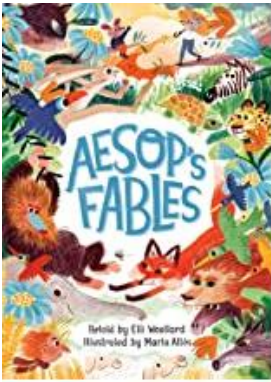
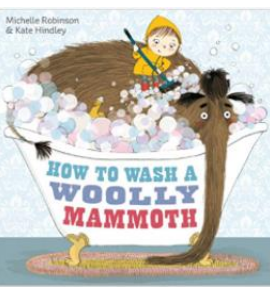
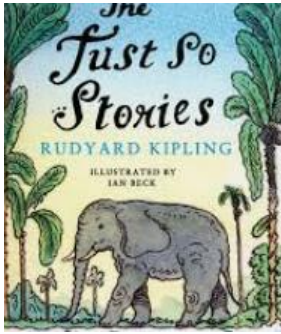
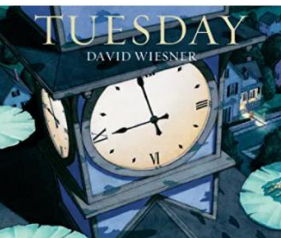
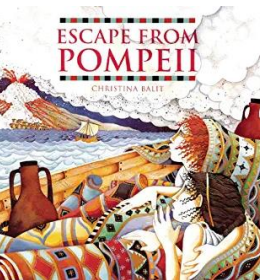
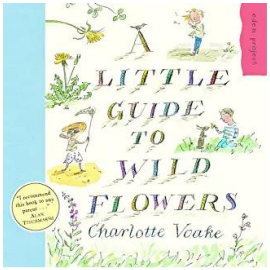




Year 3 Detailed Writing Overview 2022/23

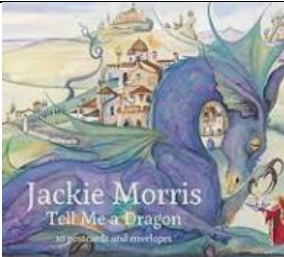
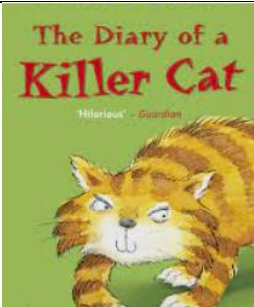
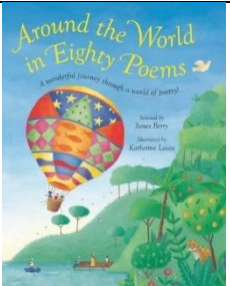
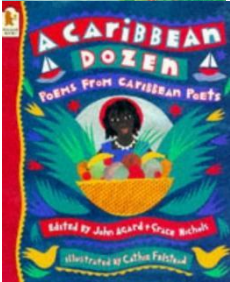
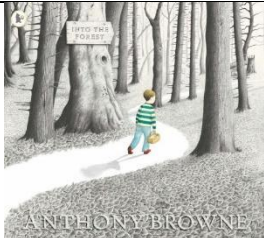
	Persuade	Inform	Entertain	Discuss		
	Autumn 1(7wks)	Autumn 2(7wks)	Spring 1 (7 wks)	Spring 2 (6 wks)	Summer 1 (5wks)	Summer 2(7 wks)
Induction Week (1 week)	Learning Journey 1 (4 weeks)	Learning Journey 1 (3 weeks)	Learning Journey 1 (2 weeks)	Learning Journey 1 (2 weeks)	Learning Journey 1 (2 weeks)	Learning Journey 1 (2-2.5 week)
<p>Start to read George's Marvellous Medicine as a class book.</p> <p>Text: Dear Teacher (1 week)</p>  <p>Outcome: Letter from the perspective of a child who doesn't want to return to school</p> <p>Purpose: To inform</p> <p>Audience: Teacher</p>	<p>Text: Stone Age Boy</p>  <p>Outcome: Adventure Story</p> <p>Purpose: To entertain</p> <p>Audience: Year 5 buddies</p> <p>Viewpoint: The Stone Age Boy</p> <p>Form: Adventure Story</p>	<p>Text: The Iron Man</p>  <p>Outcome: Information page about the iron man</p> <p>Purpose: To inform</p> <p>Audience: Other children (to put in the library)</p>	<p>(Killer Cat cont.)</p>	<p>Text: The Day the Crayons Quit</p>  <p>Outcome: A letter to Duncan</p> <p>Purpose: To persuade</p> <p>Audience: Duncan</p> <p>Viewpoint: As a crayon or stationery item</p> <p>Form: A letter</p>	<p>One Plastic Bag Persuasion text – poster persuading people to recycle</p>  <p>Outcome: Informative poster with an emphasis on persuasion</p> <p>Purpose: To inform and persuade</p> <p>Audience: Children</p> <p>Viewpoint: Expert</p> <p>Form: Persuasive poster</p>	

