



## Year 3 Writing Long Term Plan

Term	Length	Stimulus	Genre	Skills	GD
Autumn 18 Weeks	3 weeks	<b>Stig of the Dump</b>	<b>Narrative</b> <ul style="list-style-type: none"> <li>To write a story in four parts, in the first person, with a definite ending.</li> <li>Change into a third person story.</li> </ul>	<ul style="list-style-type: none"> <li>Write a four-part story with strong ending.</li> <li>Some use of inverted commas to mark direct speech</li> <li>Show some awareness of different sentence openers including adverbs.</li> <li>With support begin to use paragraphs to organise ideas.</li> <li>Demarcate sentences with capital letters and full stops, question marks, commas to separate items in a list and apostrophes for contraction and possession</li> <li>Apply and spell correctly all Key Stage 1 spelling rules and those from Year 3 covered so far</li> <li>Use diagonal and horizontal strokes needed to join letters in some of their writing</li> </ul>	<ul style="list-style-type: none"> <li>Independently choose and know what to adapt and include when changing the form of writing.</li> <li>Maintain writing in the 1st and 3rd person.</li> <li>Include additional features for the form and audience of the writing.</li> <li>Independently and accurately use the full range of punctuation taught at Key Stage 1 and in year 3 and proof-read to make corrections.</li> </ul>
	2 weeks	<b>Stig of the Dump</b>	<b>Recount</b> <ul style="list-style-type: none"> <li>Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions.</li> <li>Write same event in a different form e.g. as a story, a letter or a diary.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain writing in the 1st person</li> <li>Write a recount of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions.</li> <li>Show some awareness of different sentence openers including adverbs.</li> <li>With support begin to use paragraphs to organise ideas.</li> <li>Demarcate sentences with capital letters and full stops, question marks, commas to separate items in a list and apostrophes for contraction and possession</li> <li>Apply and spell correctly all Key Stage 1 spelling rules and those from Year 3 covered so far</li> <li>Use diagonal and horizontal strokes needed to join letters in some of their writing</li> </ul>	<ul style="list-style-type: none"> <li>Independently choose and know what to adapt and include when changing the form of writing.</li> <li>Maintain writing in the 1st and 3rd person.</li> <li>Include additional features for the form and audience of the writing.</li> <li>Independently and accurately use the full range of punctuation taught at Key Stage 1 and in year 3 and proof-read to make corrections.</li> </ul>
	1 week	<b>Topsy Turvy World</b>	<b>Poetry</b>	<ul style="list-style-type: none"> <li>Create a description of a topsy turvy world.</li> </ul>	



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	1 week	<b>Literacy Shed – Treasure</b>	<b>Diary Entry</b> <ul style="list-style-type: none"> <li>• Write a diary entry in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain writing in the 1st person</li> <li>• Write a diary event of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions.</li> <li>• Show some awareness of different sentence openers including adverbs.</li> <li>• With support begin to use paragraphs to organise ideas.</li> <li>• Demarcate sentences with capital letters and full stops, question marks, commas to separate items in a list and apostrophes for contraction and possession</li> <li>• Apply and spell correctly all Key Stage 1 spelling rules and those from Year 3 covered so far</li> <li>• Use diagonal and horizontal strokes needed to join letters in some of their writing</li> </ul>	<ul style="list-style-type: none"> <li>• Independently choose and know what to adapt and include when changing the form of writing.</li> <li>• Maintain writing in the 1st and 3rd person.</li> <li>• Include additional features for the form and audience of the writing.</li> <li>• Independently and accurately use the full range of punctuation taught at Key Stage 1 and in year 3 and proof-read to make corrections.</li> </ul>
Autumn 2 7 Weeks	3 weeks	<b>The Iron Man</b>	<b>Narrative</b> <ul style="list-style-type: none"> <li>• To write a story in the third person organised into paragraphs, ensuring that the sequence is clear.</li> <li>• Some basic dialogue included.</li> <li>• Revise how the sequence of the story is expressed through conjunctions, adverbs and prepositional phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a four part story with strong ending.</li> <li>• Some use of inverted commas to mark direct speech</li> <li>• Show some awareness of different sentence openers including adverbs.</li> <li>• With support begin to use paragraphs to organise ideas.</li> <li>• Demarcate sentences with capital letters and full stops, question marks, commas to separate items in a list and apostrophes for contraction and possession</li> <li>• Apply and spell correctly all Key Stage 1 spelling rules and those from Year 3 covered so far</li> <li>• Use diagonal and horizontal strokes needed to join letters in some of their writing</li> </ul>	<ul style="list-style-type: none"> <li>• Independently choose and know what to adapt and include when changing the form of writing.</li> <li>• Maintain writing in the 1st and 3rd person.</li> <li>• Include additional features for the form and audience of the writing.</li> <li>• Independently and accurately use the full range of punctuation taught at Key Stage 1 and in year 3 and proof-read to make corrections.</li> </ul>



