

Year 3 Writing Long Term Plan

Autumn Term – Peter Pan by J.M. Barrie

3 weeks		3 weeks		4 weeks		4 weeks	
Book: Peter Pan by J.M. Barrie		Book: Peter Pan by J.M. Barrie		Book: Peter Pan by J.M. Barrie Poem: Poem – ‘If I had Wings’ by Pie Corbett		Book: Peter Pan by J.M. Barrie	
Genre Recount- detailed postcard		Genre Persuasive Poster		Genre Poetry		Genre Narrative (retelling a known story)	
Model of Excellence A postcard (recount of a visit/ link with Topic)		Model of Excellence ‘Why You Should Visit Sandsend.’		Model of Excellence Poem – ‘If I had Wings’ by Pie Corbett		Model of Excellence Story – Peter Pan – the start of the story	
Warm	Postcard from a rainy beach day out	Warm	Why You Should Visit Never Never Land	Warm	Poem – If I had Wings (own version)	Warm	Story – Peter Pan; the battle with Captain Hook
Hot	Postcard from a destination they did/ could have visited on holiday	Hot	Why You Should Visit... (an imaginary land)	Hot	Poem – If I had a super power Perform poems for each other and year 2 (1 week)	Hot	Story – a different imaginary land / adventure story in an underground land
National Curriculum Coverage and Caedmon’s Expectations		National Curriculum Coverage and Caedmon’s Expectations		National Curriculum Coverage and Caedmon’s Expectations		National Curriculum Coverage and Caedmon’s Expectations	
<ul style="list-style-type: none"> Year 3 and 4 Statutory Words - choose appropriate words to use in their writing 		<ul style="list-style-type: none"> Year 3 and 4 Statutory Words - choose appropriate words to use in their writing 		<ul style="list-style-type: none"> Year 3 and 4 Statutory Words - choose appropriate words to use in their writing 		<ul style="list-style-type: none"> Year 3 and 4 Statutory Words - choose appropriate words to use in their writing 	
Prior learning - consolidation <ul style="list-style-type: none"> Co-ordinating conjunction sentence (and), subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, expanded noun phrase sentences 		Prior learning - consolidation <ul style="list-style-type: none"> Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, expanded noun sentence New learning <ul style="list-style-type: none"> Preposition opener sentence 		Prior learning - consolidation <ul style="list-style-type: none"> Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence New learning <ul style="list-style-type: none"> Speech Adverbial of time sentence - understanding main clause and subordinate clause 		Prior learning - consolidation <ul style="list-style-type: none"> Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence New learning <ul style="list-style-type: none"> Speech sentence Adverbial of time sentence - understanding main clause and subordinate clause 	
<ul style="list-style-type: none"> Commas to separate items in a list Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes – possession (singular) and contractions 		<ul style="list-style-type: none"> Using commas after fronted adverbials Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes – possession (singular) and contractions 		<ul style="list-style-type: none"> Commas to separate items in a list Using commas after fronted adverbials Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes – possession (singular) and contractions 		<ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes – possession (singular) and contractions Using commas after fronted adverbials Using and punctuating direct speech 	
<ul style="list-style-type: none"> Sentences organised chronologically and indicated by time related words Divisions in narrative marked by paragraphs (with support) 		<ul style="list-style-type: none"> Sentences organised chronologically and indicated by time related words Divisions in narrative marked by paragraphs (with support) 		<ul style="list-style-type: none"> Organise ideas into verses 		<ul style="list-style-type: none"> Time and place are referenced to guide the reader through the text e.g. in the morning Organised into paragraphs e.g. When she arrived at the bear’s house... 	
<ul style="list-style-type: none"> Plan by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and discussing and recording ideas 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 in narratives, creating settings Proof reading for spelling and punctuation errors 		<ul style="list-style-type: none"> Plan by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and discussing and recording ideas 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 in narratives, creating settings Proof reading for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation 		<ul style="list-style-type: none"> Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 		<ul style="list-style-type: none"> Plan by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and discussing and recording ideas 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 in narratives, creating settings, characters and plot Proof reading for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation 	
<ul style="list-style-type: none"> Prepositions of time and place and cause: e.g. before, after, during, in, because of 		<ul style="list-style-type: none"> Prepositions of time and place and cause: e.g. before, after, during, in, because of Use of a determiner 		<ul style="list-style-type: none"> Understanding Past/present tense, determiners, conjunctions - (clause, subordinate clause) adverbs, prepositions, phrase 		<ul style="list-style-type: none"> 	

