



# Writing Long Term Plan Year 3 Overview 2023-24

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Writing to Inform</u> Informal Letters – The Day the Crayons Quit (Oliver Jeffers)</p> <p><u>Writing to Entertain</u> Narrative (Warning)– The Minpins (Roald Dahl)</p>	<p><u>Writing to Inform</u> Letters – to NGH</p> <p><u>Writing to Inform</u> Non-chronological Report – Gruncher Newspaper Report (Model Text)</p>	<p><u>Writing to Entertain</u> Narrative (Quest) – Knight’s Quest (Model text)</p> <p><u>Writing to Entertain</u> Haiku Poems</p>	<p><u>Writing to Inform</u> Newspaper Report / Diary– Cinderella of the Nile (Beverley Naidoo)</p> <p><u>Writing to Entertain</u> Narrative (traditional tale) - Cinderella of the Nile (Beverley Naidoo)</p>	<p><u>Writing to Entertain</u> Narrative (Suspense) – The Nightmare Man (Pie Corbett)</p> <p><u>Writing to Entertain</u> List Poetry</p>	<p><u>Writing to Inform</u> Diary Writing: Jungle Explorer- Saxon Boy (Model text).</p> <p><u>Writing to Persuade</u> Persuasive Leaflet (Focus Text: The Tin Forest by Helen Ward)</p>

## Writing to persuade (LKS2)

### Text Types

- Advertising
- Letter
- Speech
- Poster

### Text Features

- Use of 2<sup>nd</sup> person
- Planned repetition
- Facts & Statistics
- Adjectives for positive description

### Other Style Ideas

- Link to oracy, esp. for speeches
- Use of colour and images, esp. for advertising

### Grammar and Sentences

- Use **imperative** verbs to convey urgency,  
*Buy it today! Listen very carefully...*
- Use **rhetorical questions** to engage the reader,  
*Do you want to have an amazing day out?*
- Use **noun phrases** to add detail and description,  
*Our fantastic resort has amazing facilities for everyone*
- Use **relative clauses** to provide additional enticement  
*Our hotel, which has 3 swimming pools, overlooks a beautiful beach*

### Adverbials

Firstly Also In addition  
However On the other hand  
Therefore In conclusion

### Conjunctions

if because unless so  
and but even if when

### Punctuation Content

- Ensure use of **capital letters** for proper nouns
- Use **!** for rhetorical / exclamatory sentences
- Use **commas** to mark relative clauses
- Use **commas** to make fronted adverbials and subordinate clauses  
*After your visit, you won't want to leave.  
Once you've tasted our delicious sandwiches, you'll be coming back for more!*



## Writing to inform (LKS2)

### Text Types

- Explanation
- Recount
- Letter
- Biography
- Newspaper article

### Text Features

- Paragraphs used to group related ideas
- Subheadings to label content

### Other Style Ideas

- May be built around a key image
- Use techniques to highlight key words (bold, underline, etc.)

### Grammar and Sentences

- Use **subordinating conjunctions** to join clauses, including as openers,  
*Although they have a fierce reputation, the Vikings weren't all bad.*
- Use **expanded noun phrases** to inform,  
*A tall dark-haired man was seen leaving the scene.*
- Use **commas** to separate adjectives in a list,  
*You will need flour, eggs, sugar and water.*
- Use **relative clauses** to add further detail  
*We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.*
- Begin to use **present perfect** tense to place events in time,  
*This week we have visited the Science Museum.*

### Adverbials

First Firstly Before After Later  
Soon Also In addition However

### Conjunctions

when before after while  
because if

### Punctuation Content

- Consolidate four main punctuation marks ( , ! ? )
- Use **capital letters** for proper nouns
- Use **commas** to mark fronted adverbials  
*After lunch, we went into the museum*
- Use **commas** to mark subordinate clauses  
*When he was a boy, Dahl did not like reading.*
- Use **inverted commas** for direct speech
- Use **bullet points** to list items



## Writing to entertain (LKS2)

### Text Types

- Stories
- Descriptions
- Poetry
- Characters/settings

### Text Features

- Detailed description
- Use paragraphs to organize in time sequence

### Other Style Ideas

- Opportunities for comparing different forms of past tense (progressive and simple)

### Grammar and Sentences

- Use **fronted adverbials** to show how/when an event occurs,  
*Without a sound... After a moment...*
- Use **expanded noun phrases** to add detail & description  
*...the dark gloomy cupboard under the stairs...*
- Use **subordinate clauses** to add detail or context  
*Although Theseus was scared, he prepared to enter the maze.*
- Use **nouns & pronouns** for clarity and cohesion  
*They crept into Minos's great labyrinth. Inside the maze...*

### Adverbials

Soon Meanwhile As...  
The next day... Later...  
Carefully Without a thought...