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<b>2 weeks</b>	<b>Wallace and Gromit Cracking Contraptions</b>	<b>Explanation</b> <ul style="list-style-type: none"> <li>• Write a series of extended sentences, organised appropriately for a specific form to explain a process, ensuring relevant items are grouped together and sufficient details are included.</li> <li>• Provide a clear audience for the explanation adding appropriate diagrams/flow charts and vocabulary choices to support the explanation for the specific audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a series of extended sentences to explain a process</li> <li>• Show some awareness of different sentence openers including adverbs.</li> <li>• With support begin to use paragraphs to organise ideas.</li> <li>• Demarcate sentences with capital letters and full stops, question marks, commas to separate items in a list and apostrophes for contraction and possession</li> <li>• Apply and spell correctly all Key Stage 1 spelling rules and those from Year 3 covered so far</li> <li>• Use diagonal and horizontal strokes needed to join letters in some of their writing</li> </ul>	<ul style="list-style-type: none"> <li>• Independently choose and know what to adapt and include when changing the form of writing.</li> <li>• Maintain writing in the 1st and 3rd person.</li> <li>• Include additional features for the form and audience of the writing.</li> <li>• Independently and accurately use the full range of punctuation taught at Key Stage 1 and in year 3 and proof-read to make corrections.</li> </ul>
<b>1 week</b>	<b>There was an old man with a beard</b>	<b>Assessment Week Poetry</b>	<ul style="list-style-type: none"> <li>• Write a limerick.</li> </ul>	



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	<b>1 week</b>	<b>Literacy Shed – The Windmill Farmer</b>	<b>Newspaper Article</b> <ul style="list-style-type: none"> <li>Write a newspaper article in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions.</li> </ul>	<ul style="list-style-type: none"> <li>Write a newspaper article of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions.</li> <li>Show some awareness of different sentence openers including adverbs.</li> <li>With support begin to use paragraphs to organise ideas.</li> <li>Demarcate sentences with capital letters and full stops, question marks, commas to separate items in a list and apostrophes for contraction and possession</li> <li>Apply and spell correctly all Key Stage 1 spelling rules and those from Year 3 covered so far</li> <li>Use diagonal and horizontal strokes needed to join letters in some of their writing</li> </ul>	<ul style="list-style-type: none"> <li>Independently choose and know what to adapt and include when changing the form of writing.</li> <li>Maintain writing in the 1st and 3rd person.</li> <li>Include additional features for the form and audience of the writing.</li> <li>Independently and accurately use the full range of punctuation taught at Key Stage 1 and in year 3 and proof-read to make corrections.</li> </ul>
<b>Spring 16 weeks</b>	<b>1 week Culture Week</b>	<b>The magic Paintbrush</b>		<ul style="list-style-type: none"> <li>Write a descriptive story.</li> </ul>	



## Year 3 Writing Long Term Plan

	2 weeks	<b>The Lion The Witch and the Wardrobe (The scene where Edmund meets the snow queen)</b>	<b>Narrative</b> <ul style="list-style-type: none"><li>• Re-tell or write their own story varying voice and intonation to create a specific effect in the audience and sustain interest.</li><li>• Include dialogue to set the scene and present characters.</li><li>• Develop writing with a clear sense of purpose and intended effect on the reader</li></ul>	<ul style="list-style-type: none"><li>• Re-tell or write own story varying voice and intonation to create effects and sustain interest</li><li>• Write a five part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward.</li><li>• Organise paragraphs around a theme</li><li>• Begin to experiment with figurative language</li><li>• Use some words that capture the reader's interest, imagination and create a specific effect on the reader</li><li>• Use inverted commas to punctuate direct speech</li><li>• Capital letters, full stops, question marks and exclamation marks used mostly correctly.</li><li>• Spell many words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly</li><li>• Begin to use joined writing throughout independent writing</li></ul>	<ul style="list-style-type: none"><li>• Use dialogue to support characterisation and set the scene to a story.</li><li>• Apt use of vocabulary especially verbs</li><li>• Independently choose and know what to adapt and include when changing the form of writing.</li><li>• Inverted commas used mostly accurately</li><li>• Evaluate own writing against the purpose, text structure, audience</li></ul>
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## Year 3 Writing Long Term Plan