<p>Viewpoint: Own perspective</p> <p>Form: A letter</p>		<p>Viewpoint: Iron Man expert</p> <p>Form: Information page</p>			
<p>Induction week - just get the children writing (use for AFL)</p>	<p>SOA 1: A letter writing to tell parent about staying in Stone Age or coming home</p> <p>SOA 2: An apprentice write to embed speech within narrative, focusing on the deer hunt scene</p>	<p>SOA 1: Continue a story (Iron Man – what does he do when he can't find his ear?)</p> <p>SOA 2: Description of the Iron Man's appearance (Information text)</p>		<p>SOA 1:</p> <p>SOA 2:</p>	<p>SOA 1: Diary entry</p> <p>SOA 2:</p>
<p>Objectives:</p> <ul style="list-style-type: none"> ● Sentences that make sense. ● Use CL and FS correctly. 	<p>Objectives:</p> <ul style="list-style-type: none"> ● Simple and compound sentences <ul style="list-style-type: none"> - Sentence boundaries - runaway sentences - Capital letters and full stops - Coordinating conjunctions - use of or, and, but, so, or - Draft and rehearse sentences orally - Know when to use 'a' and 'an' ● Proof read for spelling and punctuation errors 	<p>Objectives:</p> <ul style="list-style-type: none"> ● Simple and compound sentences <ul style="list-style-type: none"> - Sentence boundaries - runaway sentences - Capital letters and full stops - Coordinating conjunctions - use of and, but, so - Draft and rehearse sentences orally - Know when to use 'a' and 'an' - Prepositions 		<p>Objectives:</p> <ul style="list-style-type: none"> ● Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex) ● Organise writing into logical chunks and write a coherent series of linked sentences for each ● Organise paragraphs around a theme 	<p>Objectives:</p> <ul style="list-style-type: none"> ● Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex) ● Organise writing into logical chunks and write a coherent series of linked sentences for each ● Organise paragraphs around a theme

	<ul style="list-style-type: none"> • Speech punctuation • Varying adjectives and verbs and adverbs 			<ul style="list-style-type: none"> • Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation 	<ul style="list-style-type: none"> • Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation • Use adverbs and prepositions to express time, place and cause
Learning Journey 1 (3 weeks)	Learning Journey 2 (2 weeks)	Learning Journey 2 (2 weeks)	Learning Journey 2 (2 weeks)	Learning Journey 2 (3 weeks)	Learning Journey 2 (3 weeks)
<p>Text: Fables</p>  <p>Outcome: Retelling of a fable</p> <p>Purpose: To entertain</p> <p>Audience: Children</p> <p>Viewpoint: Narrator</p>	<p>Text: How to wash a Woolly Mammoth link to George's Marvellous Medicine</p>  <p>Outcome: Own Myth based on a Just So Story</p> <p>Purpose: To entertain</p> <p>Audience: Other children (to put in the library)</p>	<p>Text: The Just So Stories</p>  <p>Outcome: Own Myth based on a Just So Story</p> <p>Purpose: To entertain</p> <p>Audience: Other children (to put in the library)</p>	<p>Text: Tuesday</p>  <p>Outcome: Newspaper recount about Tuesday night</p> <p>Purpose: To inform</p> <p>Audience: Local community</p> <p>Viewpoint: Journalist</p> <p>Form: Newspaper recount</p>	<p>Text: Escape from Pompeii</p>  <p>Outcome: Adventure Story</p> <p>Purpose: To entertain</p> <p>Audience: Children</p> <p>Viewpoint: Narrator</p>	<p>Text: A Little Guide to Wild Flowers</p>  <p>Outcome: Information page about a wild flower</p> <p>Purpose: To inform</p> <p>Audience: Children</p> <p>Viewpoint: Wild flower expert</p>

<p>Form: Fable</p>	 <p>Outcome: Instructions: how to wash a Woolly Mammoth</p> <p>Purpose: To inform and entertain</p> <p>Audience: Children</p> <p>Viewpoint: Myself</p> <p>Form: Instructions</p>	<p>Viewpoint: Narrator</p> <p>Form: Myth</p>		<p>Form: Historical adventure story</p>	<p>Form: Information page</p>
<p>SOA 1: Diary entry from tortoises viewpoint (part way around the race – at infants)</p> <p>SOA 2: A letter from the hare to a friend to tell them about the race (as infants wrote to the year 3 teachers).</p>	<p>SOA 1: Own marvellous medicine instructions (after Christmas hols)</p>		<p>SOA 1: Diary entry from a witness’s perspective</p>	<p>SOA 1: Conversation</p> <p>SOA 2: Description</p>	<p>SOA 1:</p> <p>SOA 2:</p>
<p>Objectives:</p> <ul style="list-style-type: none"> ● Simple and compound sentences - Sentence boundaries - runaway sentences 	<p>Objectives:</p> <ul style="list-style-type: none"> ● Use simple organisational devices. - Subheadings. - Number bullet points. 	<p>Objectives:</p> <ul style="list-style-type: none"> - Simple and compound sentences - Capital letters and full stops. - Irregular simple past tense verbs 	<p>Objectives:</p> <ul style="list-style-type: none"> ● Vocabulary choices move from generic to specific e.g. from ‘dog’ to ‘terrier’ 	<p>Objectives:</p> <ul style="list-style-type: none"> ● Extend the range of sentences with more than one clause by using a wider range of conjunctions, 	<p>Objectives:</p> <ul style="list-style-type: none"> ● Expansion of detail / events may be supported through vocabulary (technical, vivid)

