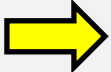
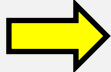


Greenfields Academy (Primary) - Long Term Planning – Year 3 Writing

Academic Year Overview 2020/21 – Primary 1

Term	Autumn		Spring		Summer	
	1	2	3	4	5	6
 	Story Writing	Recounts – Newspapers	Persuasive Writing/Media	Instructions	Story Writing	Information Texts
	Personal Writing – Dairies	Poetry	Personal Writing - Letters	Poetry	Play Scripts	Enrichment and Transitions
Weekly Sequence	KEY: C - Coverage N - New Learning R - Recall of prior learning A – Assessment SC – Taught during COVID19 school closure					
1	Staff Training	C – Recounts N – I can read and find information in a newspaper report.	C – Persuasive Writing/Media N – I can identify purpose of persuasive media. N – I can identify and talk about different persuasive media.	C – Instructions N – To explore a set of instructions and understand the purpose of instructions. N – To follow a set of basic instructions as a class and independently.	C – Story Writing N – I can listen to and retell stories. N – I can create a story board.	C – Information Texts N – To explore information texts. N – I can answer questions using an information text.
2	Staff Training	C – Recounts N – I know and can identify some key features of a newspaper. N – I can write eye-catching headlines.	C - Persuasive Writing/Media N – I can talk about and identify some features of persuasive writing.	C – Instructions N – To identify and use some key features of instructions. N – To recognise and use some time conjunctions (SPAG).	C – Story Writing N – I can describe a character using adjectives. N – I can describe a setting using interesting adjectives.	C – Information Texts N – I can identify key features of an information text. N – I can research facts (in the context of Topic work).

			N – I can evaluate different examples of persuasive media.	N – To use different sets of instructions to answer simple questions.		
3	<p>C – Story Writing</p> <p>N - I can use a traditional tale to help me retell the story.</p> <p>N - I can suggest details to interest the reader.</p> <p>N – I can use direct speech.</p>	<p>SC – Recounts</p> <p>R – I know and can identify some key features of a newspaper.</p> <p>N – I can express time and cause using conjunctions (in the context of a newspaper report).</p>	<p>C - Persuasive Writing/Media</p> <p>R – I can talk about and identify some features of persuasive writing.</p> <p>A – I can write and perform a persuasive radio advert (in the context of Topic work).</p>	<p>C – Instructions</p> <p>R – To plan a set of instructions.</p> <p>N – To write a simple set of instructions.</p> <p>N – To check my work by following my own instructions.</p>	<p>C – Story Writing</p> <p>N – I can plan and write a short story (in the context of Topic work).</p> <p>R – I can evaluate and improve my own work.</p>	<p>C – Information Texts</p> <p>N – I can build paragraphs (SPAG).</p> <p>A – I can plan and write and information text (in the context of Topic work).</p>
4	<p>C – Story Writing</p> <p>A – I can write my own traditional tale.</p> <p>R – I can improve my own work</p>	<p>SC – Recounts</p> <p>R – I know and can identify some key features of a newspaper.</p> <p>N – I can start to organise paragraphs around a theme</p> <p>N – I can plan and write a short newspaper report (in the context of Topic work).</p>	<p>C – Letters</p> <p>N – To explore formal letters.</p> <p>N – To understand reasons why letters are sent.</p> <p>N – To know and use some examples of formal language.</p>	<p>C – Poetry</p> <p>R – To explore different kinds of poetry.</p> <p>N – To identify and use some poetic devices (rhyming and emotive language).</p>	<p>C – Play-scripts</p> <p>N – To explore a play script.</p> <p>N – To identify key features of a play script.</p>	<p>C – Information Texts</p> <p>N – I can use create diagrams to support my explanation.</p> <p>R – I can evaluate and improve my own work.</p>
5	<p>C – Dairies</p> <p>N – I can read a diary.</p> <p>N – I can talk about and answer questions about a diary.</p>	<p>C – Poetry</p> <p>N – I can explore and talk about different types of poetry.</p> <p>N – I can identify a narrative poem.</p>	<p>C – Letters</p> <p>R – To know and use some examples of formal language (SPAG).</p> <p>N – To know the basic layout of a letter.</p> <p>N – To identify key features within an example.</p> <p>N – To correctly write an address</p>	<p>C – Poetry</p> <p>R - To identify and use some poetic devices (rhyming and emotive language).</p> <p>N – To plan and write themed poetry (in the context of Topic work).</p>	<p>C – Play-scripts</p> <p>R – To identify key features of a play script.</p> <p>N – To make comparisons between a film and a playscript.</p>	<p>Enrichment and Transitions</p>
6	<p>C – Dairies</p> <p>N – I know some features of a diary.</p>	<p>C – Poetry</p>	<p>C – Letters</p> <p>A – I can plan and write a formal persuasive letter</p>		<p>C – Play-scripts</p> <p>N – To convert a short clip of film into a play script.</p>	<p>Enrichment and Transitions</p>

	N – I can write in first person (SPAG). N – I can write in past tense (SPAG).	N – I can identify characters, settings and plot within narrative poems. N – I can plan and write a simple narrative poem.	(in the context of Topic work). R – I can evaluate and improve my own work.		N – To perform a short piece using a script.	
7	C – Dairies A – I can plan and write a diary. R – I can improve my own work.	Enrichment				

Skill Check

Writing Composition	<i>Plan their writing by:</i> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	<i>Draft & write by:</i> Organising paragraphs around a theme In narratives, creating settings, characters and plot. In non-narrative material, using simple organisational devices [for example, headings and sub-headings.	<i>Evaluate & edit by:</i> Assessing the effectiveness of their own and others' writing and suggesting improvements; proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	<i>Plan their writing by:</i> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. <i>Draft & write by:</i> Organising paragraphs around a theme. In narratives, creating settings, characters and plot.	<i>Draft & write by:</i> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	<i>Evaluate & edit by:</i> 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.
Writing Transcription	<i>See ability group spelling planning.</i>	<i>See ability group spelling planning.</i>	<i>See ability group spelling planning.</i>	<i>See ability group spelling planning.</i>	<i>See ability group spelling planning.</i>	<i>See ability group spelling planning.</i>
Vocabulary, punctuation and grammar	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	Using the present perfect form of verbs in contrast to the past tense. Using and punctuating direct speech.	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Using conjunctions, adverbs and prepositions to express time and cause.	Using fronted adverbials using commas after fronted adverbials.	Indicating possession by using the possessive apostrophe with plural nouns.

Handwriting and presentation	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined. • 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]. 					
Spoken Language	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge. • Use relevant strategies to build their vocabulary. • Articulate and justify answers, arguments and opinions. • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Speak audibly and fluently with an increasing command of Standard English. • Participate in discussions, presentations, performances, role play, improvisations and debates. • Gain, maintain and monitor the interest of the listener(s). • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Select and use appropriate registers for effective communication. 					

