



YEAR 3						
SUMMER TERM						
Novel / Texts	Ancient Egypt Sleepover	Ancient Egypt Sleepover	Charlotte's Web	Charlotte's Web	Charlotte's Web	Charlotte's Web
Genre	<p>Non-chronological Report</p> <p>Write a non-chronological report about a subject researched in a specific form, e.g. a leaflet.</p>	<p>Narrative</p> <p>Write a story that has a problem and a resolution. Organise into paragraphs that include adverbs of time.</p>	<p>Explanation</p> <p>(short writing piece)</p> <p>Write a series of extended sentences, organised appropriately for a specific form to explain a process, ensuring relevant items are grouped together and enough details are included.</p>	<p>Narrative</p> <p>Write a story where dialogue is the drive to move the story on.</p>	<p>Persuasion</p> <p>Present a persuasive point of view in the form of a letter, beginning to link points together, selecting style, and vocabulary appropriate to the reader.</p>	<p>Narrative</p> <p>(Short writing piece)</p> <p>Write a character description detailing how a character evolves over the course of a story.</p>
Reading	<ul style="list-style-type: none"> • Explain features of non-chronological reports in a specific form, e.g. leaflets, and consider their purpose. • With some independence can skim and scan to retrieve information from a text. • Identify words and phrases that support additional detail for the reader or provide precise information; discuss the effect of these on the reader. 	<ul style="list-style-type: none"> • Draw inferences from reading with some reference to the text. • Understand how writers use figurative and expressive language to create images and atmosphere, describing the effect on the reader. • Predict what might happen from details stated and attempt to predict from details implied. • Identify and explain how dialogue is used to create characterisation and move the story on. 	<ul style="list-style-type: none"> • With some independence can skim and scan to retrieve information from a text. • Identify words and phrases that support additional detail for the reader or provide precise information; discuss the effect of these on the reader. 	<ul style="list-style-type: none"> • Draw inferences from reading with some reference to the text. • Understand how writers use figurative and expressive language to create images and atmosphere, describing the effect on the reader. • Predict what might happen from details stated and attempt to predict from details implied. • Identify the structure of a story noting how paragraphs are structured to support cohesion. • Identify and explain how dialogue is used to create characterisation and move the story on. 	<ul style="list-style-type: none"> • Draw inferences from reading with some reference to the text. • Understand how writers use figurative and expressive language to create images and atmosphere, describing the effect on the reader. • Identify words and phrases that support additional detail for the reader or provide precise information; discuss the effect of these on the reader. 	<ul style="list-style-type: none"> • Draw inferences from reading with some reference to the text.
<ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes to both read aloud and to understand the meaning of new words. 						



	<ul style="list-style-type: none"> Read a range of exception words with confidence, explaining the links between spelling and sounds where these occur in the word. 					
Writing	<p>Independently organise paragraphs around a theme.</p> <p>Write a formal information piece with a specific audience and specific form.</p>	<p>Write a story that has a problem and a resolution and where dialogue is beginning to move the story on.</p> <p>Express time, place and cause using conjunctions.</p> <p>Use inverted commas to punctuate direct speech</p>	<p>Express time, place and cause using conjunctions</p> <p>Use expanded noun phrases to add detail and precision to writing.</p>	<p>Express time, place and cause using conjunctions.</p> <p>Use expanded noun phrases to add detail and precision to writing.</p> <p>Use inverted commas to punctuate direct speech</p>	<p>Present a persuasive point of view in the form of a letter.</p> <p>Use expanded noun phrases to add detail and precision to writing.</p>	<p>Use expanded noun phrases to add detail and precision to writing.</p>
	<p>Plan with clear audience, purpose and form.</p> <p>Independently organise paragraphs around a theme.</p> <p>Capital letters, full stops, question marks, commas in lists and apostrophes are mostly correct, with very few errors.</p> <p>Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly.</p> <p>Used joined handwriting throughout independent writing.</p> <p>Proof-read for spelling and punctuation errors, making corrections and revisions to own writing.</p>					
Grammar Vocabulary Punctuation	<p>To use headings and subheadings to aid presentation</p> <p>Use an and a appropriately</p>	<p>To use the perfect present form of verbs</p> <p>Use subordinate clause to add information</p>	<p>To group related ideas into paragraphs</p> <p>Use subordinate clause to add information</p>	<p>Recap and develop inverted commas to punctuate direct speech.</p>	<p>Express time, place and cause using conjunctions, e.g. when, before, after, while, so, because.</p>	<p>Revise use of subordinate clauses</p>
Spelling	<p>Spell words with er where root end tch</p> <p>Words with the k sound spelt ch</p>	<p>Words with g sound spelt gue & k spelt que</p> <p>Words with s sound spelt sc</p>	<p>To spell homophones</p> <p>To spell Year 3 challenge words list 30.</p>	<p>Spelling rule revision, list 31</p> <p>Spelling rule revision list 32</p>	<p>Spelling rule revision, list 33</p> <p>Spelling rule revision, list 34</p>	<p>Spelling rule revision, list 35</p> <p>Spelling rule revision, list 36</p>
Final Writing Task	<p>Write a non-chronological report in the style of a leaflet about the River Nile</p> <p>Purpose: To inform</p> <p>Audience: Members of the public</p>	<p>Re-write the problem and resolution of the story.</p> <p>Purpose: To entertain</p> <p>Audience: Children</p>	<p>Write an explanation about how to care for an orphaned piglet.</p> <p>Purpose: To explain</p> <p>Audience: Farmers and pig lovers.</p>	<p>Write an additional chapter focusing on the Wilbur promising Charlotte to look after her babies.</p> <p>Purpose: To entertain</p> <p>Audience: Children</p>	<p>Write a letter from Fern to persuade Mr Zuckerman not to send Wilbur to slaughter.</p> <p>Purpose: To persuade</p> <p>Audience: Mr Zuckerman</p>	<p>Write a character description detailing the changes in Wilbur through the story.</p>