocab and increasing range of sentence structures.</p> <p>To Start to recognise paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>To read their own writing aloud using appropriate intonation and controlling tone and volume.</p> <p><b><u>Editing Writing</u></b></p> <p>To assess effectiveness of their own writing and suggesting improvements.</p> <p>To Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>To proof-read for spelling and punctuation errors.</p> <p><b><u>Writing - vocabulary, grammar and punctuation</u></b></p> <p>To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>To use conjunctions, adverbs and prepositions to express time and cause (and place)</p> <ul style="list-style-type: none"> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• form nouns using prefixes (super-, anti-)</li> <li>• use the correct form of 'a' or 'an'</li> </ul>

			<ul style="list-style-type: none"> <li>• word families based on common words (solve, solution, dissolve, insoluble) using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with singular nouns.</li> <li>• Use of apostrophes for contractions.</li> <li>• some accurate use of inverted commas,</li> </ul>
<b>Spring 1</b>	<b>We are Water Protectors</b>	<p><b>Non- Fiction</b> Chronological report (life cycles)</p> <p><b>Fiction</b> Protest Posters</p> <p><b>Poetry</b> List poem</p>	<p><b><u>Writing- Composition</u></b></p> <p>To discuss writing similar to that which they are planning to write in order to understand and learn from structure, and grammar.</p> <p>To discuss and record ideas</p> <p>To compose and rehearse sentences orally, progressively building rich and varied vocab and increasing range of sentence structures.</p> <p>To Start to recognise paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-fiction, using simple organisational devices (headings and sub-headings)</p> <p>To read their own writing aloud using appropriate intonation and controlling tone and volume.</p> <p><b><u>Editing Writing</u></b></p> <p>To assess effectiveness of their own writing and suggesting improvements.</p> <p>To Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>To proof-read for spelling and punctuation errors.</p> <p><b><u>Writing - vocabulary, grammar and punctuation</u></b></p> <p>To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>To use adverbs to express time and cause (and place)</p>

			<p>To use the present perfect form of verbs in contrast to the past tense</p> <p>To use the correct form of 'a' or 'an'</p> <p>To indicate possession by using the possessive apostrophe with singular nouns.</p> <p>To use of apostrophes for contractions.</p> <p>To use some accurate use of inverted commas,</p>
<p><b>Spring 2</b></p>	<p>Owl and the Pussycat</p> <p>Edward Lear</p>	<p><b>Fiction:</b> Fictitious interviews</p> <p><b>Non fiction:</b> Lists</p> <p><b>Poetry</b> Writing own versions of rhyming poem</p>	<p><b><u>Writing- Composition</u></b></p> <p>To discuss writing similar to that which they are planning to write in order to understand and learn from structure, and grammar.</p> <p>To discuss and record ideas</p> <p>To compose and rehearse sentences orally, progressively building rich and varied vocab and increasing range of sentence structures.</p> <p>To Start to recognise paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-fiction, using simple organisational devices (headings and sub-headings)</p> <p>To read their own writing aloud using appropriate intonation and controlling tone and volume.</p> <p><b><u>Editing Writing</u></b></p> <p>To assess effectiveness of their own writing and suggesting improvements.</p> <p>To Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>To proof-read for spelling and punctuation errors.</p> <p><b><u>Writing - vocabulary, grammar and punctuation</u></b></p>

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<b>Summer 1</b>	<p>Minpins Roald Dahl</p>	<p><b>Fiction</b> Postcards Setting &amp; character descriptions</p> <p><b>Non-fiction</b> Danger Posters</p>	<p><b><u>Writing- Composition</u></b></p> <p>To discuss writing similar to that which they are planning to write in order to understand and learn from structure, and grammar.</p> <p>To discuss and record ideas</p> <p>To compose and rehearse sentences orally, progressively building rich and varied vocab and increasing range of sentence structures.</p> <p>To Start to recognise paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-fiction, using simple organisational devices (headings and sub-headings)</p> <p>To read their own writing aloud using appropriate intonation and controlling tone and volume.</p> <p><b><u>Editing Writing</u></b></p> <p>To assess effectiveness of their own writing and suggesting improvements.</p> <p>To Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>To proof-read for spelling and punctuation errors.</p> <p><b><u>Writing - vocabulary, grammar and punctuation</u></b></p>

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<p><b>Summer 2</b></p>	<p>The House Held up by trees</p> <p>Ted Kooster</p>	<p><b>Non Fiction</b> Explanations Estate Agent advertisement</p> <p><b>Poetry</b></p>	<p><b><u>Writing- Composition</u></b></p> <p>To discuss writing similar to that which they are planning to write in order to understand and learn from structure, and grammar.</p> <p>To discuss and record ideas</p> <p>To compose and rehearse sentences orally, progressively building rich and varied vocab and increasing range of sentence structures.</p> <p>To Start to recognise paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-fiction, using simple organisational devices (headings and sub-headings)</p> <p>To read their own writing aloud using appropriate intonation and controlling tone and volume.</p> <p><b><u>Editing Writing</u></b></p> <p>To assess effectiveness of their own writing and suggesting improvements.</p> <p>To Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>To proof-read for spelling and punctuation errors.</p>

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**Handwriting and presentation -**

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- increase the legibility, consistency and quality of their handwriting

**Writing - transcription - Taught using NoNonsense Spelling**

**Spelling - see [English appendix 1](#)**

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them
- place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
- use the first 2 or 3 letters of a word
- to check its spelling in a dictionary
- Spell some words from the Y3/4 spelling list