Writing long Term Planning and Overview Year 3

Text Type	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction (Texts and Writing Outcomes) (3 weeks)	The Stone Age Boy – Satoshi Kitamura Diary entry in role Letter between the Stone Age boy and the Present-Day boy Narrative	'The Iron Man' – Ted Hughes Character Description of The Iron Man Instructions on how to fix the Iron man Newspaper Article about the destruction that he has left behind.	'Charlie and the Chocolate Factory' – Roald Dahl Diary entry in role as Charlie Letter in role asking for a golden ticket. Narrative – Predicting and writing the next chapter	'Charlie and the Chocolate Factory' – Roald Dahl Newspaper Article on Violet Beauregard. Setting Description of the Chocolate Room Narrative – A short sequel – what happened next?	The Creakers – Tom Fletcher Character Description on Lucy Dungston Diary entry as Lucy when she realises the grown-ups are missing! Instructions on how to be a good leader inspired by Lucy	The Creakers – Tom Fletcher Setting description of the WOLEB. Letter in role as Lucy to King Creaker. Narrative – sequel chapter to the end.
Non- Fiction (Texts and Writing Outcomes) (2 weeks)	Non-Fiction texts on The Stone Age Information text – What was The Stone Age? Instructional text – How to survive the Stone Age	Non-Fiction texts on The Stone Age Information text on Diwali Comparative text – The Stone Age to the Iron Age	Non-Fiction text on Mary Anning Chronological Report on Mary Anning Museum leaflet – the findings of Mary Anning	Non-Fiction text on travelling Antarctica Non-Chronological Report on Antarctica Dialogue with a theme of Antarctic workers.	Non-Fiction texts on Howard Carter Newspaper article on Howard Carter Narrative in role as Howard Carter.	Information about the River Nile Non-Chronological Report – the uses of the River Nile Dialogue between modern day person and an ancient Egyptian worker on the Nile.
Poetry (Texts and Writing Outcomes) (1 week)		Oh the thinks you can think! – Dr Seuss Poem in same style relating to own life	The Witches Brew – Wes Magee Free Verse Poetry			Jelly Fuss – Coral Rumble An anecdote poem with includes emotion
Vocabulary, Grammar & Punctuation (National Curriculum)	Word: Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] • Sentence: Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] • Text: Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] • Punctuation: Introduction to inverted commas to punctuate direct speech • Terminology for pupils: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')					
Spelling (Spelling Shed)	The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the	1. Words with the prefix 're-' 're-' means 'again' or 'back.'	1. The long vowel /a/ sound spelled 'ai'	1. The /l/ sound spelled '-le' at the end of words.	1. Words ending with the /g/ sound spelled '–gue' and the	1. Revision – spelling rules we have

	beginning and very rarely at the end of words. 1. The /u/ sound spelled 'ou.' This digraph is only found in the middle of words. 2. Spelling Rule: The /i/ sound spelled with a 'y.' 3. Words with endings that sound like /ze/ as in measure are always spelled with '-sure.' 4. Words with endings that sound like /ch/ is often spelled –'ture' unless the root word ends in (t)ch. 5. Challenge words	2. The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree. 3. The prefix 'mis-' This is another prefix with negative meanings. 4. Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed. 5. Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled. 6. Challenge words	2. The long /a/ vowel sound spelled 'ei.' 3. The long /a/ vowel sound spelled 'ey.' 4. Adding the suffix –ly. Adding the –ly suffix to an adjective turns it into an adverb. 5. Homophones – words which have the same pronunciation but different meanings and/or spellings. 6. The /l/ sound spelled '-al' at the end of words.	2. Adding the suffix '–ly' when the root word ends in '-le' then the '-le' is changed to '-ly.' 3. Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '–ic.' 4. Adding the suffix –ly. Words which do not follow the rules. 5. Words ending in '-er' when the root word ends in (t)ch. 6. Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.	/k/ sound spelled '–que.' These words are French in origin. 2. Words with the /s/ sound spelled 'sc' which is Latin in its origin. 3. Homophones: Words which have the same pronunciation but different meanings and/or spellings. 4. Challenge Words 5. The suffix '–sion' pronounced /ʒən/ 6. Revision – spelling rules we have learned in Stage 3.	learned in Stage 3.