



## Huyton with Roby C.E. Primary School

### YEAR 3 WRITING PURPOSES LONG TERM PLAN 2023-2024

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 1.9.22 – 21.10.22 (7 weeks)			AUTUMN 2 7.11.22– 21.12.22 (6 weeks)			SPRING 1 3.1.23 - 10.2.23 (5 weeks)		SPRING 2 20.2.23-31.3.23 (6 weeks)		SUMMER 1 13.4.23 - 26.5.23 (6 weeks)		SUMMER 2 5.6.23 - 20.7.23 (6 weeks)	
<b>Text</b>	The Twits by Roald Dahl (3 weeks)	The Tear Thief (2 weeks)	Whole school text – <b>Changes sings</b>	Stone Age Boy	Assessment Week	Moz the Monster (film clip) (2 ) week) <a href="https://www.literacyshed.com/moz.html">https://www.literacyshed.com/moz.html</a>	The Barnabus Project	The BFG by Roald Dahl (4 weeks)	The BFG by Roald Dahl (4 weeks)  Assessment week	The Tunnel by Anthony Browne (3 weeks)	Marcy and the Riddle of the sphinx (4 weeks)	How to Live Forever by By Colin Thompson (2 weeks)	The Present Literacy Shed Film Clip (3 weeks)  <a href="https://www.literacyshed.com/the-present.html">https://www.literacyshed.com/the-present.html</a>	Mysteries of Harris Burdick by Chris Van Allsberg (3 weeks)
<b>Writing Outcomes</b>	<p><b>The Twits</b></p> <ul style="list-style-type: none"> <li>Character description</li> <li>Persuasive writing in role</li> <li>Instructions</li> </ul> <p><b>The Tear Thief</b></p> <ul style="list-style-type: none"> <li>Poetry based on characterisation of the tear thief</li> <li>Short dialogue</li> <li>Narrative</li> </ul> <p><b>Change Sings</b></p> <ul style="list-style-type: none"> <li>Poem</li> <li>Graffiti wall with definitions</li> </ul>			<p><b>Stone age boy</b></p> <ul style="list-style-type: none"> <li>setting description</li> <li>diary entry</li> </ul> <p><b>Moz the Monster</b></p> <ul style="list-style-type: none"> <li>Character Description</li> <li>Non chronological report</li> </ul>			<p><b>The Barnabus Project</b></p> <ul style="list-style-type: none"> <li>Instructional writing (escape plan, experiment), descriptions, advertisements, letters of, advice,</li> <li>Brochure</li> </ul> <p><b>The BFG</b></p> <ul style="list-style-type: none"> <li>Character description</li> <li>Wanted poster</li> <li>Persuasive letter to the Queen</li> </ul>		<p><b>The Tunnel</b></p> <ul style="list-style-type: none"> <li>Setting Description</li> <li>News report</li> </ul>		<p><b>Marcy and the Riddle of the sphinx</b></p> <ul style="list-style-type: none"> <li>Instructions</li> <li>Narrative</li> <li>Play scripts</li> </ul> <p><b>How to Live Forever</b></p> <ul style="list-style-type: none"> <li>Prequel,</li> <li>Lost poster</li> <li>Letter of warning</li> <li>Character and setting descriptions</li> </ul>		<p><b>The Present</b></p> <ul style="list-style-type: none"> <li>Narrative</li> <li>Character description</li> <li>Narrative opening</li> <li>Information text</li> <li>Balanced informative text</li> </ul> <p><b>Mysteries of Harris Burdick</b></p> <ul style="list-style-type: none"> <li>Mystery stories</li> <li>Diary entries</li> <li>Dialogue</li> <li>Setting description</li> <li>captions and titles</li> </ul>	
<b>SPELLING</b>	<ul style="list-style-type: none"> <li>Common Exception Words</li> <li>Vowel Suffix –ing</li> <li>Vowel Suffix – ed</li> </ul>			<ul style="list-style-type: none"> <li>Common Exception Words</li> <li>Vowel Suffix –ion</li> <li>Consonant suffix – ly</li> </ul>			<ul style="list-style-type: none"> <li>Common Exception Words</li> </ul>		<ul style="list-style-type: none"> <li>Common Exception Words</li> </ul>		<ul style="list-style-type: none"> <li>Common Exception Words</li> <li>Consonant Suffix ly</li> </ul>		<ul style="list-style-type: none"> <li>Common Exception Words</li> </ul>	

	<ul style="list-style-type: none"> <li>Vowel Suffix – er</li> </ul>		<ul style="list-style-type: none"> <li>Prefixes un, dis, mis</li> <li>Prefixes in, il, ir</li> </ul>	<ul style="list-style-type: none"> <li>Vowel Sounds and Letter Strings</li> <li>y sounding i</li> <li>ou as u,ow,oo</li> <li>a as ei,eigh,ey</li> <li>sure,tur,tch</li> </ul>	<ul style="list-style-type: none"> <li>Prefixes –un, dis, mis</li> <li>Prefixes in, il, ir</li> </ul>
<b>PUNCTUATION AND GRAMMAR</b>	<ul style="list-style-type: none"> <li>Identify clauses in sentences.</li> <li>Explore and identify main and subordinate clauses in complex sentences.</li> <li>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.</li> <li>Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond.</li> <li>Select, generate and effectively use adverbs e.g. suddenly, silently, soon, next, eventually. ☑Use inverted commas to punctuate direct speech (speech marks).</li> <li>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).</li> <li>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.</li> <li>Explore and collect word families e.g. medical, medicine, medicinal, medic, paramedic, medically to extend vocabulary.</li> <li>Explore and collect nouns with prefixes super, anti, auto.</li> </ul>				
<b>Composition</b>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.</li> <li>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</li> <li>Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up.</li> </ul> <p><b>Drafting and writing</b></p> <ul style="list-style-type: none"> <li>Create and develop settings for narrative.</li> <li>Create and develop characters for narrative.</li> <li>Improvise, create and write dialogue. ☑Create and develop plots based on a model.</li> <li>Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type.</li> <li>Use different sentence structures (see punctuation and grammar).</li> <li>Group related material into paragraphs.</li> <li>Use headings and sub headings to organise information.</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>Proofread to check for errors in spelling, grammar and punctuation in own and others’ writing.</li> <li>Discuss and propose changes with partners and in small groups.</li> <li>Improve writing in the light of evaluation.</li> <li>Performing</li> <li>Use appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul>				
<b>HANDWRITING</b>	<ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another.</li> <li>Orientate capital letters correctly.</li> <li>Use capital letters appropriately e.g. not always writing A as a capital, not using capitals within words.</li> <li>Write capital letters and digits of the correct size relative to one another and to lower case letters.</li> <li>Start using some of the diagonal and horizontal strokes needed to join letters</li> <li>Use spacing between words which reflects the size of the letters.</li> <li>Write legibly</li> </ul>				