Year 3 and 4 statutory words	Sentence structure and types	Punctuation	Text structure	Composition and effect	Grammar
------------------------------	------------------------------	-------------	----------------	------------------------	---------

Year 3 Spelling, Punctuation and Grammar Long Term Plan

Autumn Term

Year 3 Monday & Tuesday: SPAG concept. Wednesday, Thursday & Friday: Sentence application Red = Year 3 curriculum, blue = revision of previous year groups													
Sentences for Year 3: Subordinating conjunctions to express time, place and cause: before, after, while, because, so) Adverb sentences e.g. then, next, soon, therefore Prepositions of time and place <u>and cause</u> : e.g. before, after, during, in, <u>because of</u> <u>Revision Sentences from previous Year group(s):</u> Simple sentence: capital letter with a full stop. Question sentence Exclamation sentence Statement sentence Command sentence Co-ordinating conjunction sentences: and, or, so, but List sentences with commas Subordinating conjunction sentences: when, if, that, because, so													
3 weeks			3 weeks				4 weeks				4 weeks		
Writing genre link Recount			Writing genre link Persuasive poster				Writing genre link Poetry				Writing genre link Narrative		
SPAG Concept: Prefixes: un- mis- dis- sub- Sentence Work: Command sentences. Exclamation sentences	SPAG Concept: Word families e.g. solve, solution, solver, dissolve, insoluble. Sentence Work: Adverb sentences e.g. then, next, soon, therefore (also cover non-statutory = adverbial openers e.g. Suddenly, Unfortunately,)	SPAG Concept: Spelling: -er -est in adjectives and -ly to turn adjectives into adverbs Sentence Work: Preposition sentences.	SPAG Concept: (Main) clause & subordinate clause(note: all clauses have their own subject and verb but subordinate clauses do not make sense without being attached to the main clause). Sentence Work: Co-ordinating conjunction sentences: and, so, but, or	SPAG Concept: Prepositions of time and place <u>and cause</u> : e.g. before, after, during, in, <u>because of</u> Sentence Work: Co-ordinating conjunctions: and, so, but, or	SPAG Concept: Determiners: a, an (use them according to whether the next word begins with a consonant or a vowel e.g. a rock, an orange). Sentence Work: Preposition sentences.	SPAG Concept: Co-ordinating conjunctions: and, so, but, or Sentence Work: Questions sentences Exclamation sentences	SPAG Concept: Nouns and adjectives Sentence Work: Statement sentences Command sentences	SPAG Concept: Tense: progressive form of verbs (-ing) in the present and past tense to mark actions in progress e.g Present: She is drumming Past: He was shouting. Sentence Work: Commas in lists	SPAG Concept: Subordinating conjunctions : when, if, that, (new teaching: before, after, while, because, so) (Main) clause & subordinate clause (note: all clauses have their own subject and verb but subordinate clauses do not make sense without being attached to	SPAG Concept: Direct speech: Introduction to inverted commas to punctuate direct speech. Use a capital letter. Put punctuation inside the speech marks. Sentence Work: Subordinating conjunctions to express time, place and cause: when, if, that, (new teaching: before, after, while, because, so)	SPAG Concept: Apostrophe for contraction and apostrophe for singular possession Sentence Work: Adverbial of time sentences e.g. then, next, soon, therefore (also cover non-statutory = adverbial openers e.g. Suddenly, Unfortunately,)	SPAG Concept: Direct speech: Introduction to inverted commas to punctuate direct speech. Use a capital letter. Put punctuation inside the speech marks. Sentence Work: Preposition sentences (of time and place <u>and cause</u> : e.g. before, after, during, in, <u>because of</u>)	

									the main clause)				
--	--	--	--	--	--	--	--	--	---------------------	--	--	--	--

