



Year Group: 3

Term: Spring 1

Subject: English



Iron Man

Publisher: Laura Carlin

Author: Ted Hughes

<u>Final Writing Outcomes</u>	Narrative Retell (suspense) Character description Diary entry
--------------------------------------	---

<u>Success Criteria</u>	
<u>Continuous skills</u>	
<u>Vocabulary, grammar and punctuation</u>	<ul style="list-style-type: none"> Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: 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 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 Learning the grammar for years 3 and 4 in English Appendix 2 Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with plural nouns Using and punctuating direct speech
<u>Composition</u>	<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, discussing and recording ideas Draft and write by: composing and rehearsing sentences orally (including dialogue), 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] Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting 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.
<u>Transcription (Spelling)</u>	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell further homophones and Spell words that are often misspelt (English Appendix 1) Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] Use the first two or three letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
<u>Handwriting and presentation</u>	<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 unjoined Increase the legibility, consistency and quality of their handwriting
<u>Differentiated focus skills</u>	
<ul style="list-style-type: none"> Create setting, characters and plot in narrative writing including: a full sequence of events, dilemma/ conflict and resolution Confidently use the progressive form of verbs and demonstrate some use of the present perfect form of verbs: She is drumming; He has gone out to play Simple, compound and complex sentences using a variety of conjunctions (when, before, after, while, so, because) Some use of inverted commas to punctuate direct speech Mostly accurate use of apostrophes for contracted forms e.g. don't (r) Some accurate use of apostrophes for possession with singular nouns e.g. the dog's tail, John's hat. Simple, compound and complex sentences using a variety of conjunctions (when, before, after, while, so, because) 	