Year 3	Focus Texts	Tier 2 Vocabulary	Tier 3 Vocabulary	Sentence Construction	Word structure and language	Punctuation and grammar
Fiction- secure use of Plan openings aroun Paragraphs to organi Extended vocabulary Introduction —should Build-up —build in sor Problem —include det Resolution - should licharacter is feeling, h	f planning tools: Story map and character(s), setting, time se ideas into each story parts to introduce 5 story parts. I include detailed description me suspense towards the protail of action/dialogue ink with the problem Ending now the character or situation of verbs to mark relation	and 'Boxing-up' grid of day and type of weather t n of setting or characters oblem or dilemma r – clear ending should link back on has changed from the beginni ships of time and cause e.g. I ha	ectly asing range of conjunctions TEXT ST consolidate	* Use commas to mark phrases (after TRUCTURES Year 2 list and: Non-Fiction - Secure use of planning tools: Paragraphs to organise ideas around a then Introduction - develop hook to introduce an Middle Section(s) - Group related ideas /facts Sub headings to introduce sections / paragray Topic sentences to introduce paragraphs Lists of steps to be taken Bullet points for facts Flow diagram Developed Ending	Text map and ' Boxing up' grid ne d tempt sat in e.g. <i>Who? What? Where?</i> s into paragraphs	
behind'. YEAR 3 TERM 1 — ACADEMIC YEAR 2022-2023	Descriptions Letters Instructions GMM List poem Witness statements 2023-2024 CATCF Prequels Explanation M Summaries Playscripts Comparisons	September: arctic bold border climate fierce opposite mystify award reverse steer October: act active cling convince confess ordeal observe pastime extend struggled	conjunction coordinating subordinating clause subordinate clause adverb preposition consonant/vowel determiner synonyms relative clause relative pronoun imperative colon	Consolidate Year 2 list and: Compound sentences using connectives: and/or/but/so/for/nor/yet Develop complex sentences with range of subordinating conjunctions. Pattern of 3 for persuasion e.g. Visit, Swim, Enjoy! Sentence of 3 for description e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Rainbow dragons are covered with many different-coloured scales, have enormous, red eyes and swim on the surfaceof the water.	Prepositions Next to by the side of In front of during through throughout because of Boastful Language e.g., magnificent unbelievable exciting Use the forms a or an correctly.	Consolidate Year 2 list and: Introduce: Use of commas after fronted adverbials. e.g. Later that day, I heard the bad news.

Year 3	Focus Texts	Tier 2 Vocabulary	Tier 3 Vocabulary	Sentence Construction Objectives:	Word structure and language	Punctuation and grammar
Fiction- secure use or Plan openings aroun Paragraphs to organi Extended vocabulary Introduction – should Build-up – build in sor Problem – include de Resolution - should li character is feeling, h	f planning tools: Story map d character(s), setting, time se ideas into each story part to introduce 5 story parts: I include detailed descriptio me suspense towards the protail of action/dialogue ink with the problem Ending tow the character or situation of verbs to mark relation	and 'Boxing-up' grid of day and type of weather t n of setting or characters roblem or dilemma g — clear ending should link back to on has changed from the beginn uships of time and cause e.g. I have	ge 1 correctly ng corrections to their wri TEXT ST	Use present and pasting * Use commas to mark phra RUCTURES Non-Fiction - Secure use of planning tools: Paragraphs to organise ideas around a ther Introduction - develop hook to introduce an Middle Section(s) - Group related ideas /fact Sub headings to introduce sections / paragra Topic sentences to introduce paragraphs Lists of steps to be taken Bullet points for facts Flow diagram Developed Ending Personal response Extra information / reminders e.g. Information	ne Id tempt sal rin e.g. <i>Who? What? Where?</i> I s into paragraphs phs	and clauses
YEAR 3 TERM 2 – ACADEMIC YEAR 2022-2023	Myth Diary information Poetry	November: signal spoil starve tour prefer prepare alert afford terror reduce December: capture fortunate adopt advantage frail abundant origin perform scatter balance	conjunction coordinating subordinating clause subordinate clause adverb preposition prefix consonant/vowel determiner synonyms relative clause relative pronoun imperative colon	Consolidate Year 3 Term 1 list and: Topic sentences to introduce non-fiction paragraphs e.g. Dragons are found across the world. Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g. Sam was really unhappy. Visit the farm now.	Consolidate Year 3 Term 1 list and: More specific / technical vocabulary to add detail. e.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately. Powerful verbs e.g. stare, tremble, slither	Consolidate Year 3 Term 1 list and: Introduce: Ellipses to keep the reader hanging on

