

**English Termly Plan Year Group: Year 3**

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| **Term**  **Text / Topic** | **Writing Evidence** | **Success Criteria** |
| **Autumn 1**  Charlie and the Chocolate factory  Roald Dahl. | Narrative  Setting Description – The Chocolate Room | My writing shows that capital letters, numbers and ascenders are tall and that my descenders go under the line with all of the letters facing the right way.  My writing shows that I leave clear spaces between words. |
| I can organise my work to fit the type of writing that I am doing |
| I can write a narrative with a clear structure and setting description |
| I can use the coordinating conjunctions and/ but/ so/ or |
| Most of my sentences start with a capital letter and finish with a full stop. |
| Non fiction  Diary entry – The day Charlie went to the factory | My writing shows that capital letters, numbers and ascenders are tall and that my descenders go under the line with all of the letters facing the right way.  My writing shows that I leave clear spaces between words. |
| I can organise my work to fit the type of writing that I am doing |
| I can write about real events recording these simply and clearly |
| I can use time adverbials (First, next, after that)  I can use:  • Adverbs (quickly, excitedly)  • prepositions (under, above, next to, opposite, besides) |
| I can use full stops, capital letters, commas in a list or to separate clauses (If it stops raining, we will go out to play.) |
| Narrative  New chapter for Charlie and the Chocolate Factory | My writing shows that capital letters, numbers and ascenders are tall and that my descenders go under the line with all of the letters facing the right way.  My writing shows that I leave clear spaces between words. |
| Most of my work is set out in paragraphs or headed sections |
| I can write a narrative with a clear structure, setting, characters and plot  My writing flows and generally makes sense |
| I can use expanded noun phrases eg. The enormous monster with fierce eyes was chasing me!  I can use the coordinating conjunctions and/ but/ so/ or  I can use:  • Adverbs (quickly, excitedly)  • prepositions (under, above, next to, opposite, besides) |
| I can use full stops, capital letters, commas in a list or to separate clauses (If it stops raining, we will go out to play.) |

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| **Term**  **Text / Topic** | **Writing Evidence** | **Success Criteria** |
| **Autumn 2**  One Christmas Wish  One Big Night – Sainsburys Advert 2018 | Non fiction    Writing an explanation text  ‘From Bean to Bar, how chocolate is made’ | My writing shows that capital letters, numbers and ascenders are tall and that my descenders go under the line with all of the letters facing the right way.  My writing shows that I leave clear spaces between words. |
| Most of my work is set out in paragraphs or headed sections |
| Non-narrative using organisational devices such as headings and sub headings  I can include enough detail to engage the audience (facts, questions, description)  I can use the correct tense  My writing flows and generally makes sense |
| I can use a range of sentence types (statements, questions, exclamations, commands) |
| I can use full stops, capital letters, commas in a list or to separate clauses (If it stops raining, we will go out to play.) question marks and exclamation marks |
| Narrative    Write a story opener based on the story One Christmas Wish | I can use joined handwriting. |
| Most of my work is set out in paragraphs or headed sections |
| I can include enough detail to engage the audience (facts, questions, description)  I can plan my ideas then edit my work to make improvements to punctuation and grammar  I can use the correct tense  My writing flows and generally makes sense |
| I can use expanded noun phrases eg. The enormous monster with fierce eyes was chasing me!  I can use the coordinating conjunctions and/ but/ so/ or--- I can replace these with words such as: also/however/therefore  I can use prepositions (under, above, next to, opposite, besides)  I can use simple, compound sentences within a piece of work |
| I can use full stops, capital letters, commas in a list or to separate clauses (If it stops raining, we will go out to play.) question marks and exclamation marks |
| Non-Fiction  To write a newspaper report | I can use joined handwriting. |
| Most of my work is set out in paragraphs or headed sections |
| I can include enough detail to engage the audience (facts, questions, description)  I can plan my ideas then edit my work to make improvements to punctuation and grammar  I can use the correct tense  My writing flows and generally makes sense |
| I can use a range of sentence types (statements, questions, exclamations, commands) |
| I can use full stops, capital letters, commas in a list or to separate clauses (If it stops raining, we will go out to play.) question marks and exclamation marks |



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| **Term**  **Text / Topic** | **Writing Evidence** | **Success Criteria** |
| **Spring 1**  **The Hodgeheg**  **Dick King-Smith** | Narrative  Planning and writing a descriptive dialogue | Most of my work is set out in paragraphs |
| I can write narrative with a clear structure, setting, characters and plot  I can include enough detail to engage the audience (facts, questions, description)  I can plan my ideas then edit my work to make improvements to punctuation and grammar  I can use the correct tense  My writing flows and generally makes sense |
| I can use expanded noun phrases eg. The enormous monster with fierce eyes was chasing me!  I can use the coordinating conjunctions and/ but/ so/ or  I can use adverbs (quickly, excitedly) |
| I can use full stops, capital letters, commas in a list or to separate clauses (If it stops raining, we will go out to play.) question marks and exclamation marks  I am beginning to use inverted commas appropriately |
| Non Fiction  Planning and writing a newspaper article | I can use joined handwriting |
| Most of my work is set out in paragraphs |
| Non-narrative using organisational devices such as headings  I can plan my ideas then edit my work to make improvements to punctuation and grammar |
| I can use time adverbials (First, next, after that)  I can use expanded noun phrases eg. The enormous monster with fierce eyes was chasing me! |
| I can use full stops, capital letters, commas in a list or to separate clauses (If it stops raining, we will go out to play.) question marks and exclamation marks  I am beginning to use inverted commas appropriately |