<b>1 week</b>	<b>Literacy Shed - Rocketeer</b>	<b>Narrative</b>	<ul style="list-style-type: none"> <li>• Re-tell or write their own story varying voice and intonation to create a specific effect in the audience and sustain interest.</li> <li>• Include dialogue to set the scene and present characters.</li> <li>• Develop writing with a clear sense of purpose and intended effect on the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Re-tell or write own story varying voice and intonation to create effects and sustain interest</li> <li>• Write a five part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward.</li> <li>• Organise paragraphs around a theme</li> <li>• Begin to experiment with figurative language</li> <li>• Use some words that capture the reader's interest, imagination and create a specific effect on the reader</li> <li>• Use inverted commas to punctuate direct speech</li> <li>• Capital letters, full stops, question marks and exclamation marks used mostly correctly.</li> <li>• Spell many words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly</li> <li>• Begin to use joined writing throughout independent writing</li> </ul>	<ul style="list-style-type: none"> <li>• Use dialogue to support characterisation and set the scene to a story.</li> <li>• Apt use of vocabulary especially verbs</li> <li>• Independently choose and know what to adapt and include when changing the form of writing.</li> <li>• Inverted commas used mostly accurately</li> <li>• Evaluate own writing against the purpose, text structure, audience</li> </ul>
<b>2 weeks</b>	<b>Rainforests</b>	<b>Non-chronological report</b>	<ul style="list-style-type: none"> <li>• Write an information piece with a clear audience requiring an impersonal style and specific choice of language features for more formal writing.</li> <li>• Change the form of the non-chronological report so there is a change in structure and language features e.g. magazine article.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a formal information piece with a specific audience and specific form</li> <li>• Organise paragraphs around a theme</li> <li>• Use heading and sub-headings to aid presentation</li> <li>• Use some words that capture the reader's interest, imagination and create a specific effect on the reader</li> <li>• Capital letters, full stops, question marks and exclamation marks used mostly correctly.</li> <li>• Spell many words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly</li> <li>• Begin to use joined writing throughout independent writing</li> </ul>	<ul style="list-style-type: none"> <li>• Apt use of vocabulary especially verbs</li> <li>• Independently choose and know what to adapt and include when changing the form of writing.</li> <li>• Use the language of comparison and contrast in report writing</li> <li>• Evaluate own writing against the purpose, text structure, audience</li> </ul>



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Spring 2 6 weeks	2 weeks	<p><b>The Emperors New Clothes – Hans Christian Anderson</b></p>	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>To write a five part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward.</li> <li>Revise one section of the story i.e. “problem”.</li> <li>Use words and phrases to capture the readers’ interest and imagination and select verbs carefully to describe actions, thoughts and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Re-tell or write own story varying voice and intonation to create effects and sustain interest</li> <li>Write a five part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward.</li> <li>Organise paragraphs around a theme</li> <li>Begin to experiment with figurative language</li> <li>Use some words that capture the reader’s interest, imagination and create a specific effect on the reader</li> <li>Use inverted commas to punctuate direct speech</li> <li>Capital letters, full stops, question marks and exclamation marks used mostly correctly.</li> <li>Spell many words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly</li> <li>Begin to use joined writing throughout independent writing</li> </ul>	<ul style="list-style-type: none"> <li>Use dialogue to support characterisation and set the scene to a story.</li> <li>Apt use of vocabulary especially verbs</li> <li>Independently choose and know what to adapt and include when changing the form of writing.</li> <li>Inverted commas used mostly accurately</li> <li>Evaluate own writing against the purpose, text structure, audience</li> </ul>
	2 weeks	<p><b>Romans – Hadrian’s Wall Visit</b></p>	<p><b>Non-chronological report</b></p> <ul style="list-style-type: none"> <li>Write a non-chronological report about a subject researched in a specific form e.g. leaflet</li> <li>Compare the subject in the leaflet to another similar subject using language of comparison and contrast.</li> </ul>	<ul style="list-style-type: none"> <li>Write a formal information piece with a specific audience and specific form</li> <li>Organise paragraphs around a theme</li> <li>Use heading and sub-headings to aid presentation</li> <li>Use some words that capture the reader’s interest, imagination and create a specific effect on the reader</li> <li>Capital letters, full stops, question marks and exclamation marks used mostly correctly.</li> <li>Spell many words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly</li> <li>Begin to use joined writing throughout independent writing</li> </ul>	<ul style="list-style-type: none"> <li>Apt use of vocabulary especially verbs</li> <li>Independently choose and know what to adapt and include when changing the form of writing.</li> <li>Use the language of comparison and contrast in report writing</li> <li>Evaluate own writing against the purpose, text structure, audience</li> </ul>



