

Year 3	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Genre, Punctuation & Grammar, Purpose & Audience Progression	<p>Nonsense Rhymes: <i>Ning, Nang, Nong!</i></p> <p>Grammar & Punctuation :</p> <ul style="list-style-type: none"> To use 'a' or 'an' correctly throughout a piece of writing. To use the full range of punctuation from previous year groups. <p>Purpose, Audience and Structure:</p> <ul style="list-style-type: none"> To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. <hr/> <p>Instructions – making magic potions</p> <p><i>George's Marvelous Medicine</i></p> <p>Grammar & Punctuation:</p> <ul style="list-style-type: none"> Adverbs: then, next, soon, therefore To use the full range of punctuation from previous year groups. Prepositions: before, after, during <p>Purpose, Audience and Structure:</p> <ul style="list-style-type: none"> To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. <hr/> <p>Character Description:</p> <p><i>George's Grandma from G's Marvelous Medicine</i></p> <p>Grammar & Punctuation:</p> <ul style="list-style-type: none"> To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions: when, if, because, and although. Begin to use paragraphs To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas. <p>Purpose, Audience and Structure:</p> <ul style="list-style-type: none"> To begin to create settings and characters To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. 	<p>Suspense Story</p> <p><i>The Manor House (Talk For Writing)</i></p> <p>Grammar & Punctuation:</p> <ul style="list-style-type: none"> To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions: when, if, because, and although. To use 'a' or 'an' correctly throughout a piece of writing Begin to use paragraphs To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas. <p>Purpose, Audience and Structure:</p> <ul style="list-style-type: none"> To begin to create settings, characters and plot in narratives. To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. <hr/> <p>Letter Writing:</p> <p><i>A letter to Father Christmas based around the book.</i></p> <p>Grammar & Punctuation :</p> <ul style="list-style-type: none"> To use 'a' or 'an' correctly throughout a piece of writing. To use the full range of punctuation from previous year groups. To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions: when, if, because, and although. Begin to use paragraphs To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement <p>Purpose, Audience and Structure:</p> <ul style="list-style-type: none"> To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. 	<p>Non – chronological Report</p> <p><i>Countries in Great Britain</i></p> <p>Grammar & Punctuation :</p> <ul style="list-style-type: none"> To use 'a' or 'an' correctly throughout a piece of writing. To use the full range of punctuation from previous year groups. To use 'a' or 'an' correctly throughout a piece of writing To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions: when, if, because, and although. Begin to use paragraphs To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement <p>Purpose, Audience and Structure:</p> <ul style="list-style-type: none"> To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. <hr/> <p>Recount</p> <p><i>Great Tower Residential</i></p> <p>Grammar & Punctuation:</p> <ul style="list-style-type: none"> Adverbs: then, next, soon, therefore To use the full range of punctuation from previous year groups. Prepositions: before, after, during To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions: when, if, because, and although. Begin to use paragraphs To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. <p>Purpose, Audience and Structure:</p> <ul style="list-style-type: none"> To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. 	<p>Persuasive Advert</p> <p><i>'A Great Day Out'</i></p> <p>Grammar & Punctuation :</p> <ul style="list-style-type: none"> To use 'a' or 'an' correctly throughout a piece of writing. To use the full range of punctuation from previous year groups. <p>Purpose, Audience and Structure:</p> <ul style="list-style-type: none"> To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. <hr/> <p>Information Leaflet</p> <p><i>'A Place to Visit'</i></p> <p>Grammar & Punctuation :</p> <ul style="list-style-type: none"> To use 'a' or 'an' correctly throughout a piece of writing. To use the full range of punctuation from previous year groups. To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions: when, if, because, and although. Begin to use paragraphs To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement <p>Purpose, Audience and Structure:</p> <ul style="list-style-type: none"> To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail 	<p>Story</p> <p><i>Warning Story – Talk For Writing</i></p> <p>Grammar & Punctuation:</p> <ul style="list-style-type: none"> To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions: when, if, because, and although. Begin to use paragraphs To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas. <p>Purpose, Audience and Structure:</p> <ul style="list-style-type: none"> To begin to create settings, characters and plot in narratives. To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. <hr/> <p>Explanation Text</p> <p><i>How to look after Plants.</i></p> <p>Grammar & Punctuation:</p> <ul style="list-style-type: none"> Adverbs: then, next, soon, therefore To use the full range of punctuation from previous year groups. Prepositions: before, after, during <p>Purpose, Audience and Structure:</p> <ul style="list-style-type: none"> To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. 	<p>Story</p> <p><i>Adventure Story – (Talk For Writing)</i></p> <p>Grammar & Punctuation:</p> <ul style="list-style-type: none"> To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions: when, if, because, and although. Begin to use paragraphs To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas. <p>Purpose, Audience and Structure:</p> <ul style="list-style-type: none"> To begin to create settings, characters and plot in narratives. To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. <hr/> <p>Poetry</p> <p><i>Performance Poetry, 'The Shell' & Rhyming Poems</i></p> <p>Grammar & Punctuation :</p> <ul style="list-style-type: none"> To use 'a' or 'an' correctly throughout a piece of writing. To use the full range of punctuation from previous year groups. <p>Purpose, Audience and Structure:</p> <ul style="list-style-type: none"> To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail.

Planning, Writing and Editing	<ul style="list-style-type: none"> • To begin to use ideas from their own reading and modelled examples to plan their writing. • To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. • To begin to organise their writing into paragraphs around a theme. • To compose and rehearse sentences orally (including dialogue).
Handwriting	<ul style="list-style-type: none"> • To use a neat, joined handwriting style with increasing accuracy and speed. • To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.

Spellings: RWI KS2 Spelling Scheme	
Prefixes & Suffixes	<ul style="list-style-type: none"> • To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). • To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules. • To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering). • To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).
Common Exception Words	<ul style="list-style-type: none"> • To spell many of the Y3 and Y4 statutory spelling words correctly. • Common Exception words are explicitly taught through RWI scheme as well as sent home for homework.
Phonics and Spelling Rules	<ul style="list-style-type: none"> • To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey). • To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym). • To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character). • To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique). • To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure). • To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country). • To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure). • To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).
Further Spelling Rules	<ul style="list-style-type: none"> • To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male. • To use the first two or three letters of a word to check its spelling in a dictionary.