

**Sacred Heart Catholic Primary School**

**YEAR 3 WRITING PURPOSES LONG TERM PLAN 2016-17**

Most writing types can be categorised as ‘persuasion’, ‘information/explanation’ or ‘entertainment’. With this in mind, every half term a text type from each genre must be taught. The text types taught will be decided upon based on the selected text/ media being used. Teachers need to keep abreast of the breadth of text types they are covering to ensure a broad and balanced curriculum.

	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>AUTHOR FOCUS</b>	Drew Dawait					
<b>ENGLISH AROUND A BOOK</b>	Lost Happy Endings The Bumble Bear The Spider and the fly (poem)	The day the crayons quit The Power of sloth Tuesday	Stone Age Boy The Wolf’s Story Little Red Writing	Billionaire boy Spells	The BFG Marcia Williams - Romans	The BFG
	Non-fiction: Local history	Non-fiction: The skeleton	Non-fiction: Stonehenge	Non-fiction: forces and magnets	Non-fiction: Romans	Non-fiction: Plants
<b>GUIDED READING CLIMBS or QUESTION MATS</b>	Extra, Extra Fairytale News					
<b>READING &amp; WRITING JOURNEY</b>	<ul style="list-style-type: none"> <li>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction,</li> <li>Use dictionaries to check the meaning of words,</li> <li>Identifying themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>Discussing words and phrases that capture the reader’s interest and imagination.</li> <li>Asking questions to improve their understanding of a text</li> </ul>	<ul style="list-style-type: none"> <li>drawing inferences such as inferring feelings, thoughts and motives from their actions</li> <li>retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>drawing inferences such as inferring feelings, thoughts and motives from their actions and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>identifying main ideas from more than one paragraph</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

<b>PERSUADE</b>						
<b>INFORM/ EXPLAIN</b>						
<b>ENTERTAIN</b>						
	<ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li><input type="checkbox"/> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li><input type="checkbox"/> discussing and recording ideas</li> <li><input type="checkbox"/> draft and write by: <ul style="list-style-type: none"> <li><input type="checkbox"/> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</li> <li><input type="checkbox"/> organising paragraphs around a theme</li> <li><input type="checkbox"/> in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements <ul style="list-style-type: none"> <li><input type="checkbox"/> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentence</li> </ul> </li> </ul> </li> <li>proof-read for spelling and punctuation errors</li> </ul> </li> </ul>					
	<ul style="list-style-type: none"> <li>Know that prefixes can form nouns</li> <li>Use 'a' or 'an' correctly showing an understanding for vowels and consonants</li> <li>Understand how word families are related in meaning</li> <li>Express time, place and cause conjunctions, adverbs and prepositions</li> <li>Understand that paragraphs are used to organise materials</li> <li>Use headings and sub-headings to aid presentation</li> <li>Use the present perfect form of verbs instead of the simple past tense</li> <li>Introduce inverted commas to punctuate direct speech</li> </ul>					
	<p>Key terminology: preposition, conjunction word family, prefix, clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>					
<b>POETRY</b>	The spider and the fly,					
	<ul style="list-style-type: none"> <li>Learning to appreciate rhymes and poems, and to recite some by heart</li> <li>Poetry by heart</li> </ul>					

<p><b>SPELLING/ DAILY PHONICS SESSIONS</b></p>	<ul style="list-style-type: none"> <li>• Revision of work from Y2</li> <li>• Further prefixes and suffixes</li> <li>• -homophones</li> <li>• possessive apostrophe with plurals</li> <li>• adding suffixes beginning with vowel letters to words of more than one syllable</li> <li>• the 'y' in myth, gym</li> <li>• the 'ou' sound in double</li> <li>• range of prefixes –un, -dis, -mis, -in, -il,</li> <li>• the suffix –ation</li> <li>• the suffix -ly</li> <li>• Words ending in –sure</li> <li>• Words ending in –ture</li> <li>• Words sound like –sion</li> <li>• Suffix –ous</li> <li>• Endings –ion, -ian, -ssion, -sion,</li> <li>• Ch sound (chef, chalet)</li> <li>• 'gue' sound</li> <li>• 'que' sound</li> <li>• 'sc' sound</li> <li>• 'ei,' 'eigh,' and 'ey'</li> <li>•</li> </ul>					
<p><b>PUNCTUATION</b></p>	<ul style="list-style-type: none"> <li>• Use capitalisation for names, places, days of the week and the person pronoun 'I'</li> <li>• Use question marks, exclamation marks correctly</li> <li>• Use the apostrophe for contraction correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use inverted commas</li> <li>• Begin to use subordinate clauses</li> <li>• Use a range of prepositions</li> <li>• Begin to use 'a' and 'an' accurately</li> <li>• Use commas in a list</li> <li>• Use co-ordinating and sub-ordinating conjunctions</li> <li>• Use paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding for inverted commas</li> <li>• Use subordinate clauses correctly</li> <li>• Use a wider range of prepositions</li> <li>• Use commas accurately</li> <li>• Use apostrophe for contraction and possession</li> </ul>			<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>HANDWRITING</b></p>	<ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</li> </ul>					
<p><b>ASSESSMENTS</b></p>	<p>RS GAPS half termly test RS READING half termly test</p>	<p>RS GAPS half termly test RS READING half termly test</p>	<p>RS GAPS half termly test RS READING half termly test</p>	<p>RS GAPS half termly test RS READING half termly test RS Optionals</p>	<p>RS GAPS half termly test RS READING half termly test</p>	<p>)RS GAPS half termly test RS READING half termly test</p>