<ul style="list-style-type: none"> - Capital letters and full stops - Coordinating conjunctions - use of and, but, so - Draft and rehearse sentences orally ● Prepositions ● Adjectives - Word class ● Proof read for spelling and punctuation errors 	<ul style="list-style-type: none"> ● Imperative verbs. ● Sequential conjunctions. ● Adverbs. ● Nouns and pronouns ● Use CL and FS correctly. 	<ul style="list-style-type: none"> - Speech punctuation - Varying adjectives and verbs - Adverbs - Create settings, characters and plot - Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier' 	<ul style="list-style-type: none"> ● Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play ● Organise paragraphs around a theme ● Indicate possession by using the possessive apostrophe with plural nouns ● Use adverbs and prepositions to express time, place and cause ● Use inverted commas to punctuate direct speech 	<p>including when, if, because, although (complex)</p> <ul style="list-style-type: none"> ● Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation ● Use fronted adverbials ● Use commas after fronted adverbials ● Use inverted commas to punctuate direct speech 	<p>language) and explanation</p> <ul style="list-style-type: none"> ● Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex) ● Indicate possession by using the possessive apostrophe with plural nouns ● Use simple organisational devices, e.g. headings and subheadings
<p>Learning Journey 2 (3 weeks)</p>	<p>Learning Journey 3 - Poetry (1 week)</p>	<p>Learning Journey 3 (2 weeks)</p>	<p>Learning Journey 3 (1.5 weeks)</p>	<p>Learning Journey 3 SOA (3 day unit)</p>	<p>Learning Journey 3 (1 week)</p>
<p>Text: Local Flyers</p> 	<p>Text: Tell me a Dragon List poem</p>	<p>Text: The Diary of a Killer Cat</p>	<p>Text: Poems from around the world/a Caribbean dozen</p>	<p>Text: Into the Forest</p>	<p>Poem: Lost spells</p> <p>Not written (Didn't have time to teach)</p>

<p>Outcome: Flyer for the local area</p> <p>Purpose: To inform</p> <p>Audience: Children moving to Hiltingbury</p> <p>Viewpoint: Child's perspective</p> <p>Form: Information flyer</p>	 <p>Outcome: Own animal list poem focusing on adjectives, adverbs and precise vocabulary</p>	 <p>Outcome: Diary recount.</p> <p>Purpose: To entertain</p> <p>Audience: Self</p> <p>Viewpoint: Cat / a pet</p> <p>Form: Recount</p>	  <p>Outcome: Weather poem</p> <p>Purpose: To entertain</p> <p>Audience: Children</p> <p>Viewpoint: Narrator</p> <p>Form: Poem (kennings)</p>	 <p>Outcome: Continue the story</p>	<p>Outcome: Write free verse 'Nature' poetry</p>
<p>SOA 1: Recount of the trip to Hiltingbury Recreation ground</p>	<p>SOA 1:</p>	<p>SOA 1: Letter of complaint SOA 2: Diary entries</p>	<p>SOA 1:</p>		<p>SOA 1: Kennings nature poem</p>
<p>Objectives:</p>	<p>Objectives:</p> <ul style="list-style-type: none"> ● Adjectives 	<p>Objectives:</p>	<p>Objectives:</p> <ul style="list-style-type: none"> ● Vocabulary choices move 		<p>Objectives:</p> <ul style="list-style-type: none"> ● Listen to, read, discuss and

<ul style="list-style-type: none"> ● Simple and compound sentences - Sentence boundaries - runaway sentences - Capital letters and full stops - Coordinating conjunctions - Draft and rehearse sentences orally ● Variation of sentence types - Statements - Questions ● Expanded noun phrases ● Use simple organisational devices, example: headings and sub-headings ● Proof read for spelling and punctuation errors. 	<ul style="list-style-type: none"> ● Expanded noun phrases ● Simple and compound sentences - Capital letters and full stops - Expanded noun phrases 	<ul style="list-style-type: none"> ● Simple and compound sentences ● Sentence boundaries - runaway sentences ● Draft and rehearse sentences orally ● Extend the range of sentences with more than one clause by using because ● Vary nouns and pronouns ● Create settings, characters and plot ● Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier' ● Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play 	<p>from generic to specific e.g. from 'dog' to 'terrier'</p> <ul style="list-style-type: none"> ● Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ● When planning, discuss and record ideas ● Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary ● Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements 		<p>identify language in poetry.</p>
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