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1 week	<b>Please Mrs Butler</b>	<b>Assessment Week Poetry</b>	<ul style="list-style-type: none"> <li>• Write responses to the problems in verse.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
1 week	<b>Literacy Shed – Ruckus</b>	<p><b>Third Person Recount</b></p> <ul style="list-style-type: none"> <li>• Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain writing in the 3<sup>rd</sup> person</li> <li>• Write a recount of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions.</li> <li>• Show some awareness of different sentence openers including adverbs.</li> <li>• With support begin to use paragraphs to organise ideas.</li> <li>• Demarcate sentences with capital letters and full stops, question marks, commas to separate items in a list and apostrophes for contraction and possession</li> <li>• Apply and spell correctly all Key Stage 1 spelling rules and those from Year 3 covered so far</li> <li>• Use diagonal and horizontal strokes needed to join letters in some of their writing</li> </ul>	<ul style="list-style-type: none"> <li>• Independently choose and know what to adapt and include when changing the form of writing.</li> <li>• Maintain writing in the 1st and 3rd person.</li> <li>• Include additional features for the form and audience of the writing.</li> <li>• Independently and accurately use the full range of punctuation taught at Key Stage 1 and in year 3 and proof-read to make corrections.</li> </ul>



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<b>Summer 15 weeks</b>	<b>2 weeks</b>	<b>Hansel and Gretel – Anthony Browne</b>	<b>Narrative</b> <ul style="list-style-type: none"> <li>• Write a story that has a problem and a resolution.</li> <li>• Organise into paragraphs that include adverbs of time.</li> <li>• Include detailed description of setting and time by using expanded noun phrases to give precise detail.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a story that has a problem and a resolution and where dialogue is beginning to move the story on.</li> <li>• Write increasingly complicated instructions with a clear audience ensuring they can be easily followed.</li> <li>• Present a persuasive point of view in the form of a letter</li> <li>• Plan with a clear purpose, audience and form</li> <li>• Express time, place and cause using conjunctions</li> <li>• Independently organise paragraphs around a theme</li> <li>• Use expanded noun phrases to add detail and precision to writing</li> <li>• Capital letters, full stops, question marks, commas in a list and apostrophes for contraction are mostly correct, with very few errors.</li> <li>• Use inverted commas to punctuate direct speech</li> <li>• Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly</li> <li>• Use joined writing throughout independent writing</li> <li>• Proof-read for spelling and punctuation errors, making corrections and revisions to own writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore a range of organisation devices depending on the form and purpose of the writing</li> <li>• Select precise vocabulary based on the audience and style of writing</li> <li>• Use dialogue to provide additional characterisation, using sparingly so it effectively adds detail to the writing</li> <li>• Use a wide range of co-ordinating and subordinating conjunctions with and across sentences.</li> </ul>
	<b>1 week</b>	<b>Hansel and Gretel</b>	<b>Poetry</b>	<ul style="list-style-type: none"> <li>• Analyse a narrative poem and write their own verse.</li> </ul>	