### Conjunctions

if when because while  
as until whenever once

### Punctuation Content

- Use full punctuation for direct speech, including punctuation within and before **inverted commas**,  
*Mum asked, "Will you be home for tea?"*
- Secure use of **apostrophes** for possession, including for plural nouns.
- Use **commas** after fronted adverbials and subordinate clauses
- May begin to use **dashes** for emphasis





## Year 3 Writing Long Term Plan 2023-24

	Autumn Term 1	Spring Term 1	Summer Term 1
<b>Week 1</b>	<b>Whole School Poetry Unit</b> <b>(Focus Text: The Lost Words by Robert Macfarlane &amp; Jackie Morris)</b> <ul style="list-style-type: none"><li>• Focus on the poem 'Kingfisher'</li><li>• Explore the use of kennings</li><li>• Write kenning poem based on a living thing within nature.</li><li>• Include imagery, powerful verbs and conjunctions.</li></ul>	<b>Narrative – Quest Tale</b> <b>(Focus Text: Knight’s Tale model text)</b> <ul style="list-style-type: none"><li>• Introduce model Text - Knight’s Tale</li><li>• Recap verbs</li><li>• Introduce text map</li><li>• Identify determiners</li><li>• Book talk on model text</li><li>• Drama – Object on the wall</li><li>• Short burst write – linked to Quest</li></ul>	<b>Narrative - Suspense Story</b> <b>(Focus Text: The Nightmare Man by Pie Corbett)</b> <ul style="list-style-type: none"><li>• Introduce model text</li><li>• Vocabulary and comprehension Features and toolkit of a suspense story</li><li>• Drama – Role play main character scared in bedroom</li></ul>
<b>Week 2</b>	<b>Informal Letter</b> <b>(Focus Text: The Day the Crayons Quit by Drew Daywalt)</b> <ul style="list-style-type: none"><li>• Features of a letter</li><li>• Book Talk to introduce book - inference</li><li>• Introduce model text and share text map</li><li>• Drama to collate ideas for letter – act in role of Gold Crayon</li></ul>	<b>Narrative – Quest Tale</b> <b>(Focus Text: Knight’s Tale model text)</b> <ul style="list-style-type: none"><li>• Features of a Quest Tale</li><li>• Coordinating conjunctions with character description</li><li>• Expanded Noun Phrases</li><li>• Collecting vocabulary for setting</li><li>• Description- decide on a setting and describe</li></ul>	<b>Narrative - Suspense Story</b> <b>(Focus Text: The Nightmare Man by Pie Corbett)</b> <ul style="list-style-type: none"><li>• Text map and short burst write – descriptive sentences</li><li>• Conjunctions and show not tell</li><li>• Short sentences for effect</li></ul>
<b>Week 3</b>	<b>Informal Letter</b> <b>(Focus Text: The Day the Crayons Quit by Drew Daywalt)</b> <ul style="list-style-type: none"><li>• Boxing up their own version of letter to Duncan and innovating</li><li>• Continue boxing up – compound sentences</li><li>• Begin letter writing – adjectives and verbs</li><li>• Continue letter writing</li></ul>	<b>Narrative – Quest Tale</b> <b>(Focus Text: Knight’s Tale model text)</b> <ul style="list-style-type: none"><li>• Role on the Wall</li><li>• Subordinating Conjunctions- Short burst write</li><li>• Boxing Up- Opening, Build Up</li><li>• Boxing Up- Problem, Resolution and Ending.</li></ul>	<b>Narrative - Suspense Story</b> <b>(Focus Text: The Nightmare Man by Pie Corbett)</b> <ul style="list-style-type: none"><li>• Inverted commas for speech</li><li>• Boxing up opening and build up</li><li>• Boxing up problem and resolution</li></ul>
<b>Week 4</b>	<b>Narrative – Warning Tale</b> <b>(Focus Text: The Minpins by Roald Dahl)</b> <ul style="list-style-type: none"><li>• Intro to warning tales, immersion in examples of specific genre, identify similar features.</li><li>• Drama for writing</li><li>• Short burst write – descriptive writing</li></ul>	<b>Narrative – Quest Tale</b> <b>(Focus Text: Knight’s Tale model text)</b> <ul style="list-style-type: none"><li>• Writing up- Opening and Build Up</li><li>• Writing up- Problem and Resolution</li><li>• Writing up- Ending</li></ul>	<b>Narrative - Suspense Story</b> <b>(Focus Text: The Nightmare Man by Pie Corbett)</b> <ul style="list-style-type: none"><li>• Drafting</li><li>• Editing &amp; improving</li><li>• Publishing</li><li>• Sharing</li></ul>