CAEDMON

Year 3 Writing Long Term Plan

Spring Term – Dog Man by Dav Pilkey

3 weeks		4 weeks		3 weeks WIDER CURRICULUM BASED	
Book: Dog Man		Book: Dog Man		Book: Dog Man	
Genre Instructions		Genre Narrative- adventure story/ comic		Genre Non- chronological report	
Model of Excellence How to draw Dog Man		Model of Excellence Excerpt from Dog Man and shortened (re-written) version of the story		Model of Excellence Non-chronological report about the Romans	
Warm	How to draw Petey	Warm	Catching Petey (the evil cat)	Warm	Non-chronological report about the army and/or weapons in Roman times.
Hot	How to draw... (they will draw their own character first)	Hot	Catching Petey the cat on another escapade! *Comic drawn to accompany the writing to display	Hot	Non-chronological report about Roman houses or Roman baths or Roman entertainment
National Curriculum Coverage and Caedmon's Expectations		National Curriculum Coverage and Caedmon's Expectations		National Curriculum Coverage and Caedmon's Expectations	
<ul style="list-style-type: none"> Year 3 and 4 Statutory Words - choose appropriate words to use in their writing 		<ul style="list-style-type: none"> Year 3 and 4 Statutory Words - choose appropriate words to use in their writing 		<ul style="list-style-type: none"> Year 3 and 4 Statutory Words - choose appropriate words to use in their writing 	
Prior learning - consolidation <ul style="list-style-type: none"> Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, preposition opener sentence. Time adverbials New learning <ul style="list-style-type: none"> Subordinating conjunction sentence - before, after, while, because, so 		Prior learning - consolidation <ul style="list-style-type: none"> Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, speech sentence, adverbial of time sentence, preposition opener sentence Noun phrases and expanded noun phrases within sentences 		Prior learning - consolidation <ul style="list-style-type: none"> Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, prepositional opener sentence, fronted adverbial Noun phrases and expanded noun phrases within sentences 	
<ul style="list-style-type: none"> Using commas after fronted adverbials Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes – possession (singular) and contractions 		<ul style="list-style-type: none"> Using commas after fronted adverbials Using and punctuating direct speech Apostrophes – possession (singular) and contractions 		<ul style="list-style-type: none"> Using commas after fronted adverbials Using and punctuating direct speech (if used for a quote) 	
<ul style="list-style-type: none"> Sentences organised chronologically and indicated by time related words Organised into paragraphs or sequential steps 		<ul style="list-style-type: none"> Time and place are referenced to guide the reader through the text e.g. in the morning Organised into paragraphs e.g. When she arrived at the bear's house... Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her 		<ul style="list-style-type: none"> Clear introduction Organised into paragraphs shaped around a topic sentence Use of sub-headings Factual Past tense Headings/sub-headings 	
<ul style="list-style-type: none"> Plan by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and discussing and recording ideas Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Proof reading for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation 		<ul style="list-style-type: none"> Plan by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and discussing and recording ideas 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 in narratives, creating settings, characters and plot Proof reading for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation 		<ul style="list-style-type: none"> Plan by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and discussing and recording ideas Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Proof reading for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation Organising paragraphs around a theme 	
<ul style="list-style-type: none"> Prepositions of time and place and cause: e.g. before, after, during, in, because of Use of a determiner 		<ul style="list-style-type: none"> Understanding Past/present tense, determiners, conjunctions - (clause, subordinate clause) adverbs, prepositions, phrase 		<ul style="list-style-type: none"> Understanding Past/present tense, determiners, conjunctions - (clause, subordinate clause) adverbs, prepositions, phrase Prefixes – un -mis -dis - sub 	

Year 3 and 4 statutory words	Sentence structure and types	Punctuation	Text structure	Composition and effect	Grammar
------------------------------	------------------------------	-------------	----------------	------------------------	---------

