

# Year 3 Writing Pathway - Autumn

## Magic & wonder – Autumn 1

	<p><i>Leon and the Place Between</i> Angela McAllister</p> <p style="text-align: center;">★ 2nd</p>		<p><i>The Heart and the Bottle</i> Oliver Jeffers</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PSHCE Chief</p>		<p><i>OR The First Drawing</i> Mordcai Gershten</p> <p style="text-align: center;">★ 1st</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">History Stone Age</p>
15 sessions, 3 weeks		17 sessions, 3+ weeks			10 sessions, 2 weeks		
<p><b>Own version fantasy narratives</b> Persuasive posters, setting descriptions, thought bubbles/diaries, dialogue</p>		<p><b>Own version 'dilemma' narratives</b> Setting descriptions, advertisement/poster, retelling, instructional flyer, social media updates, dialogue</p>			<p><b>Own historical narratives</b> Character descriptions, diaries, recounts</p>		

### Writing Composition

#### Plan writing by:

1. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
2. Discussing and recording ideas

#### Draft and write by:

1. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
2. Organising paragraphs around a theme
3. In narratives, creating settings, characters and plot

#### Evaluate and edit by:

1. Assessing the effectiveness of their own and others' writing and suggesting improvements
2. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-reading for spelling and punctuation errors

### Reading Comprehension

#### Develop positive attitudes to reading and understanding of what they read by:

1. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
2. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
3. Identifying themes and conventions
4. Discussing words and phrases that capture the reader's interest and imagination
5. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

#### Understand what they read, in books they can read independently, by:

1. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
2. Predicting what might happen from details stated and implied
3. Identifying main ideas drawn from more than one paragraph and summarising these

### Vocabulary, Grammar & Punctuation

1. 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]
2. Introduction to paragraphs as a way to group related material
3. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
4. Fronted adverbials [for example, Later that day, I heard the bad news.]
5. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
6. Introduction to inverted commas to punctuate direct speech use of commas and other punctuation to indicate direct speech
7. Use of commas after fronted adverbials
8. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
9. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

### Spelling Coverage

#### Word List Words:

describe, early, earth, imagine, suppose, surprise, thought

appear, believe, disappear, experience, famous, heard




#### Spelling Rules and Patterns:

The suffix -ous

The prefixes: dis-, mis- and their effect on a word

Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian

# Year 3 Writing Pathway - Autumn

Dreams & curiosity – Autumn 2		
 <p><b>The BFG</b> Roald Dahl</p> <p>2nd</p> <p>15 sessions, 3 weeks</p> <p><b>Own version fantasy narratives</b> Recount (diary entry), character descriptions, wanted posters, new chapters, instructions</p>	 <p><b>The Tear Thief</b> Carol Ann Duffy</p> <p>10 sessions, 2 weeks</p> <p><b>Letters of explanation</b> Shared poems, persuasive posters, discussions</p>	 <p><b>The Tin Forest</b> OR <b>The Tin Forest</b> Helen Ward</p> <p>1st</p> <p>10 sessions, 2 weeks</p> <p><b>Persuasive information leaflets</b> Persuasive posters, information leaflets, postcards, diaries, wishes, setting descriptions</p> <p>Science: Recycling</p>

## Writing Composition

### Plan writing by:

1. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
2. Discussing and recording ideas
3. In narratives, creating settings, characters and plot
4. Composing and rehearsing sentences orally (including dialogue), progressively building a
5. varied and rich vocabulary and an increasing range of sentence structures
6. Organising paragraphs around a theme

### Evaluate and edit by:

1. Assessing the effectiveness of their own and others' writing and suggesting improvements
2. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
3. Proof-reading for spelling and punctuation errors

## Reading Comprehension

1. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
2. Reading books that are structured in different ways and reading for a range of purposes
3. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
4. Discussing words and phrases that capture the reader's interest and imagination
5. Asking questions to improve their understanding of a text
6. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
7. Predicting what might happen from details stated and implied
8. Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
9. Identifying themes and conventions

## Vocabulary, Grammar & Punctuation

1. 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]
2. Introduction to paragraphs as a way to group related material
3. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
4. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
5. Fronted adverbials [for example, Later that day, I heard the bad news.]
6. Use of commas after fronted adverbials

## Spelling Coverage

### Word List Words:

particular, perhaps, position, possible, quarter, question, therefore

address, famous, grammar, guard, potatoes, sentence

### Spelling Rules and Patterns

Possessive apostrophe with plural words

Words with the /i:/ sound spelt ei after c

Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian

The suffix -ation