

National Curriculum Objectives (Skills Coverage)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Purpose	Explore & Engage (2 weeks) Entertain (4 weeks)	Entertain (3 weeks) Inform (3 weeks) Poetry (1 week)	Entertain (3 weeks) Persuade (2 weeks)	Entertain (3 weeks) Poetry (2 weeks)	Persuade (3 weeks) Inform (2 weeks)	Entertain (3 weeks) Poetry (1 week) Explore & Engage (2 weeks)
Written Outcomes	Range of genres (E & E) Narrative (retelling, different perspective) Narrative (journey)	Fable Non-chronological report Poem	Narrative Persuasive speech	Narrative Poetry	Persuasive letters Instructions	Poem Short story Range of genres (E & E)
NC: Composition (planning, drafting, editing and proof reading)	<ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures Organise paragraphs around a theme In narratives, create settings, character and plot In non-narrative material, use simple organisational devices (for example headings and subheadings) Assess the effectiveness of their own and others' writing and suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors 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 					
		Introduction to paragraphs as a way to group related material				
NC: Sentence	Revisit Y2 Subordinating conjunctions (using when, if, that, because) and co-ordination (using or, and, but)	Subordinating conjunctions [for example, when, before, after, while, so, because], Prepositions [for example, before, after, during, in, because of] Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Adverbs [for example, then, next, soon, therefore], or Prepositions [for example, before, after, during, in, because of] Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Subordinating conjunctions [for example, when, before, after, while, so, because], Extend the range of sentences with more than one clause by using a wider range of conjunctions,	Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Prepositions [for example, before, after, during, in, because of] Adverbs [for example, then, next, soon, therefore],	Subordinating conjunctions [for example, when, before, after, while, so, because], Prepositions [for example, before, after, during, in, because of] Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

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NC: Word level Inc Punctuation	Revisit KS1: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Revisit KS1: Commas to separate items in a list Choose noun or pronouns appropriately for clarity and cohesion and to avoid repetition	Revisit KS1: Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	Introduction to inverted commas to punctuate direct speech Choose noun or pronouns appropriately for clarity and cohesion and to avoid repetition	Introduction to inverted commas to punctuate direct speech	Introduction to inverted commas to punctuate direct speech

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NC: Grammar Terminology	Main clause Subordinate clause Conjunction	Paragraph Conjunction Preposition Main clause Subordinate clause	Paragraph Adverb Preposition Apostrophe	Inverted commas Direct speech Simple past tense Present perfect tense Main clause Subordinate clause	Inverted commas Direct speech Paragraph Present perfect tense	Review terminology from the year
NC: Spelling	Discrete spelling lessons. See 'Essential Spellings' . Application in writing lessons: Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Spelling terminology: Word family, Prefix, Consonant, Consonant letter vowel, Vowel letter					
NC: Handwriting	Discrete handwriting lessons. See 'Handwriting Progression Toolkit' . Application in writing lessons: Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)					

National Curriculum Objectives Explained (Writing Purpose & Genre)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing to Entertain Language Choices	<ul style="list-style-type: none">Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense (Y2)The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time (Y2)Use of sound and other senses to develop clear picture for reader to develop mood (show not tell)		<ul style="list-style-type: none">Dialogue can introduce a character and tell the reader more about themBuild upon show not tell techniques: description of character appearance and behaviour shows the reader how they might be feeling along with their inner thoughtsIntroduce use of power of three for repetition and/or emphasis (e.g. listing adjectives in groups of three)Paragraphs break up the writing into manageable chunks for the reader to read and follow			<ul style="list-style-type: none">Zoom in (more detail) & spend longer on the most important moment in the writing to ensure that the reader is fully involved in this section
Writing to Inform Language Choices	<ul style="list-style-type: none">Diagrams show the reader more details about the important parts of what they are finding out about (Y2)Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past (Y2)When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2)Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topicHeadings and subheadings breaks down information into manageable chunks or parts for the reader and make specific information easier to findMight include quotes from people to provide more information and add interest for the reader					
Writing to Persuade Language Choices	<ul style="list-style-type: none">Often use 'you' (second-person narrative) to put the reader on the spot and make them thinkUse facts to support opinions to make the reader take the writing more seriouslySometimes use rhetorical questions to make the reader think more deeply about the subjectUse of alliteration helps to make a phrase more memorable and stick in their mind					
Genre Features	<p>Narrative: Consolidate use of story shapes (rise-fall; slow rise and slow fall) to help guide the plot structure</p> <p>Story openings: usually open with either: action, dialogue or description of setting or character</p> <p>Story endings: can end with a moral message,</p>	<p>Fable: Contains a moral lesson about life or how to behave</p> <p>Sometimes uses an animal character</p> <p>Set in the natural or real world</p> <p>Not too detailed, usually simple plot</p> <p>A foolish character that learns or has consequences for their behaviour</p> <p>NCR: Captions and labels to add information to illustrations</p>	<p>Narrative: Build upon use of story shapes (fall, then rise; rise-fall-rise; fall-rise-fall) to help guide the plot structure</p> <p>Story openings: usually open with either: action, dialogue or description of setting or character</p> <p>Story endings: can end with a moral message, happy ending, surprise or cliff-hanger</p>	<p>Narrative: See Autumn 1 & Spring 1 objectives</p> <p>Poetry: Specific structures of poems can include calligrams, where a word or piece of text within the poem resembles the visual image related to the</p>	<p>Letter: Sender's address in top-right corner & Date under the sender's address</p> <p>Recipient's address on left-hand side</p> <p>Start with 'Dear...' or 'To whom it may concern...'</p> <p>Sign off with 'Yours sincerely...' or 'Yours faithfully...' (depending on whether you know their name) if more formal letter</p>	<p>Poetry: Specific structures of poems can include kennings in which two words are combined to describe something</p> <p>Narrative: See Autumn 1 & Spring 1 objectives</p>