Year 3 Spelling, Punctuation and Grammar Long Term Plan

Spring Term

Year 3 Monday & Tuesday: SPAG concept. Wednesday, Thursday & Friday: Sentence application Red = Year 3 curriculum, blue = revision of previous year groups												
Sentences for Year 3: Subordinating conjunctions to express time, place and cause: before, after, while, because, so) Adverb sentences e.g. then, next, soon, therefore Prepositions of time and place <u>and cause</u> : e.g. before, after, during, in, <u>because of</u> Revision Sentences from previous Year group(s): Simple sentence: capital letter with a full stop. Question sentence Exclamation sentence Statement sentence Command sentence Co-ordinating conjunction sentences: and, or, so, but List sentences with commas Subordinating conjunction sentences: when, if, that, because, so												
3 weeks			4 weeks					3 weeks				
Writing genre link Instructions			Writing genre link Narrative					Writing genre link Non- chronological report				
Week 1	Week 2	Week 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5
SPAG Concept: Use the present perfect form of verbs instead of the simple past (e.g. 'He has gone out to play' contrasted with 'He went out to play'). Sentence Work: Subordinating conjunctions to express time, place and cause: when, if, that, (new teaching: before, after, while, because, so	SPAG Concept: Determiners: a, an (use them according to whether the next word begins with a consonant or a vowel e.g. a rock, an orange. Sentence Work: Sentences with a main clause & subordinate clause (note: all clauses have their own subject and verb but subordinate clauses do not make sense without being attached to the main clause).	SPAG Concept: Use the present perfect form of verbs instead of the simple past (e.g. 'He has gone out to play' contrasted with 'He went out to play'). Sentence Work: List sentences with commas	SPAG Concept: Direct speech: Introduction to inverted commas to punctuate direct speech. Use a capital letter. Put punctuation inside the speech marks. Sentence Work: Preposition sentences (of time and place <u>and cause</u> : e.g. before, after, during, in, <u>because of</u>)	SPAG Concept: Word families e.g. solve, solution, solver, dissolve, insoluble. Sentence Work: Sentences with a main clause & subordinate clause (note: all clauses have their own subject and verb but subordinate clauses do not make sense without being attached to the main clause).	SPAG Concept: Determiners: a, an (use them according to whether the next word begins with a consonant or a vowel e.g. a rock, an orange. Sentence Work: Subordinating conjunctions to express time, place and cause: before, after, while, because, so)	SPAG Concept: Direct speech: Introduction to inverted commas to punctuate direct speech. Use a capital letter. Put punctuation inside the speech marks. Sentence Work: Prepositions of time and place <u>and cause</u> : e.g. before, after, during, in, <u>because of</u> (these can be at the start or within the sentence).	SPAG Concept: (Main) clause & subordinate clause(note: all clauses have their own subject and verb but subordinate clauses do not make sense without being attached to the main clause). Sentence Work: Adverb sentences e.g. then, next, soon, therefore (also cover non-statutory = adverbial openers e.g. Suddenly, Unfortunately,)	SPAG Concept: Prefixes: super- auto- anti- pre- Sentence Work: Noun phrases & expanded noun phrases in sentences: e.g. The blue butterfly, plain flour, the man in the moon	SPAG Concept: Use the present perfect form of verbs instead of the simple past (e.g. 'He has gone out to play' contrasted with 'He went out to play'). Sentence Work: List sentences with commas	SPAG Concept: Use the present perfect form of verbs instead of the simple past (e.g. 'He has gone out to play' contrasted with 'He went out to play'). Sentence Work: List sentences with commas	SPAG Concept: Prefixes: un- mis- dis- sub- Sentence Work: Statement, question, exclamation and question sentences.	SPAG Concept: Prefixes: un- mis- dis- sub- Sentence Work: Statement, question, exclamation and question sentences.