<p><b>Year 3</b></p>	<p><b>Autumn 1</b></p>	<p><b>Autumn 2</b></p>	<p><b>Spring 1</b></p>	<p><b>Spring 2</b></p>	<p><b>Summer 1</b></p>	<p><b>Summer 2</b></p>
	<p>There's No Place Like</p>	<p>Healthy Humans</p>	<p>Rock and Roll!</p>	<p>The Iron Man</p>	<p>What the Romans Did</p>	<p>How Does Your Garden</p>

	Home				For Us	Grow?
<b>Lead Subjects</b>	<b>Geography</b>	<b>Science</b>	<b>Science</b>	<b>Design and Technology</b>	<b>History</b>	<b>Science</b>
	The region where I live (UK); OS mapwork plus fieldwork in the local area	Nutrition, diet and movement and the skeleton	Rocks and fossils	Mechanical systems - levers and linkages	Roman Britain	Plants - functions or parts and plant growth
	<b>History</b>	<b>Design and Technology</b>	<b>History</b>	<b>Science</b>	<b>Geography</b>	<b>Design and Technology</b>
	Local history	Food - simple dish - the eatwell plate	Ancient Britain - Stonehenge	Forces and magnets	A region in the UK - Lake District	Structures - shell/frame structures and strengthening
		<b>Art and Design</b>	<b>Geography</b>	<b>Music</b>	<b>Art and Design</b>	
	3D clay or textile sculpture	Key aspects of volcanoes and earthquakes	Performing - practise, rehearse and present a performance	Painting on plaster, mosaics and digital mosaics		
	<b>Music</b>	<b>Art and Design</b>		<b>Physical Education</b>		
	Creating - experiment with and create musical patterns for dance	Observational drawing of fossils developed into print		Games - performing in an athletic event (Gladiator games)		
<b>Additional Subjects</b>	<b>PSHE</b>	<b>Physical Education</b>	<b>Music</b>	<b>Art and Design</b>	<i>tbc February 2015</i>	<i>tbc April 2015</i>
<b>Computing - Information Technology (IT), Computer Science (CS), Digital Literacy (DL)</b>						
	IT - movies / multimedia	CS - programming / computational thinking	IT / DL - digital research	CS - programming / hardware	DL / CS - communication and collaboration / networking	IT - presenting information
<b>Mathematics</b>						
Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire Mathematics Planning should be used for discrete mathematics lessons.						
<b>English</b>	<b>English</b>					

	Folk Tales Recount: biographies	Fables Poems with a structure Persuasion: letters	Story as a theme Poems on a theme Discussion	Novel as a theme Recount: diaries	Playscripts Non-chronological reports	Mystery stories Explanations Classic poetry
<b>Ongoing</b>	<b>Science</b>	<b>Physical Education</b>	<b>eSafety</b>	<b>English</b>		
	Standalone unit on light - shadows and reflections	Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Lancashire KS2 PE scheme would support children's learning in PE.	Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly.	Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance.		

## Writing Purposes

<b>PERSUADE</b>	Formal letters	Advertisements	Leaflets/ flyer/ pamphlet	Speeches	Balanced arguments	Radio advert	Book blurb	Discussion	Debate
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<b>INFORM/</b>	<b>Explanations</b>	<b>Instructions</b>	<b>News Reports</b>	<b>Non-Chronological Reports</b>
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<b>EXPLAIN</b>	Encyclopaedia entry	List of rules	Interview	Leaflet
	Technical manual	Recipe	Review / sports review	Information (eg history link)
	Science investigation	Directions / route planner	Recount (report)	
		Technical instructions	Article/ Magazine article	
			Eyewitness report	

<b>ENTERTAIN</b>	<b>Narrative</b>	<b>Recount</b>	<b>Poetry</b>	<b>Descriptive Writing</b>	<b>Play Script</b>
	Traditional Tale	Letter	Free Verse (inc. Conversation, Monologue, List Poems)		
	Fantasy Adventure	Postcard	Visual Poems (Calligrams, Shape, Concrete)		
	Story with patterned language	Personal diary entry	Structured Poems (cinquain, quatrain, couplets, rap, limerick, kennings, haiku, tanka, renga, ballads, question and answer poems)		
	Stories with familiar settings	Retell event			
	Myths	Biography			
	Legends	Autobiography			
	Fables				
	Stories from other cultures				
	Adventure				
	Mystery				
	Issue / dilemma <ul style="list-style-type: none"> <li>• Wanted poster</li> <li>• Diary entry of character</li> <li>• Eyewitness account as character</li> </ul>				
	Imaginary world / Sci-fi				
	Flashback/ Flashforwards				