



Huyton with Roby C.E. Primary School

YEAR 3 WRITING PURPOSES LONG TERM PLAN 2021-2022

Most writing types can be categorised as ‘persuasion’, ‘information/explanation’ or ‘entertainment’. With this in mind, every half term a text type from each genre must be taught. The text types taught will be decided upon based on the selected text/ media being used. Teachers need to keep abreast of the breadth of text types they are covering to ensure a board and balanced curriculum.

	AUTUMN 1 1.9.21 – 22.10.21 (7 weeks)			AUTUMN 2 1.11.20– 22.12.20 (7 weeks)			SPRING 1 5.1.22 - 18.2.22 (6 weeks)		SPRING 2 28.2.22-8.4.22 (6 weeks)		SUMMER 1 25.4.22 - 27.5.22 (5 weeks)		SUMMER 2 6.6.22 - 19.7.22 (6 weeks)	
Text	The Tunnel by Anthony Browne (3 weeks)	The Tear Thief (2 weeks)	Whole school text - Here We Are: Notes for Living on Planet Earth Oliver Jeffers (2 weeks)	The BFG by Roald Dahl (4 weeks)	Assessment Week	Moz the Monster (film clip) (2 1/2) week) https://www.literacyshed.com/moz.html	The Pied Piper (3 weeks)	Cloud Tea Monkeys (3 weeks)	Black Dog by Levi Pinfold (3 weeks)	Mysteries of Harris Burdick by Chris Van Allsberg (3 weeks)	How to Live Forever by Colin Thompson (2 weeks)	The Present Literacy Shed Film Clip (3 weeks) https://www.literacyshed.com/the-present.html	Jim, A Cautionary Tale by Hilaire Belloc and Mini Grey (3 week)	The Day I Swapped My Dad for Two Goldfish by Neil Gaiman (3 week)
Writing Outcomes	<u>The Tunnel</u> <ul style="list-style-type: none"> Setting Description News report <u>The Tear Thief</u> <ul style="list-style-type: none"> Poetry based on characterisation of the tear thief Short dialogue Narrative <u>Here We are Notes for Living on Planet Earth</u>			<u>The BFG</u> <ul style="list-style-type: none"> Character description Wanted poster Persuasive letter to the Queen <u>Moz the Monster</u> <ul style="list-style-type: none"> Character Description Non chronological report 			<u>The Pied Piper</u> <ul style="list-style-type: none"> Non chronological report Recount Narrative from an alternative perspective <u>Cloud Tea Monkeys</u> <ul style="list-style-type: none"> Descriptive passage, ‘how to’ guide’ Letter Discussion Non Chronological report 		<u>Black Dog</u> <ul style="list-style-type: none"> Description Extended story with a point of suspense <u>Mysteries of Harris Burdick</u> <ul style="list-style-type: none"> Mystery stories Diary entries Dialogue Setting description captions and titles 		<u>How to Live Forever</u> <ul style="list-style-type: none"> Prequel, Lost poster Letter of warning Character and setting descriptions <u>The Present</u> <ul style="list-style-type: none"> Narrative Character description Narrative opening Information text Balanced informative text 		<u>Jim a Cautionary Tale</u> <ul style="list-style-type: none"> Narrative poetry (cautionary tales) Performance poetry <u>The Day I Swapped My Dad for Two Goldfish</u> <ul style="list-style-type: none"> Dialogue Script for a pilot TV show 	
SPELLING	<ul style="list-style-type: none"> Common Exception Words Vowel Suffix –ing Vowel Suffix – ed Vowel Suffix – er 			<ul style="list-style-type: none"> Common Exception Words Vowel Suffix –ion Consonant suffix – ly 			<ul style="list-style-type: none"> Common Exception Words Prefixes un, dis, mis 		<ul style="list-style-type: none"> Common Exception Words Vowel Sounds and Letter Strings 		<ul style="list-style-type: none"> Common Exception Words Consonant Suffix ly 		<ul style="list-style-type: none"> Common Exception Words Prefixes –un, dis, mis 	

			<ul style="list-style-type: none"> Prefixes in, il, ir 	<ul style="list-style-type: none"> y sounding i ou as u,ow,oo a as ei,eigh,ey sure,ture,tch 		<ul style="list-style-type: none"> Prefixes in, il, ir
PUNCTUATION AND GRAMMAR	<ul style="list-style-type: none"> Identify clauses in sentences. Explore and identify main and subordinate clauses in complex sentences. Explore, identify and create complex sentences using a range of conjunctions e.g. when, if because, although, while, since, until, before, after, so. ☒Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. Although it was raining, we decided not to take our coats. Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond. Select, generate and effectively use adverbs e.g. suddenly, silently, soon, next, eventually. ☒Use inverted commas to punctuate direct speech (speech marks). Use perfect form of verbs using have and has to indicate a completed action e.g. He has gone out to play (present perfect) instead of he went out to play (simple past). Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box. Explore and collect word families e.g. medical, medicine, medicinal, medic, paramedic, medically to extend vocabulary. Explore and collect nouns with prefixes super, anti, auto. 					
Composition	<p>Planning</p> <ul style="list-style-type: none"> Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up. <p>Drafting and writing</p> <ul style="list-style-type: none"> Create and develop settings for narrative. Create and develop characters for narrative. Improvise, create and write dialogue. ☒Create and develop plots based on a model. Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type. Use different sentence structures (see punctuation and grammar). Group related material into paragraphs. Use headings and sub headings to organise information. <p>Evaluating and Editing</p> <ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. Discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation. Performing Use appropriate intonation, tone and volume to present their writing to a group or class. 					
HANDWRITING	<ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another. Orientate capital letters correctly. Use capital letters appropriately e.g. not always writing A as a capital, not using capitals within words. Write capital letters and digits of the correct size relative to one another and to lower case letters. Start using some of the diagonal and horizontal strokes needed to join letters Use spacing between words which reflects the size of the letters. Write legibly 					

