

Year 3	Focus Texts	Tier 2 Vocabulary	Tier 3 Vocabulary	Sentence Construction	Word structure and language	Punctuation and grammar
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**Learning Objectives:**

- Use the punctuation taught at Key Stage 1 mostly correctly
- Use adjectives and adverbs to develop detail and description
- Write compound and complex sentences with an increasing range of conjunctions \* Use commas to mark phrases (after fronted adverbials) and clauses


**TEXT STRUCTURES**

**consolidate Year 2 list and:**

**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 what it said. Use of present perfect instead of simple past. 'He has left his hat behind', as opposed to 'He left his hat behind'.

**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 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  
**Developed Ending**  
 Personal response  
 Extra information / reminders e.g. Informationboxes/ Five Amazing Facts/Wow comment

YEAR 3 TERM 1 – ACADEMIC YEAR 2022-2023	 Descriptions Letters Instructions GMM List poem Witness statements <u>2023-2024</u> CATCF Prequels Explanation M Summaries Playscripts Comparisons	<b>September:</b> arctic bold border climate fierce opposite mystify award reverse steer <b>October:</b> 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	<p align="center"><b>Consolidate Year 2 list and:</b></p> <b>Compound sentences</b> using connectives: <i>and/ or / but / so / for /nor / yet</i> <b>Develop complex sentences</b> with range of subordinating conjunctions. <b>Pattern of 3 for persuasion</b> e.g. <i>Visit, Swim, Enjoy!</i> <b>Sentence of 3 for description</b> e.g. <i>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 surface of the water.</i>	<p align="center"><b>Consolidate Year 2 list and:</b></p> <b>Prepositions</b> Next to by the side of In front of during through throughout because of  <b>Boastful Language</b> e.g., magnificent unbelievable exciting  <b>Use the forms a or an correctly.</b>	<p align="center"><b>Consolidate Year 2 list and:</b></p> <b>Introduce:</b> <b>Use of commas after fronted adverbials.</b> e.g. Later that day, I heard the bad news.
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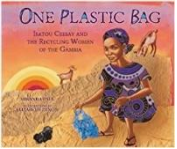
**Learning Objectives:**

- Use the punctuation taught at Key Stage 1 correctly
- Use present and past tense verbs accurately and consistently
- Make simple additions, revisions and proof-reading corrections to their writing
- \* Use commas to mark phrases (after fronted adverbials) and clauses

