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)**	- 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, 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] 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
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	Revisit KS1: Apostrophes to mark where letters are missing in spelling and to mark singular possession in	Introduction to inverted commas to punctuate direct speech	Introduction to inverted commas to punctuate direct speech	Introduction to inverted commas to punctuate direct speech

| | | cohesion and to avoid repetition | nouns [for example, the girl's name] | Choose noun or pronouns appropriately for clarity and cohesion and to avoid repetition | | |

National Curriculum Objectives (Skills Coverage)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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)

2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing to Entertain Language Choices	• Use of **sound and other senses** to develop clear picture for reader to develop mood (**show not tell**)		• **Dialogue** can introduce a character and tell the reader more about them • Build upon **show not tell** techniques: description of **character appearance and behaviour** shows the reader how they might be feeling along with their **inner thoughts** • Introduce 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			• **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		• **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				

Language Choices		
	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-topic • **Headings** and **subheadings** breaks down information into manageable chunks or parts for the reader and make specific information easier to find • Might include **quotes** from people to provide more information and add interest for the reader	

Writing to Persuade Language Choices	
	• Often use 'you' (**second-person narrative**) to put the reader on the spot and make them think • Use **facts to support opinions** to make the reader take the writing more seriously • Sometimes use **rhetorical questions** to make the reader think more deeply about the subject • Use of **alliteration** helps to make a phrase more memorable and stick in their mind

Genre Features						
	Narrative: Consolidate use of **story shapes** (rise-fall; slow rise and slow fall) to help guide the **plot** structure **Story openings**: usually open with either: action, dialogue or description of setting or character **Story endings**: can end with a moral message, happy ending, surprise or cliff-hanger	**Fable:** Contains a **moral lesson** about life or how to behave Sometimes uses an **animal character** Set in the **natural or real world** Not too detailed, usually **simple plot** A **foolish character** that learns or has consequences for their behaviour **NCR:** **Captions and labels** to add information to illustrations **Index** to guide reader to know how to find something specific they might be looking for **Glossary** to provide definitions in a quick and easy guide for the reader **A-Z guide** to provide more detail in an accessible way for the reader to look for more information about the contents	**Narrative:** Build upon use of **story shapes** (fall, then rise; rise-fall-rise; fall-rise-fall) to help guide the **plot** structure **Story openings**: usually open with either: action, dialogue or description of setting or character **Story endings**: can end with a moral message, happy ending, surprise or cliff-hanger **Speech:** Will use **first, second and third person narrative,** to address the audience directly and also refer to yourself (the speaker) May switch between the **past, present and future tense**	**Narrative:** See Autumn 1 & Spring 1 objectives **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 meaning of the words themselves	**Letter: Sender's address** in top-right corner & **Date** under the sender's address **Recipient's address** on left-hand side Start with '**Dear…**' or' 'To whom it may concern…' **Sign off** with 'Yours sincerely…' or 'Yours faithfully…' (depending on whether you know their name) if more formal letter **Instructions:** Use **easy to follow, simple steps** or sentences for the reader to understand – these might be numbered Written in **time (or chronological) order** so that the reader acts in the correct sequence or order Sometimes includes a **list of 'things/ ingredients/ items'** that the reader will need before acting upon the instructions In order to tell the reader to do something, writers often use **command sentences**	**Poetry:** Specific structures of poems can include **kennings** in which two words are combined to describe something **Narrative:** See Autumn 1 & Spring 1 objectives

National Curriculum Objectives Explained (Sentence, Word & Punctuation)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Sentence	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. Writers can also join sentences together with subordinating conjunctions including **when, if, that, because** – these conjunctions are different to others because when we put them at the start of an idea it does not make sense on its own	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 **Prepositions** and **prepositional phrases** tell the reader where things are and where and when things happen	Including **adverbs** to describe a verb also helps the reader to create a picture in their mind about how the action is happening **Prepositions** and **prepositional phrases** tell the reader where things are and where and when things happen	The **present perfect tense** can be used to indicate the something started in the past but is still relevant now 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	The **present perfect tense** can be used to indicate the something started in the past but is still relevant now **Prepositions** and **prepositional phrases** tell the reader where things are and where and when things happen	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 **Prepositions** and **prepositional phrases** tell the reader where things are and where and when things happen
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

ESSENTIAL*WRITING* 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				