Year 3 Writing Long Term Plan

Summer Term – Treasure Island by Robert Louis Stevenson

3 weeks		4 weeks		4 weeks		3 weeks WIDER CURRICULUM BASED	
Book: Treasure Island by Robert Louis Stevenson		Book: Treasure Island by Robert Louis Stevenson		Book: Treasure Island by Robert Louis Stevenson		Book: Treasure Island by Robert Louis Stevenson	
Genre Poetry		Genre Narrative – Fantasy Story (including a setting description)		Genre Playscript		Genre Letter (persuasion)	
Model of Excellence Treasure chest poem		Model of Excellence Excerpt from book; landing at Treasure Island (arriving and setting description)		Model of Excellence Playscript – the start of the Treasure Island story		Model of Excellence Letter of persuasion – come to Mexico!	
Warm	Poem – things you find in a Pirate’s pocket	Warm	Jim landing and running into Treasure Island	Warm	Playscript – sailing away/the journey	Warm	Letter of persuasion – Letter of persuasion – teacher to choose another country/Mexican or Mayan landmark
Hot	Poem - Treasure Island	Hot	Jim landing and running into another fantasy land	Hot	Playscript – the battle	Hot	Letter of persuasion – Children choose own country / Mexican or Mayan landmark.
National Curriculum Coverage and Caedmon’s Expectations		National Curriculum Coverage and Caedmon’s Expectations		National Curriculum Coverage and Caedmon’s Expectations		National Curriculum Coverage and Caedmon’s Expectations	
<ul style="list-style-type: none"> Year 3 and 4 Statutory Words - choose appropriate words to use in their writing 		<ul style="list-style-type: none"> Year 3 and 4 Statutory Words - choose appropriate words to use in their writing 		<ul style="list-style-type: none"> Year 3 and 4 Statutory Words - choose appropriate words to use in their writing 		<ul style="list-style-type: none"> Year 3 and 4 Statutory Words - choose appropriate words to use in their writing 	
Prior learning - consolidation <ul style="list-style-type: none"> Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, preposition opener sentence, fronted adverbial 		Prior learning - consolidation <ul style="list-style-type: none"> Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, preposition opener sentence, fronted adverbial 		Prior learning - consolidation <ul style="list-style-type: none"> Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, preposition opener sentence, adverbial of time sentence 		Prior learning - consolidation <ul style="list-style-type: none"> Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, preposition opener sentence, fronted adverbial 	
New learning <ul style="list-style-type: none"> Short, sharp sentences Using commas after fronted adverbials Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes – possession (singular) and contractions 		<ul style="list-style-type: none"> Using commas after fronted adverbials Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes – possession (singular) and contractions 		<ul style="list-style-type: none"> Using commas after fronted adverbials Brackets for actions 		<ul style="list-style-type: none"> Using commas after fronted adverbials Introduce possessive apostrophes for plural nouns Introduce inverted commas 	
<ul style="list-style-type: none"> Organise ideas into verses 		<ul style="list-style-type: none"> Time and place are referenced to guide the reader through the instructional steps Divisions in narrative marked by paragraphs 		<ul style="list-style-type: none"> Use of tense correctly – past (narrative) and present for actions 		<ul style="list-style-type: none"> Clear introduction Points about the subject/issue Organised into paragraphs Summary paragraph Greetings / salutations 	
<ul style="list-style-type: none"> Building a varied and rich vocabulary and an increasing range of sentence structures Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear Assessing the effectiveness of their own and others’ writing and suggesting improvements 		<ul style="list-style-type: none"> 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 Proof-read for spelling and punctuation error 		<ul style="list-style-type: none"> Building a varied and rich vocabulary and an increasing range of sentence structures Organising paragraphs around a theme in narratives, creating settings, characters and plot 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 Proof-read for spelling and punctuation error 		<ul style="list-style-type: none"> Plan by discussing writing similar to that which they are planning to write, in order to understand and learn from its structure, vocabulary and grammar and discussing and recording ideas Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Proof reading for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation 	
<ul style="list-style-type: none"> Prepositions of time and place and cause: e.g. before, after, during, in, because of 		<ul style="list-style-type: none"> Prepositions of time and place and cause: e.g. before, after, during, in, because of Use of a determiner 		<ul style="list-style-type: none"> Understanding Past/present tense, determiners, conjunctions - (clause, subordinate clause) adverbs, prepositions, phrase 		<ul style="list-style-type: none"> Understanding Past/present tense, determiners, conjunctions - (clause, subordinate clause) adverbs, prepositions, phrase Prefixes – un – super – auto 	

Year 3 and 4 statutory words	Sentence structure and types	Punctuation	Text structure	Composition and effect	Grammar
------------------------------	------------------------------	-------------	----------------	------------------------	---------

