



Raeburn Primary School LONG TERM WRITING PLAN YEAR 3

| | Autumn 1 A Special Place | Autumn 2 The Remarkable Romans | Spring 1 Amazing Journeys (Anglo Saxons) | Spring 2 Norse Invaders (Vikings) | Summer 1 Wonders of Wirral-Hilbre and West Kirby | Summer 2 Tigers of Sumatra |
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| Fiction/Non Fiction Text Focus | Leon and The Place Between -Angela McCallister | Escape From Pompeii - Christina Balit | The Remarkable Journey of Edward Tulane - Kate Di Camillo | How To Train Your Dragon - Cressida Cowell | The Wild Robot - Peter Brown | Zoo - Anthony Browne |
| Poetry Focus | Magic Box - Kit Wright (descriptive) | Volcano Poem (shape) | | Kenning poems (traditional) | | Walking With My Iguana - Brian Moses (performance/ rhyming) |
| Purpose for writing - Entertain - Inform - Persuade | Entertain <ul style="list-style-type: none"> Descriptive sentence work about Abdul Kazam and his magic show Magic Box (figurative) Recount of Leon and The Place Between Inform <ul style="list-style-type: none"> Instructions for a Magic Trick | Entertain <ul style="list-style-type: none"> Setting description Pompeii Inform <ul style="list-style-type: none"> Newspaper report recount about Gladiator fight Persuade <ul style="list-style-type: none"> Roman villa persuasive advert | Entertain <ul style="list-style-type: none"> Extended narrative Play Script about Edward overboard Inform <ul style="list-style-type: none"> Diary of Edward Tulane Persuade <ul style="list-style-type: none"> Persuasive letter to find new owner of Edward | Entertain <ul style="list-style-type: none"> Kenning Poem Character description of a dragon Inform <ul style="list-style-type: none"> Instructions how to catch a dragon Persuade <ul style="list-style-type: none"> Persuasive letter to keep a dragon as a pet | Entertain <ul style="list-style-type: none"> Dramatic scene from Wild Robot Inform <ul style="list-style-type: none"> Explanation text about camouflage Recount in role of Roz the robot | Entertain <ul style="list-style-type: none"> Performance poem Walking With My Tiger Inform <ul style="list-style-type: none"> Non Chron report Sumatran tigers Persuade <ul style="list-style-type: none"> Persuasive argument should tigers be kept in zoos? |

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| National Curriculum Objectives | <p>Revision of Year 2 objectives</p> <p>Use expanded noun phrases to describe and specify</p> <p>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Use familiar punctuation including full stops, capital letters, exclamation marks, question marks, commas for lists</p> <p>Use the present and past tenses correctly and consistently including the progressive form</p> <p>Year 3</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Using conjunctions, adverbs and prepositions to express time and cause</p> <p>Proofread for spelling and punctuation errors</p> <p>Read their own writing aloud to a group or the whole class</p> | <p>Revision of Year 2 objectives</p> <p>Use apostrophes for contracted forms and the possessive (singular)</p> <p>Year 3</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Introduction to paragraphs as a way to group related material (fiction).</p> <p>Using conjunctions, adverbs and prepositions to express time and cause</p> <p>Using the present perfect form of verbs in contrast to the past tense</p> <p>Proofread for spelling and punctuation errors</p> <p>Read their own writing aloud to a group or the whole class</p> <p>Begin to assess the effectiveness of their own writing (mark my words)</p> | <p>Year 3</p> <p>Introduction to paragraphs as a way to group related material (non- fiction).</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Using conjunctions, adverbs and prepositions to express time and cause</p> <p>Begin to use and punctuate direct speech</p> <p>Use headings and sub-headings to aid organisation.</p> <p>Proofread for spelling and punctuation errors</p> <p>Read their own writing aloud to a group or the whole class</p> <p>Begin to assess the effectiveness of their own and others' writing (mark my words)</p> |
| Vocabulary | <p><i>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</i></p> | | |