

Y3	Autumn 1		Autumn 2				Spring				Summer 1			
Class Novel	The Twits - Roald Dahl		The Ancient Egypt Sleepover - Stephen Davies				Little people, Big Dreams - Rosa Parkes		The Boy Who Grew Dragons - Andy Shepherd		Fantastic Mr Fox - Roald Dahl		Kensukes Kingdom- Michael Morpurgo	
Unit	Fiction	Non-fiction	Poetry	Fiction	Assessment Weeks	Booker Prize	Fiction	Non-fiction	Fiction	Assessment Weeks	Poetry	Assessment Weeks	Non-fiction	Fiction
Text	Mr Twit - Roald Dahl	How to Trap a Stone Giant	Leap like a Leopard - John Foster	The Lion and the Unicorn - Shirley Hughes			Oliver Twist - Charles Dickens	Little People, Big Dreams - Harriet Tubman	We used to camp in Wales		Limericks - Edward Lear		Plastic	Traction Man - Mini Grey
Focus	Character	Instructions	Simile Poetry	Setting			Dialogue	Information	Openings and Endings		Poetry - Limericks		Persuasion	Action
G&P Objectives	*Capital letters, full stops, question marks and exclamation marks *Expanded noun phrases *Types of sentences *Singular possession *Grammatical patterns in a sentence (statement, question, exclamation or command)	*Adverbs (place) *Commas to separate items in a list *Imperative verbs	*Similes *Word families (Root words) *Determiners (a/an)	*Prepositions (time, place and cause) *Fronted adverbials *Adverbs (Time and cause)			*Dialogue - inverted commas *Word families -Prefixes (re-, sub-, inter-) *Past progressive tense *Capital letters for names and for the personal pronoun I.	*Paragraphs around a theme *Word families - prefixes (super-, anti-, auto-) *Tenses (Present Perfect) *Self-editing for clarity	*Apostrophes for contractions *Word families - suffixes (-ing, -ed, -er) *Main clauses *Personification		*Vowels and consonants *Present Tense *Rhyming *Reading using a tone *Rhyming Couplets		*Subordinate clauses *Word families - suffixes (-est, -y) *Prepositions *Clear arguments *Metaphors	*Abstract nouns - Simple past and simple present tense (Progressive) *Use a range of adverbs
Toolkit	*How words combine to make a sentence *Describe the character's appearance and personality *Their actions, thoughts and feelings *Their background/past - How they move - How they speak	*Title -How to ... *Headings *Sub-headings *List of equipment *Imperative verbs *Adverbs for actions *Bullet points/numbers for each step *Chronological order *Opening is rhetorical question *Closing statement	*Use correct poem structure using verses, stanzas and short lines *Figurative language - similes, alliteration, onomatopoeia etc *Compare two things using 'like' or 'as' *Include objects, animals or events *Stanzas	*Choose an interesting name for the setting *Select the time of day and weather to create an effect *Show how a character reacts to the setting *Show the setting through the character's eyes *Use prepositions			*Alternate dialogue and narrative *Use synonyms for said *Use inverted commas correctly *Use other punctuation such as commas *Begin a new line for a new speaker	*Opening contains a general classification *A description of the chosen subject *Paragraphs about different aspects of the subject *Conclusion *Present tense *Technical vocabulary relevant to the subject *Descriptive and factual language *Third person	*Use a hook at the beginning *Balance short and long sentences *Use questions/ exclamations for impact *Introduce a problem *Use dramatic connectives, e.g. at that moment... *Use empty words, e.g. something, somebody, it *Use powerful verbs *Comment on what has been learnt at the end		*Poem consists of 5 lines *First, second and fifth lines rhyme with each other *Third and fourth lines rhyme with each other *The last line of the poem contains humour		*Title states the topic *Text is written in paragraphs *Each reason has supporting facts *Rhetorical questions are included *Emotive language is used to challenge the reader to agree or disagree *Persuasive language	*Range of adverbial openers: *Short sentences for impact and to speed up the pace e.g. *Double Dilemma - explain the implications of the problem/action e.g. *She was stuck, no-one could help now *Alliteration to increase the effect *Use a question to hook/interest the reader e.g. Would she be able to stop?