Year 3	Focus Texts	Tier 2 Vocabulary	Tier 3 Vocabulary	Sentence Construction	Word structure and language	Punctuation and grammar
Plan openings aroun Paragraphs to organ	f planning tools: Story map d character(s), setting, time ise ideas into each story pa	and 'Boxing-up' grid of day and type of weather rt	ear 3 mostly correctly gin to use inverted commas to p	RUCTURES Non-Fiction - Secure use of planning tools: Paragraphs to organise ideas around a the	eme	
Introduction —should Build-up —build in so Problem —include de Resolution - should I character is feeling, I Use of the perfect fo	now the character or situation of verbs to mark relation	n of setting or characters roblem or dilemma g – clear ending should link back on has changed from the beginn nships of time and cause e.g. I ha	•	Flow diagram Developed Ending Personal response Extra information / reminders e.g. Information	is into paragraphs uphs uphis upoints for facts uphoxes/ Five Amazing Facts/Wow commer	
YEAR 3 TERM 3 – ACADEMIC YEAR 2022-2023	Descriptive Writing Story from different viewpoints Persuasive writing	January: chill advice nation ancient abandon passage nursery plunge schedule swift February: board arrange contain launch grasp gasp risk enable triumph rely	conjunction coordinating subordinating clause subordinate clause adverb preposition direct speech inverted commas prefix consonant/vowel determiner synonyms relative clause relative pronoun imperative colon inverted commas direct speech	Consolidate Year 3 Term 2 list and: Embellished simple sentences: Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave Amazingly, small insects can Adverbial phrases used as a 'where', 'when'or 'how' starter (fronted adverbials) A few days ago, we discovered a hiddenbox. At the back of the eye, is the retina. In a strange way, he looked at me.	Consolidate Year 3 Term 2 list and: Word Families based on common words e.g. teacher —teach, beauty — beautiful Introduce inverted commas to punctuate direct speech	Consolidate Year 3 Term 2 list and: Introduce: Colon before a list e.g. What you need:

Year 3	Focus Texts	Tier 2 Vocabulary	Tier 3 Vocabulary	Sentence Construction	Word structure and language	Punctuation and grammar
			Learning	Objectives:		
	Use the punc	tuation taught at Year 3 mos	tly correctly	Use adjectives and adverbe	s to develop detail and description	
• Use com	•	g after fronted adverbials) an	-	•	prefixes to spell most words correctly	in their writing,
			TFXT S1	TRUCTURES		<u> </u>
Fiction- secure use o	f planning tools: Story map	and 'Boxing-up' grid		Non-Fiction - Secure use of planning tools:	Text map and ' Boxing up' grid	
Plan openings aroun	d character(s), setting, time	e of day and type of weather		Paragraphs to organise ideas around a the	me	
Paragraphs to organ	ise ideas into each story pa	rt				
	to introduce 5 story parts:			Introduction - develop hook to introduce an		re?Why? When? How?
	d include detailed descriptio	· ·		Middle Section(s) - Group related ideas /fact		
•	me suspense towards the p	roblem or dilemma		Sub headings to introduce sections / paragra Topic sentences to introduce paragraphs	pns	
	tail of action/dialogue	g – clear ending should link back	to the start, show how the	Lists of steps to be taken Bullet points	for forts	
		on has changed from the beginn		Flow diagram	S TOT TACES	
,			Ü	Developed Ending		
Use of the perfect fo	rm of verbs to mark relatior	nships of time and cause e.g. I ha	ve written it down so I can check	Personal response		
•	resent perfect instead of sir	mple past. 'He has left his hat bel	nind', as opposed to 'He left his hat	Extra information / reminders e.g. Information		
behind'.		<u> </u>	T			T T
~	Stronge desirant de One Finder.			Consolidate Year 3 Term 3 list and:	Consolidate Year 3 Term 3 list	
<u>p</u> i		March:			<mark>and:</mark>	
'EAR	Control of	continent		-ing clauses as starters e.g.:		Consolidate
ω	WOOLLY	Continent	conjunction	=	Formation of nouns	Year 3 Term 3
Ä	THE RESIDENCE AND ADDRESS.	crew	coordinating	Sighing, the boy finished his	using a range of prefixes	list and:
₩	- Dr	pause	subordinating	homework		iist aria.
TERM	ZTONE AGE	limit	clause		super- anti-	
<u> </u>	DOY.		subordinate clause	Prepositional phrases to place the		Introduce:
7		glide	adverb			introduce:
>	SATOSHI KITAMIRA	doze		subject		11 6
6	ALL TO	examine	preposition	e.g.		Use of
<u>≥</u>			direct speech	beside the tree, in the cave		commas after
ACADEMIC		suitable	inverted commas	beside the tree, in the cave		fronted
3	Playscript	value	prefix			adverbials
5	Historical	remark	consonant/vowel	Expressing time and place using		
¥	story		determiner	conjunctions and adverbs		e.g. Later that
Ę	Instructional		synonyms	and date in		day, I heard
YEAR			relative clause			the bad news.
N	texts		relative pronoun			the bad news.
2022-202			imperative			
2			colon			
2						
02						
ω						