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	<b>2 week</b>	<b>Hansel and Gretel – Anthony Browne</b>  How to make a gingerbread house.	<b>Instructions</b> <ul style="list-style-type: none"><li>• Write increasingly complicated instructions with a clear audience ensuring they can be easily followed by the intended audience.</li><li>• Explore a range of organisational devices and use to transform the instructions, evaluating the effectiveness.</li></ul>	<ul style="list-style-type: none"><li>• Write increasingly complicated instructions with a clear audience ensuring they can be easily followed.</li><li>• Present a persuasive point of view in the form of a letter</li><li>• Plan with a clear purpose, audience and form</li><li>• Express time, place and cause using conjunctions</li><li>• Independently organise paragraphs around a theme</li><li>• Use expanded noun phrases to add detail and precision to writing</li><li>• Capital letters, full stops, question marks, commas in a list and apostrophes for contraction are mostly correct, with very few errors.</li><li>• Use inverted commas to punctuate direct speech</li><li>• Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly</li><li>• Use joined writing throughout independent writing</li><li>• Proof-read for spelling and punctuation errors, making corrections and revisions to own writing.</li></ul>	<ul style="list-style-type: none"><li>• Explore a range of organisation devices depending on the form and purpose of the writing</li><li>• Select precise vocabulary based on the audience and style of writing</li><li>• Use a wide range of co-ordinating and subordinating conjunctions with and across sentences.</li></ul>
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Summer 2 7 weeks	3 weeks	<p><b>The Sheep Pig – Dick King Smith</b></p>	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• Write a story where dialogue is the drive to move the story on.</li> <li>• Revise the dialogue to provide strong characterisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a story that has a problem and a resolution and where dialogue is beginning to move the story on.</li> <li>• Plan with a clear purpose, audience and form</li> <li>• Express time, place and cause using conjunctions</li> <li>• Independently organise paragraphs around a theme</li> <li>• Use expanded noun phrases to add detail and precision to writing</li> <li>• Capital letters, full stops, question marks, commas in a list and apostrophes for contraction are mostly correct, with very few errors.</li> <li>• Use inverted commas to punctuate direct speech</li> <li>• Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly</li> <li>• Use joined writing throughout independent writing</li> <li>• Proof-read for spelling and punctuation errors, making corrections and revisions to own writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore a range of organisation devices depending on the form and purpose of the writing</li> <li>• Select precise vocabulary based on the audience and style of writing</li> <li>• Use dialogue to provide additional characterisation, using sparingly so it effectively adds detail to the writing</li> <li>• Use a wide range of co-ordinating and subordinating conjunctions with and across sentences.</li> </ul>
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## Year 3 Writing Long Term Plan

	<b>2 weeks</b>	<p><b>The Sheep Pig – Dick King Smith</b></p> <p>Persuade the sheep to follow Babe.</p>	<p><b>Persuasion</b></p> <ul style="list-style-type: none"> <li>• Present a persuasive point of view in the form of a letter, beginning to link points together, selecting style and vocabulary appropriate to the reader.</li> <li>• Change the viewpoint of the author, selecting vocabulary appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Write increasingly complicated instructions with a clear audience ensuring they can be easily followed.</li> <li>• Present a persuasive point of view in the form of a letter</li> <li>• Plan with a clear purpose, audience and form</li> <li>• Express time, place and cause using conjunctions</li> <li>• Independently organise paragraphs around a theme</li> <li>• Use expanded noun phrases to add detail and precision to writing</li> <li>• Capital letters, full stops, question marks, commas in a list and apostrophes for contraction are mostly correct, with very few errors.</li> <li>• Use inverted commas to punctuate direct speech</li> <li>• Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly</li> <li>• Use joined writing throughout independent writing</li> <li>• Proof-read for spelling and punctuation errors, making corrections and revisions to own writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore a range of organisation devices depending on the form and purpose of the writing</li> <li>• Select precise vocabulary based on the audience and style of writing</li> <li>• Use a wide range of co-ordinating and subordinating conjunctions with and across sentences.</li> </ul>
	<b>1 week</b>	<p><b>Catch a Little Rhyme</b></p>	<p><b>Assessment Week Poetry</b></p>	<ul style="list-style-type: none"> <li>• Transform the poem by altering the rhyme.</li> </ul>	
	<b>1 week</b>	<p><b>Aspirations – Careers Benchmark</b></p>		<ul style="list-style-type: none"> <li>• Create a “future me” profile.</li> </ul>	