	Year 3 Summer															
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	Week 1	Week 2	w	Ceek 3	Sh Indi	Week 5		Week 6	Week 7	Week 8	Week 9	Week 10	week 11	Week 12	<u>Wee</u> <u>k 13</u>	<u>Week</u> <u>14</u>
Grammar and Punctuation	Plan writing by: • Discussing writing similar to that			Writing Composition Plan writing by: • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discussing and recording ideas Draft and write by: • In narratives, creating settings, characters and plot • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • Organising paragraphs around a theme Evaluate and edit by: • Assessing the effectiveness of their own and others' writing and suggesting improvements • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Test base style questions Sentence structure To write in the third person Direct speech Alan Peat sentence revision Test Base Style questions Oracy, Teacher and Peer Assessment Session			Writing Composition Plan writing by:  • Discussing and recording ideas Draft and write by:  • Organising paragraphs around a theme Evaluate and edit by:  • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences To use the present perfect form To use conjunctions to give reasons Similes and metaphors Abstract nouns Noun phrases To use imperative verbs to create commands To use adverbs and adverbial phrases Alan Peat Sentences Test style questions				Writing Composition  Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Organising paragraphs around a theme. In non-narrative material, using simple organisational devices [for example, headings and subheadings I can link clauses using conjunctions I can use pronouns to avoid repetition I can make a statement into a question I can use would/ should/could to express possibilities I can write in a formal tone Test style questions		Wellne ss Week	Transi		
Alan Peat	BOYS Sentence s	BOYS Sentence s	BOYS Sente		Asly Sentences	Asly Sentenc es	Asly Senten		Ing ed sentences	Ing ed sentences	Doubly-ly sentences	Doubly-ly sentences	Doubly-ly sentences	Doubly-ly sentences		
Spelling Spelling Shed.	To spell words ending with '- gue' and '-que'	an /igh/ sound			To spell words where the digraph 'ie' makes an /ee/ sound	/ irregular spelling patterns		Revision – spelling rules we have learned in Stage 3.	Revision – spelling rules we have learned in Stage 3.	Revision – spelling rules we have learned in Stage 3.	Revision – spelling rules we have learned in Stage 3.	Revision – spelling rules we have learned in Stage 3.	Revision – spelling rules we have learned in Stage 3.			
Handwriting	Whole Words, Capital letters and bottom exit joins. Dictation.	Whole Words, Capital letters and top exit joins. Dictation  Dictation  Whole words and joins. Dictation.		Whole words and mixed joins. Dictation.	capital letters and joins.		Whole Words, capital letters and joins. Dictation	Whole Words, Capital letters and bottom exit joins. Dictation.	Whole Words, Capital letters and top exit joins. Dictation.	Whole words and joins.  Dictation.	Whole words and mixed joins. Dictation.	Whole Words, capital letters and joins.	Whole Words, capital letters and joins. Dictation			

Class reading books Writing outcomes	instructio Main oute A setting	secriptions, advertisem nal flyer, social media u come description in the past	updates, dialogue	Sett adve instr upd: Maii New	comes ng descriptions, rtisement/poster, retell uctional flyer, social me ites, dialogue n outcome spaper report	dia	Outcomes Short news report, diary entry, character description, advert Main outcome Own version traditional tale			Outcomes Writing in role, information reports, adverts, formal letters Main outcome Persuasive letter				ng for sure
Writing Sequence	Lesson 1 To use abstract noun phrases in a setting descripti on Lesson 2 To use expanded noun phrases to compare setting Lesson 3 To use expanded to use to compare setting Lesson 4 To use adverbs and adverbs and adverbial s of manner to add detail Lesson 5 To use present perfect tense in a recount	Lesson 1 To write dialogue between characters Lesson 2 To plan dialogue between characters Lesson 3 To write dialogue between characters Lesson 4 To plan a narrative in which a community overcomes adversity Lesson 5 To use noun phrases to introduce setting and character	Bank Holiday Lesson 1 To continue a narrative using past tense Lesson 2 To continue a narrative using dialogue Lesson 3 To draft a narrative in the past tense Lesson 4 To plan a narrative in the past tense	AP To write a narrative in the past tense To evaluate and edit a narrative To evaluate and edit writing	current affairs. Lesson 1 Oracy, Lesson 2	AP Picture News Newspaper report linked to current affairs. Lesson 1 and 2 To plan a newspaper report AP Lesson 3,4 and 5 To edit and evaluate a newspaper report	Cinderella of the Nile Lesson 1 To write using the present perfect tense Lesson 2 To express cause using conjunction s Oracy rehearsal of piece.	Cinderella of the Nile Lesson 1 To identify and use literary language Lesson 2 To use literary language Lesson 3 To use commands to instruct and advise Lesson 4 To use the 4 grammatical forms of sentence Lesson 5 Oracy	Inset Day Cinderella of the Nile Lesson 1 To be able to sequence events in a story Lesson 2 To use literary language to describe a character and setting Lesson 3 To be able to write an innovated version of a traditional tale Lesson 4 To draft an innovated version of a traditional tale AP To write an innovated version of a traditional tale AP To write an innovated version of a traditional tale AP	Cinderella of the Nile Lesson 1 To write an innovated version of a traditional tale AP Lesson 2 To edit and improve writing Lesson 3 To evaluate and edit writing Lesson 4 and 5 Oracy and teacher/peer assessment feedback	Pied Piper of Hamlin Lesson 1 To write in role using a character's perspective Lesson 2 To extend single clause sentences into multiclause sentences Lesson 3 To explore the rules for the 'shun' suffix Lesson 4 To use debate to discuss issues and put forward points of view To write a persuasive letter in role	Pied Piper of Hamlin Lesson 1 To draft a persuasive letter Lesson 2 To plan a persuasive letter Lesson 3 To write a persuasive letter Lesson 4 To edit and evaluate a persuasive letter Lesson 5 To edit and evaluate a persuasive letter Lesson 5 To edit and evaluate a persuasive letter		