Year 3	Focus Texts	Tier 2 Vocabulary	Tier 3 Vocabulary	Sentence Construction	Word structure and language	Punctuation and grammar
			Learning	Objectives:		·
• Use	•	ctuation taught at Year 3 mos es (eg after fronted adverbial	s) and clauses mostly correctly	•	s to develop detail and description and prefixes to spell most words co	rectly in their writing,
Fiction- secure use of planning tools: Story map and 'Boxing-up' grid				Non-Fiction - Secure use of planning tools: Text map and 'Boxing up' grid		
Plan openings around character(s), setting, time of day and type of weather Paragraphs to organise ideas into each story part Extended vocabulary to introduce 5 story parts:				Paragraphs to organise ideas around a theme Introduction - develop hook to introduce and tempt reader in e.g., Who? What? Where? When? When? How?		
Introduction –should include detailed description of setting or characters Build-up –build in some suspense towards the problem or dilemma				Middle Section(s) - Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs		
Problem –include det	ail of action/dialogue	g – clear ending should link back t	o the start show how the	Topic sentences to introduce paragraphs		
character is feeling, h	ow the character or situati	on has changed from the beginni	ing.	Lists of steps to be take Bullet points for facts Flow diagram		
		nships of time and cause e.g. I hav mple past. 'He has left his hat beh	nind', as opposed to 'He left his hat	Developed Ending Personal response Extra information / reminders e.g. Informatio	nboxes/ Five Amazing Facts/Wow comme	nt

AC	biography recount erformance poetry	habit globe diagram explore vision resident May: coward avoid deed loyal grace digest rare ban volunteer respect	clause subordinate clause adverb preposition direct speech inverted commas prefix consonant/vowel determiner synonyms relative clause relative pronoun imperative colon	The girl, whom I remember, had long black hair. The boy, whose name is George, thinks he is very brave. The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.	More specific / technical vocabulary to add detail e.g. Drops of rain pounded on the corrugated, tin roof.	Use of commas after fronted adverbials e.g. Later that day, I heard the bad news.
	Texts	Vocabulary	Vocabulary	Sentence Construction	and language	grammar

Learning Objectives:

Use the punctuation taught in Year 3 accurately

• use inverted commas to mark direct speech

Write effectively and coherently, drawing on their reading to inform the vocabulary of their writing

TEXT STRUCTURES

Fiction- secure use of planning tools: Story map and 'Boxing-up' grid
Plan openings around character(s), setting, time of day and type of weather
Paragraphs to organise ideas into each story part
Extended vocabulary to introduce 5 story parts:

Introduction –should include detailed description of setting or characters

Build-up –build in some suspense towards the problem or dilemma

Problem –include detail of action/dialogue

Resolution - should link with the problem Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.

Use of the perfect form of verbs to mark relationships of time and cause e.g. I have written it down so I can check

Non-Fiction - Secure use of planning tools: Text map and 'Boxing up' grid

Paragraphs to organise ideas around a theme

Introduction - develop hook to introduce and tempt reader in e.g. Who....? What....? Where....? Why....? When....? How....?

Middle Section(s) - Group related ideas /facts into paragraphs

Sub headings to introduce sections / paragraphs

Topic sentences to introduce paragraphs

Lists of steps to be taken

Bullet points for facts

Flow diagram

at it said. Use of present perfect in hind'.	tead of simple past. 'He has left his hat bo	ehind', as opposed to 'He left his hat	Developed Ending Personal response Extra information / reminders e.g. Informatio	nboxes/ Five Amazing Facts/Wow comment	t
YEAR 3 TERM 6 – ACADEMIC YEAR 2022-2023 Hero st non-ch repo p.o.v nar tbc	attract average brave journey recall coast prevent collect wander responsible	conjunction coordinating subordinating clause subordinate clause adverb preposition direct speech inverted commas prefix consonant/vowel determiner synonyms relative clause relative pronoun imperative colon	Dialogue –powerful speech verb e.g. "Hello," she whispered	Consolidate Year 3 Term 5 list and: Powerful language chosen for precision.	Consolidate Year 3 Term! list and: Secure use of inverted commas for direct speech