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| **Term**  **Text / Topic** | **Writing Evidence** | **Success Criteria** |
| **Spring 2**  **The Hodgeheg**  **Dick King-Smith**      <https://www.literacyshed.com/the-poetry-shed.html> | Narrative  Planning and writing a diary entry | I can use joined handwriting |
| Most of my work is set out in paragraphs |
| I can include enough detail to engage the audience (facts, questions, description)  I can plan my ideas then edit my work to make improvements to punctuation and grammar  I can use the correct tense  My writing flows and generally makes sense |
| I can use time adverbials (First, next, after that)  I can use expanded noun phrases eg. The enormous monster with fierce eyes was chasing me!  I can use adverbs (quickly, excitedly)  I can use prepositions (under, above, next to, opposite, besides) |
| I can use full stops, capital letters, commas in a list or to separate clauses (If it stops raining, we will go out to play.) question marks and exclamation marks |
| Narrative  Poetry writing using personification | I can use joined handwriting |
| I can include enough detail to engage the audience (facts, questions, description) |
| I can use expanded noun phrases eg. The enormous monster with fierce eyes was chasing me!  I can use adventurous vocabulary for stage 3 (high level adjectives or topic words) |
| I can use full stops, capital letters, commas in a list or to separate clauses (If it stops raining, we will go out to play.) question marks and exclamation marks |
| Non fiction  Writing a fact sheet about the River Mersey | I can use joined handwriting |
| Most of my work is set out in paragraphs or headed sections |
| I can include enough detail to engage the audience (facts, questions, description)  I can plan my ideas then edit my work to make improvements to punctuation and grammar  I can use the correct tense  My writing flows and generally makes sense |
| I can use time adverbials (First, next, after that)  I can use adventurous vocabulary for stage 3 (high level adjectives or topic words) |
| I can use full stops, capital letters, commas in a list or to separate clauses (If it stops raining, we will go out to play.) question marks and exclamation marks |

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| **Term**  **Text / Topic** | **Writing Evidence** | **Success Criteria** |
| **Summer 1**  **The Boy Who Grew Dragons**  **Andy Shepard** | Narrative  Planning and writing an adventure story | I can use joined handwriting |
| Most of my work is set out in paragraphs or headed sections |
| I can write a narrative with a clear structure, setting, characters and plot  I can include enough detail to engage the audience (facts, questions, description)  I can plan my ideas then edit my work to make improvements to punctuation and grammar  I can use the correct tense  My writing flows and generally makes sense |
| I can use time adverbials (First, next, after that)  I can use expanded noun phrases eg. The enormous monster with fierce eyes was chasing me!  I can use adventurous vocabulary for stage 3 (high level adjectives or topic words)  I can use coordinating conjunctions and/ but/ so/ or--- I can replace these with words such as: also/however/therefore  I can use subordinating conjunctions because if when that whilst  I can use Adverbs (quickly, excitedly) and prepositions (under, above, next to, opposite, besides)  I can use simple, compound and complex sentences within a piece of work |
| I can use full stops, capital letters, commas in a list or to separate clauses (If it stops raining, we will go out to play.) question marks and exclamation marks |
| Non fiction  Writing a non chronological report about Dragon Fruit | I can use joined handwriting. |
| Most of my work is set out in paragraphs or headed sections |
| I can write a non-narrative using organisational devices such as headings and sub headings  I can include enough detail to engage the audience (facts, questions, description)  I can plan my ideas then edit my work to make improvements to punctuation and grammar  I can use the correct tense |
| I can use adventurous vocabulary for stage 3 (high level adjectives or topic words) |
| I can use full stops, capital letters, commas in a list or to separate clauses (If it stops raining, we will go out to play.) question marks and exclamation marks. |

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| **Term**  **Text / Topic** | **Writing Evidence** | **Success Criteria** |
| **Summer 2** | Narrative | I can use joined handwriting. |
| Most of my work is set out in paragraphs |
| I can include enough detail to engage the audience (facts, questions, description)  I can use the correct tense |
| I can use time adverbials (First, next, after that)  I can use expanded noun phrases eg. The enormous monster with fierce eyes was chasing me!  I can use adventurous vocabulary for stage 3 (high level adjectives or topic words) |
| I can use full stops, capital letters, commas in a list or to separate clauses (If it stops raining, we will go out to play.) question marks and exclamation marks  I am beginning to use inverted commas appropriately |
| Poem |  |
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| Teacher choice |  |
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