Year 3 Spelling, Punctuation and Grammar Long Term Plan

Summer Term

Year 3 Monday & Tuesday: SPAG concept. Wednesday, Thursday & Friday: Sentence application Red = Year 3 curriculum, blue = revision of previous year groups												
Sentences for Year 3: Subordinating conjunctions to express time, place and cause: before, after, while, because, so) Adverbial opener sentences e.g. then, next, soon, therefore Prepositions of time and place and cause: e.g. before, after, during, in, because of Short, sharp sentences Revision Sentences from previous Year group(s): Simple sentence: capital letter with a full stop. Question sentence Exclamation sentence Statement sentence Command sentence Co-ordinating conjunction sentences: and, or, so, but List sentences with commas Subordinating conjunction sentences: when, if, that, because, so												
3 weeks			4 weeks				4 weeks			3 weeks		
Writing genre link Poetry			Writing genre link Narrative				Writing genre link Playscript			Writing genre link Letter (persuasion)		
Week 1	Week 2	Week 3	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 1	Week 1	Week 1
<p>SPAG Concept: Determiners: a, an (use them according to whether the next word begins with a consonant or a vowel e.g. a rock, an orange.</p> <p>Sentence Work: Statement, question, exclamation and command sentences. <i>Note – exclamations must start with 'What...' or 'How...' Note – commands do not have exclamation marks.</i></p>	<p>SPAG Concept: Use the present perfect form of verbs instead of the simple past (e.g 'He has gone out to play' contrasted with 'He went out to play').</p> <p>Sentence Work: List sentences with commas</p>	<p>SPAG Concept: Use the present perfect form of verbs instead of the simple past (e.g 'He has gone out to play' contrasted with 'He went out to play').</p> <p>Sentence Work: List sentences with commas</p>	<p>SPAG Concept: Tense: progressive form of verbs (-ing) in the present and past tense to mark actions in progress e.g. Present: She is drumming Past: He was shouting.</p> <p>Sentence Work: Prepositions of time and place and cause sentences: e.g. before, after, during, in, because of (these can be at the start or within the sentence).</p>	<p>SPAG Concept: Prefixes: un- mis- dis- sub-</p> <p>Sentence Work: (Main) clause & subordinate clause – link with teaching on subordinating conjunctions to express time, place and cause: when, if, that, (new teaching: before, after, while, because, so)</p>	<p>SPAG Concept: Word families e.g. solve, solution, solver, dissolve, insoluble.</p> <p>Sentence Work: Short sharp sentences</p>	<p>SPAG Concept: Use the present perfect form of verbs instead of the simple past (e.g 'He has gone out to play' contrasted with 'He went out to play').</p> <p>Sentence Work: Co-ordinating conjunctions: and, so, but, or Subordinating conjunctions to express time, place and cause: when, if, that, (new teaching: before, after, while, because, so)</p>	<p>SPAG Concept: Word families e.g. solve, solution, solver, dissolve, insoluble.</p> <p>Sentence Work: Statement, question, exclamation and command sentences. <i>Note – exclamations must start with 'What...' or 'How...' Note – commands do not have exclamation marks</i></p>	<p>SPAG Concept: Direct speech: Introduction to inverted commas to punctuate direct speech. Use a capital letter. Put punctuation inside the speech marks.</p> <p>Sentence Work: Adverbs e.g. then, next, soon, therefore (also cover non-statutory = adverbial openers e.g. Suddenly, Unfortunately,)</p>	<p>SPAG Concept: Apostrophe for contraction and apostrophe for singular possession</p> <p>Sentence Work: (Main) clause & subordinate clause – link with teaching on subordinating conjunctions to express time, place and cause: when, if, that, (new teaching: before, after, while, because, so)</p>	<p>SPAG Concept: Prefixes: un- mis- dis- sub-</p> <p>Sentence Work: Prepositions of time and place and cause: e.g. before, after, during, in, because of (these can be at the start or within the sentence).</p>	<p>SPAG Concept: Determiners: a, an (use them according to whether the next word begins with a consonant or a vowel e.g. a rock, an orange.</p> <p>Sentence Work: (Main) clause & subordinate clause – link with teaching on subordinating conjunctions to express time, place and cause: when, if, that, (new teaching: before, after, while, because, so)</p>	<p>SPAG Concept: Prefixes: super- auto- anti- pre-</p> <p>Sentence Work: List sentences with commas</p>