**TEXT STRUCTURES**

<p><b>Fiction- secure use of planning tools:</b> Story map and 'Boxing-up' grid  <b>Plan openings around</b> character(s), setting, time of day and type of weather  <b>Paragraphs</b> to organise ideas into each story part  <b>Extended vocabulary</b> to introduce 5 story parts:  <b>Introduction</b> –should include detailed description of setting or characters  <b>Build-up</b> –build in some suspense towards the problem or dilemma  <b>Problem</b> –include detail of action/dialogue  <b>Resolution</b> - 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.</p> <p>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 what it said. Use of present perfect instead of simple past. 'He has left his hat behind', as opposed to 'He left his hat behind'.</p>	<p><b>Non-Fiction - Secure use of planning tools:</b> Text map and 'Boxing up' grid  <b>Paragraphs to organise ideas around a theme</b>  <b>Introduction</b> - develop hook to introduce and tempt reader e.g. <i>Who....? What....? Where....? Why....? When....? How....?</i>  <b>Middle Section(s)</b> - Group related ideas /facts into paragraphs  <b>Sub headings</b> to introduce sections / paragraphs  <b>Topic sentences</b> to introduce paragraphs  <b>Lists</b> of steps to be taken  <b>Bullet</b> points for facts  Flow diagram  <b>Developed Ending</b>  Personal response  Extra information / reminders e.g. Informationboxes/ Five Amazing Facts  Wow comment</p>
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<b>YEAR 3 TERM 2 – ACADEMIC YEAR 2022-2023</b>	 <p><b>Myth Diary information Poetry</b></p>	<p><b>November:</b>  signal  spoil  starve  tour  prefer  prepare  alert  afford  terror  reduce</p> <p><b>December:</b>  capture  fortunate  adopt  advantage  frail  abundant  origin  perform  scatter  balance</p>	<p>conjunction  coordinating  subordinating  clause  subordinate clause  adverb  preposition  prefix  consonant/vowel  determiner  synonyms  relative clause  relative pronoun  imperative  colon</p>	<p><b>Consolidate Year 3 Term 1 list and:</b>  <b>Topic sentences to introduce non-fiction paragraphs</b> e.g.  <i>Dragons are found across the world.</i></p> <p><b>Vary long and short sentences:</b>  <b>Long sentences</b> to add description or information.  <b>Short sentences</b> for emphasis and making key points e.g.  <i>Sam was really unhappy.</i>  <i>Visit the farm now.</i></p>	<p><b>Consolidate Year 3 Term 1 list and:</b>  <b>More specific / technical vocabulary to add detail.</b>  e.g.  A few dragons of this variety can breathe on any creature and turn it to stone immediately.</p> <p><b>Powerful verbs</b>  e.g. stare, tremble, slither</p>	<p><b>Consolidate Year 3 Term 1 list and:</b></p> <p><b>Introduce:</b>  Ellipses to keep the reader hanging on.</p>
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<p style="text-align: center;"><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use the punctuation taught in Year 3 mostly correctly</li> <li>• Use adjectives and adverbs to develop detail and description</li> <li>• Begin to use inverted commas to punctuate direct speech</li> </ul>						
<b>TEXT STRUCTURES</b>						
<p><b>Fiction- secure use of planning tools:</b> Story map and 'Boxing-up' grid  <b>Plan openings around</b> character(s), setting, time of day and type of weather  <b>Paragraphs</b> to organise ideas into each story part  <b>Extended vocabulary</b> to introduce 5 story parts:  <b>Introduction</b> –should include detailed description of setting or characters  <b>Build-up</b> –build in some suspense towards the problem or dilemma  <b>Problem</b> –include detail of action/dialogue  <b>Resolution</b> - 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 what it said. Use of present perfect instead of simple past. 'He has left his hat behind', as opposed to 'He left his hat behind'.</p>				<p><b>Non-Fiction - Secure use of planning tools:</b> Text map and 'Boxing up' grid  <b>Paragraphs to organise ideas around a theme</b>  <b>Introduction</b> - develop hook to introduce and tempt reader in e.g. <i>Who....? What....? Where....? Why....? When....? How....?</i>  <b>Middle Section(s)</b> - Group related ideas /facts into paragraphs  <b>Sub headings</b> to introduce sections / paragraphs  <b>Topic sentences</b> to introduce paragraphs  <b>Lists</b> of steps to be taken                      <b>Bullet</b> points for facts  Flow diagram  <b>Developed Ending</b>      Personal response  Extra information / reminders e.g. Informationboxes/ Five Amazing Facts/Wow comment</p>		
<b>YEAR 3 TERM 3 – ACADEMIC YEAR 2022-2023</b>	 <p><b>Descriptive Writing</b>  <b>Story from different viewpoints</b>  <b>Persuasive writing</b></p>	<p><b>January:</b>  chill  advice  nation  ancient  abandon  passage  nursery  plunge  schedule  swift  <b>February:</b>  board  arrange  contain  launch  grasp  gasp  risk  enable  triumph  rely</p>	<p>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</p>	<p><b>Consolidate Year 3 Term 2 list and:</b>  <b>Embellished simple sentences: Adverb starters to add detail</b> e.g.  <i>Carefully, she crawled along the floor of the cave....</i>  <i>Amazingly, small insects can....</i>  <b>Adverbial phrases</b> used as a 'where', 'when' or 'how' starter (<b>fronted adverbials</b>)  <b><i>A few days ago, we discovered a hidden box.</i></b>  <b><i>At the back of the eye, is the retina.</i></b>  <b><i>In a strange way, he looked at me.</i></b></p>	<p><b>Consolidate Year 3 Term 2 list and:</b>  <b>Word Families</b> based on common words  e.g. <i>teacher –teach, beauty – beautiful</i>    <b>Introduce inverted commas</b> to punctuate direct speech</p>	<p><b>Consolidate Year 3 Term 2 list and:</b>    <b>Introduce:</b>  <b>Colon before a list</b>    e.g. What you need:</p>