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	Autumn Term 1	Spring Term 1	Summer Term 1
<b>Week 5</b>	<p style="text-align: center;"><b>Narrative – Warning Tale</b> <b>(Focus Text: The Minpins by Roald Dahl)</b></p> <ul style="list-style-type: none"> <li>Verbs &amp; adverbs</li> <li>Adverbial phrases</li> <li>Compound sentences and character description of Billy</li> <li>Text map</li> </ul>	<p style="text-align: center;"><b>Narrative – Quest Tale</b> <b>(Focus Text: Knight’s Tale model text)</b></p> <ul style="list-style-type: none"> <li>Editing and self-marking toolkit</li> <li>Publishing</li> </ul>	<p style="text-align: center;"><b>Poetry</b> <b>(Focus: List Poetry)</b></p> <ul style="list-style-type: none"> <li>Explore examples of list poetry</li> <li>Features of a list poem</li> <li>Introduce Eye Spy poem</li> <li>Gather ideas by going to allotments – listening to nature</li> </ul>
<b>Week 6</b>	<p style="text-align: center;"><b>Narrative – Warning Tale</b> <b>(Focus Text: The Minpins by Roald Dahl)</b></p> <ul style="list-style-type: none"> <li>Planning time - story mountain</li> <li>Shared write - opening</li> <li>Shared write - build up</li> <li>No More Marking</li> </ul>	<p style="text-align: center;"><b>Poetry</b> <b>(Focus: Haiku Poems)</b></p> <ul style="list-style-type: none"> <li>Introduce Haikus- Explore context</li> <li>Features of a haiku and create toolkit</li> <li>Personification- Creating sentences using personification.</li> <li>Exploring Vocabulary Choices</li> <li>Composing Haiku</li> </ul>	<p style="text-align: center;"><b>Poetry</b> <b>(Focus: List Poetry)</b></p> <ul style="list-style-type: none"> <li>Write list poem</li> <li>Perform list poem</li> </ul>
<b>Week 7</b>	<p style="text-align: center;"><b>Narrative – Warning Tale</b> <b>(Focus Text: The Minpins by Roald Dahl)</b></p> <ul style="list-style-type: none"> <li>Shared write – problem</li> <li>Self assessment checklist</li> </ul>	<p style="text-align: center;"><b>Poetry</b> <b>(Focus: Haiku Poems)</b></p> <ul style="list-style-type: none"> <li>Publishing Poems</li> <li>Perform poems to class</li> </ul>	
<b>Week 8</b>			