	happy ending, surprise or cliff-hanger	<p>Index to guide reader to know how to find something specific they might be looking for</p> <p>Glossary to provide definitions in a quick and easy guide for the reader</p> <p>A-Z guide to provide more detail in an accessible way for the reader to look for more information about the contents</p>	<p>Speech: Will use first, second and third person narrative, to address the audience directly and also refer to yourself (the speaker)</p> <p>May switch between the past, present and future tense</p>	meaning of the words themselves	<p>Instructions: Use easy to follow, simple steps or sentences for the reader to understand – these might be numbered</p> <p>Written in time (or chronological) order so that the reader acts in the correct sequence or order</p> <p>Sometimes includes a list of 'things/ ingredients/ items' that the reader will need before acting upon the instructions</p> <p>In order to tell the reader to do something, writers often use command sentences</p>	
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National Curriculum Objectives Explained (Sentence, Word & Punctuation)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sentence	<p>Writers join sentences together with other coordinating conjunctions including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected</p> <p>Writers can also join sentences together with subordinating conjunctions including when, if, that, because – these conjunctions are different to others because when we put</p>	<p>Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas including when, if, because, although) to keep the reader wanting to read on</p> <p>Prepositions and prepositional phrases tell the reader where things are and where and when things happen</p>	<p>Including adverbs to describe a verb also helps the reader to create a picture in their mind about how the action is happening</p> <p>Prepositions and prepositional phrases tell the reader where things are and where and when things happen</p>	<p>The present perfect tense can be used to indicate the something started in the past but is still relevant now</p> <p>Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas including when, if, because, although) to keep the reader wanting to read on</p>	<p>The present perfect tense can be used to indicate the something started in the past but is still relevant now</p> <p>Prepositions and prepositional phrases tell the reader where things are and where and when things happen</p>	<p>Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas including when, if, because, although) to keep the reader wanting to read on</p> <p>Prepositions and prepositional phrases tell the reader where things are and where and when things happen</p>

	them at the start of an idea it does not make sense on its own					
Word level Inc punctuation	Ensure correct use of full stop (avoid comma splice)	Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between	Apostrophes are used to show the reader when something belongs to a person or object (apostrophes of possession) and where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand	Use inverted commas for readers to clearly understand where a character is speaking – when they start and finish talking	Use inverted commas for readers to clearly understand where a character is speaking – when they start and finish talking	Use inverted commas for readers to clearly understand where a character is speaking – when they start and finish talking

ESSENTIALWRITING Plans and Books

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Essential Writing Units	Y3_Aut1_E&E_MixedGenre-Tuesday Y3_Aut1_Entertain_Narrative_Paperbag Princess Y3_Aut1_Entertain_Narrative_Mini Rabbit Not Lost	Y3_Aut2_Entertain_Fables_The Koala Who Could Y3_Aut2_Inform_NonChron_Atlas of Adventures Y3-Aut2_Entertain_Poetry_The Magic Box				
Title/Author	Tuesday by David Weisner The Paper Bag Princess by Robert Munsch Mini-Rabbit Not Lost by John Bond	The Koala who Could The Lion Inside The Squirrels that Squabbled by Rachel Bright & Jim Field Atlas of Adventures by Rachel Willimas The Magic Box				

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