

# Year 3 Writing Pathway - Summer 1

## From mystery to discovery - Summer 1



*The Mysteries of Harris Burdick*  
Chris Van Allsburg

2nd

15 sessions, 3 weeks



*How to Live Forever*  
Colin Thompson

15 sessions, 3 weeks



*OR Flotsam*  
David Wiesner

1st

15 sessions, 3 weeks

Geography:  
Ocean

### Own version mystery narratives

Diary entries, dialogue, setting descriptions (atmospheric descriptions), captions and titles

### Prequels

Lost posters, dialogue, setting and character descriptions, ledger entries, instructions, letters of warning

### Sequels (mystery narratives)

Postcards, setting descriptions, non-chronological reports, message in a bottle letters

### 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 non-narrative material, using simple organisational devices [for example, headings and subheadings]

#### 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

#### Transcription:

1. Spell words that are often misspelt
2. Place the possessive apostrophe accurately in words with regular and in words with irregular plurals
3. Use the first two or three letters of a word to check its spelling in a dictionary
4. Write from memory simple sentences, dictated by the teacher that include words and punctuation taught so far.
5. Coverage of tion/sion/tian
6. Use further prefixes and suffixes and understand how to add them

### 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

#### Word Reading:

1. Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
2. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

### Vocabulary, Grammar & Punctuation

1. 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]
2. 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]
3. Introduction to paragraphs as a way to group related material
4. Headings and sub-headings to aid presentation
5. Fronted adverbials [for example, Later that day, I heard the bad news.]
6. Use of paragraphs to organise ideas around a theme
7. Use of a comma after a fronted adverbial
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
10. Using and punctuating direct speech
11. 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)

### Spelling Coverage

#### Word List Words:

bicycle material occasion(ally) recent separate strange various answer certain difficult height notice possess(ion) reign

#### Spelling Rules and Patterns:

prefixes: sub-, auto- and re- and their effect on a word

Words with endings sounding like /zə/ or /tʃə/

Words with the /j/ sound spelt ch (mostly French in origin)