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**Learning Objectives:**

- Use the punctuation taught at Year 3 mostly correctly
- Use commas to mark phrases (eg after fronted adverbials) and clauses mostly correctly
- Use adjectives and adverbs to develop detail and description
- Add suffixes and prefixes to spell most words correctly in their writing,

**TEXT STRUCTURES**

<p><b>Fiction- secure use of planning tools:</b> Story map and 'Boxing-up' grid  <b>Plan openings around</b> character(s), setting, time of day and type of weather  <b>Paragraphs</b> to organise ideas into each story part  <b>Extended vocabulary</b> to introduce 5 story parts:  <b>Introduction</b> –should include detailed description of setting or characters  <b>Build-up</b> –build in some suspense towards the problem or dilemma  <b>Problem</b> –include detail of action/dialogue  <b>Resolution</b> - 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.</p> <p>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 what it said. Use of present perfect instead of simple past. 'He has left his hat behind', as opposed to 'He left his hat behind'.</p>	<p><b>Non-Fiction - Secure use of planning tools:</b> Text map and 'Boxing up' grid  <b>Paragraphs to organise ideas around a theme</b>  <b>Introduction</b> - develop hook to introduce and tempt reader in e.g. <i>Who....? What....? Where....?Why....? When....? How....?</i>  <b>Middle Section(s)</b> - Group related ideas /facts into paragraphs  <b>Sub headings</b> to introduce sections / paragraphs  <b>Topic sentences</b> to introduce paragraphs  <b>Lists</b> of steps to be taken      <b>Bullet</b> points for facts  Flow diagram  <b>Developed Ending</b>  Personal response  Extra information / reminders e.g. Informationboxes/ Five Amazing Facts/Wow comment</p>
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<b>YEAR 3 TERM 4 – ACADEMIC YEAR 2022-2023</b>		<p><b>March:</b>  continent  crew  pause  limit  glide  doze  examine  suitable  value  remark</p>	<p>conjunction  coordinating  subordinating  clause  subordinate clause  adverb  preposition  direct speech  inverted commas  prefix  consonant/vowel  determiner  synonyms  relative clause  relative pronoun  imperative  colon</p>	<p><b>Consolidate Year 3 Term 3 list and:</b></p> <p><b>-ing clauses as starters</b> e.g.:  Sighing, the boy finished his homework</p> <p><b>Prepositional phrases</b> to place the subject  e.g.  beside the tree, in the cave</p> <p><b>Expressing time and place</b> using <b>conjunctions</b> and <b>adverbs</b></p>	<p><b>Consolidate Year 3 Term 3 list and:</b></p> <p><b>Formation of nouns using a range of prefixes</b>  super- anti-</p>	<p><b>Consolidate Year 3 Term 3 list and:</b></p> <p><b>Introduce:</b></p> <p><b>Use of commas after fronted adverbials</b>  e.g. Later that day, I heard the bad news.</p>
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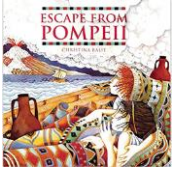
**Learning Objectives:**


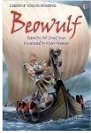

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**TEXT STRUCTURES**

**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  
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**Introduction** –should include detailed description of setting or characters  
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 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 what it said. Use of present perfect instead of simple past. 'He has left his hat behind', as opposed to 'He left his hat behind'.

