

Year Three English Journey: WRITING

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Narrative	Narrative	Narrative	Narrative	Narrative	Narrative
<i>Rescue Story</i>	<i>Portal Story</i>	<i>Adventure Story</i>	<i>Recount Writing</i>	<i>Fantasy Story</i>	<i>Warning Tale</i>
<u>The Great Kapok Tree</u> To plan and write a four-part story in the third person with a focus on different noun types, pronouns, noun phrases and expanded noun phrases . Stretch for GDS: To write the story from a different perspective by writing in the first person and the correct usage of pronouns .	<u>The Stone Age Boy</u> To plan and structure a five-part story organised into paragraphs and with variation in sentence types and punctuation choices . Stretch for GDS: To integrate and use inverted commas correctly to show where direct speech is used within the story.	<u>The Explorer</u> To plan and write a five-part story with an emphasis of using the perfect form of verbs and recognising how to use different verb tenses correctly. Stretch for GDS: To develop a considered word choice related to the choice of verbs with a push on ambitious vocabulary .	<u>The True Story of the Three Little Pigs</u> To plan and write a five-part story with a strong dilemma, focusing on the use of clauses and connecting clauses to extend sentences to add detail and engage the reader. Stretch for GDS: To write the story from a different character's perspective in third person.	<u>Charlotte's Web</u> To plan and write a five-part story with a focus on the use of apostrophes and how to integrate speech and punctuate with inverted commas correctly. Stretch for GDS: To include more detail of the character and settings by using expanded noun phrases to give precise detail.	<u>The Hodgeheg</u> To plan and write a five-part story with a 'show not tell' approach when writing. Focus on the use of adverbs and prepositions to add detail. Stretch for GDS: To use complex, ambitious verbs and adverbs within expanded noun phrases to add detail.
<i>Information Text-Leaflet</i>	<i>Non-Chronological Report</i>	<i>Recount - Diary</i>	<i>Newspaper Writing</i>	<i>Discussion</i>	<i>Explanation</i>
<u>Step into the Rainforest</u> Use research gathered to create a detailed information leaflet using persuasive language and the use of personal pronouns . Stretch for GDS: Consider how to hook the target audience with the use of ambitious adjectives and alliteration .	<u>From Stone Age to the Iron Age</u> Use knowledge from the Stone Age history topic to create a structured report using factual language and a formal tone . Stretch for GDS: Change the form of the non-chronological report by changing the structure and language features (Magazine Article)	<u>A Day in the Life of a Teacher</u> To write a diary account to recount a personal adventure using an informal tone and written in the past tense with the correct verb tenses . Stretch for GDS: To include a variation of sentence types accurately punctuated by incorporating rhetorical questions and exclamations .	<u>Pigs in Peril - The Daily Moon</u> To write a structured newspaper article with organisational features such as headings, subtitles and captions and written in the past tense in third person. Stretch for GDS: To try to integrate directed and reported speech within the newspaper report, using inverted commas accurately.	<u>Is meat crucial for a balanced diet?</u> To write a balanced set of arguments for and against an issue using conditional phrases and logical conjunctions to link causes and effects. Stretch for GDS: To change the format of the discussion text by writing in the format of a letter , recognising how to organise and structure paragraphs .	<u>How hedgehogs manage to survive the winter</u> To write an explanation guide using technical vocabulary linked to the specific topic and labelled diagrams/ illustrations to add more detail. Stretch for GDS: Compare the subject in the explanation text to another similar subject to use the language of comparison and contrast .