## Year 3 Writing Long Term Plan 2023-24

	Autumn Term 2	Spring Term 2	Summer Term 2
<b>Week 1</b>	<p style="text-align: center;"><b>Letters to NGH</b></p> <ul style="list-style-type: none"> <li>• Watch John Lewis advert and think about empathy</li> <li>• Paragraphing and its purpose.</li> <li>• Plan letter to patients at NGH – Punctuation</li> </ul>	<p style="text-align: center;"><b>Diary Entry</b> (Focus Text: Cinderella of The Nile by Beverley Naidoo)</p> <ul style="list-style-type: none"> <li>• Present perfect tense</li> <li>• Extract information from a text</li> <li>• Make inferences</li> <li>• Similes, metaphors, abstract nouns</li> <li>• Diary entry to infer character’s feelings</li> </ul>	<p style="text-align: center;"><b>Diary Entry</b> (Focus: Jungle Explorer)</p> <ul style="list-style-type: none"> <li>• Subordinating conjunctions</li> <li>• Introduction to diary writing and toolkit</li> <li>• Adverbs</li> <li>• Text map and comprehension</li> </ul>
<b>Week 2</b>	<p style="text-align: center;"><b>Letters to NGH</b></p> <ul style="list-style-type: none"> <li>• Shared write – opening</li> <li>• Shared write – main paragraph</li> <li>• Shared write – closing paragraph</li> <li>• Publish letters</li> </ul>	<p style="text-align: center;"><b>Advert</b> (Focus Text: Cinderella of The Nile by Beverley Naidoo)</p> <ul style="list-style-type: none"> <li>• Imperative verbs for commands</li> <li>• Identifying themes in a text</li> <li>• Express time, place and cause using conjunctions</li> <li>• Advert to describe created character</li> </ul>	<p style="text-align: center;"><b>Diary Entry</b> (Focus: Jungle Explorer)</p> <ul style="list-style-type: none"> <li>• 10 Things in an Explorer's Rucksack – Explore poem and collate ideas</li> <li>• Short burst writing – Jungle poem</li> <li>• Hot seating to gather ideas for diary entry</li> <li>• Complex sentences</li> </ul>
<b>Week 3</b>	<p style="text-align: center;"><b>Non-Chronological Report</b> (Focus: Gruncher Newspaper)</p> <ul style="list-style-type: none"> <li>• Introduction to model text.</li> <li>• Text map</li> <li>• Focus on unfamiliar vocabulary</li> <li>• Non-chronological reports genre - analysing examples/creating a toolkit.</li> <li>• Reading as a reader - Comprehension questions</li> </ul>	<p style="text-align: center;"><b>Narrative – Innovated Version of a Traditional Tale</b> (Focus Text: Cinderella of The Nile by Beverley Naidoo)</p> <ul style="list-style-type: none"> <li>• Sequencing events to plan a story</li> <li>• Drafting story</li> <li>• Story ending</li> </ul>	<p style="text-align: center;"><b>Diary Entry</b> (Focus: Jungle Explorer)</p> <ul style="list-style-type: none"> <li>• Boxing up</li> <li>• Compound sentences, Fronted adverbials, Adverbial Phrases</li> <li>• Past present tense</li> </ul>
<b>Week 4</b>	<p style="text-align: center;"><b>Non-Chronological Report</b> (Focus: Gruncher Newspaper)</p> <ul style="list-style-type: none"> <li>• Generalisers</li> <li>• Drama - Hot seating. Interview Billy and ask him about the Gruncher.</li> <li>• Design creature for non-chronological report.</li> </ul>	<p><b>Assessment Week</b></p> <p><b>NFER Reading &amp; Grammar Assessments</b></p>	<p style="text-align: center;"><b>Diary Entry</b> (Focus: Jungle Explorer)</p> <ul style="list-style-type: none"> <li>• Draft writing</li> <li>• Edit &amp; improve</li> <li>• Publish</li> <li>• Share</li> </ul>



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<b>Week 5</b>	<p style="text-align: center;"><b>Non-Chronological Report (Focus: Gruncher Newspaper)</b></p> <ul style="list-style-type: none"> <li>• Reading as a writer</li> <li>• Fronted adverbials – Boxing up</li> <li>• Present tense – Boxing up</li> </ul>	<p style="text-align: center;"><b>Narrative – Innovated Version of a Traditional Tale (Focus Text: Cinderella of The Nile by Beverley Naidoo)</b></p> <ul style="list-style-type: none"> <li>• Edit and improve</li> <li>• Publish</li> </ul>	<p style="text-align: center;"><b>Assessment Week</b></p> <p style="text-align: center;"><b>NFER Reading &amp; Grammar Assessments</b></p>
<b>Week 6</b>	<p style="text-align: center;"><b>Assessment Week</b></p> <p style="text-align: center;"><b>NFER Reading &amp; Grammar Assessments</b></p>		<p style="text-align: center;"><b>Persuasive Leaflet (Focus Text: The Tin Forest by Helen Ward)</b></p> <ul style="list-style-type: none"> <li>• Sentence types to persuade</li> <li>• Conjunctions to link clauses</li> <li>• Specific &amp; technical verbs</li> <li>• Postcard to give advice</li> </ul>
<b>Week 7</b>	<p style="text-align: center;"><b>Non-Chronological Report (Focus: Gruncher Newspaper)</b></p> <ul style="list-style-type: none"> <li>• Similes – Boxing up</li> <li>• Fronted Adverbials – Write up non-chronological report</li> <li>• Continue writing up</li> </ul>		<p style="text-align: center;"><b>Persuasive Leaflet (Focus Text: The Tin Forest by Helen Ward)</b></p> <ul style="list-style-type: none"> <li>• Expanded noun phrases</li> <li>• Past tense verb forms</li> <li>• Future tense</li> <li>• Setting description</li> </ul>
<b>Week 8</b>	<p style="text-align: center;"><b>Non-Chronological Report (Focus: Gruncher Newspaper)</b></p> <ul style="list-style-type: none"> <li>• Editing &amp; improving</li> <li>• Publishing</li> </ul>		<p style="text-align: center;"><b>Persuasive Leaflet (Focus Text: The Tin Forest by Helen Ward)</b></p> <ul style="list-style-type: none"> <li>• Identify themes and gather ideas</li> <li>• Plan persuasive leaflet</li> <li>• Draft</li> <li>• Edit &amp; improve</li> <li>• Publish</li> </ul>