**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  
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**Lists** of steps to be take **Bullet** points for facts  
 Flow diagram  
**Developed Ending** Personal response  
 Extra information / reminders e.g. Informationboxes/ Five Amazing Facts/Wow comment

<b>YEAR 3 TERM 5 – ACADEMIC YEAR 2022-2023</b>		<b>April:</b> brief brilliant custom bounce habit globe diagram explore vision resident <b>May:</b> coward avoid deed loyal grace digest rare ban volunteer respect	conjunction coordinating subordinating clause subordinate clause adverb preposition direct speech inverted commas prefix consonant/vowel determiner synonyms relative clause relative pronoun imperative colon	<b>Consolidate Year 3 Term 4 list and:</b>  <b>Drop in a relative clause</b> using: who/whom/which/whose/ that e.g. The girl, <b>whom</b> I remember, had long black hair. The boy, <b>whose</b> name is George, thinks he is very brave. The Clifton Suspension bridge, <b>which</b> was finished in 1864, is a popular tourist attraction.	<b>Consolidate Year 3 Term 4 list and:</b>  <b>Nouns formed from prefixes</b> e.g. auto... super...anti...  <b>More specific / technical vocabulary to add detail</b> e.g. Drops of rain pounded on the corrugated, tin roof.	<b>Consolidate:</b>  <b>Use of commas after fronted adverbials</b>  e.g. Later that day, I heard the bad news.
	Year 3	<b>Focus Texts</b>	<b>Tier 2 Vocabulary</b>	<b>Tier 3 Vocabulary</b>	<b>Sentence Construction</b>	<b>Word structure and language</b>
<b>Learning Objectives:</b>						
<ul style="list-style-type: none"> <li>• <b>Use the punctuation taught in Year 3 accurately</b></li> <li>• <b>Write effectively and coherently, drawing on their reading to inform the vocabulary of their writing</b></li> <li>• <b>use inverted commas to mark direct speech</b></li> </ul>						
<b>TEXT STRUCTURES</b>						
<b>Fiction</b> - secure use of <b>planning tools</b> : Story map and 'Boxing-up' grid <b>Plan openings around</b> character(s), setting, time of day and type of weather <b>Paragraphs</b> to organise ideas into each story part <b>Extended vocabulary</b> to introduce 5 story parts: <b>Introduction</b> –should include detailed description of setting or characters <b>Build-up</b> –build in some suspense towards the problem or dilemma <b>Problem</b> –include detail of action/dialogue <b>Resolution</b> - 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				<b>Non-Fiction</b> - Secure use of <b>planning tools</b> : Text map and 'Boxing up' grid <b>Paragraphs to organise ideas around a theme</b>  <b>Introduction</b> - develop hook to introduce and tempt reader in e.g. <i>Who...? What...? Where...? Why...? When...? How...?</i> <b>Middle Section(s)</b> - Group related ideas /facts into paragraphs <b>Sub headings</b> to introduce sections / paragraphs <b>Topic sentences</b> to introduce paragraphs <b>Lists</b> of steps to be taken <b>Bullet</b> points for facts Flow diagram		

what it said. Use of present perfect instead of simple past. 'He has left his hat behind', as opposed to 'He left his hat behind'.				<b>Developed Ending</b> Personal response Extra information / reminders e.g. Informationboxes/ Five Amazing Facts/Wow comment		
<b>YEAR 3 TERM 6 – ACADEMIC YEAR 2022-2023</b>	  	<b>June:</b> 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	<b>Consolidate Year 3 Term 5 list and:</b>	<b>Consolidate Year 3 Term 5 list and:</b>	<b>Consolidate Year 3 Term 5 list and:</b>
				<b>Dialogue –powerful speech verb</b> e.g. <i>“Hello,” she whispered</i>	Powerful language chosen for precision.	<b>Secure use of inverted commas for direct speech</b>

Hero story  
non-chron  
report  
p.o.v narrative

tbc