



Year Group: 3

Term: Spring

Subject: English



# Shackleton's Journey

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<b><u>Writing Outcomes:</u></b>	Newspaper Report
<b><u>Incidental pieces of writing:</u></b>	Informal and formal letters, interviews, diaries, packing lists (justifications)
<b><u>Success Criteria</u></b>	
<b><u>Continuous skills</u></b>	
<b><u>Grammar and punctuation</u></b>	<p>Use a range of sentences with more than one clause- through use of conjunctions.</p> <p>Use the correct article 'a' or 'an'</p> <p>Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition.</p> <p>Use fronted adverbials of place, time and manner, including the use of a comma.</p> <p>Use expanded noun phrases, including with preposition and modifying adjectives.</p> <p>Use conjunctions, adverbs and prepositions to express time, place and cause.</p> <p>Build cohesion within paragraphs through controlled use of tenses; subordinating and co-ordinating conjunctions.</p> <p>Use and punctuate direct speech correctly Use standard English for verb inflections- instead of spoken forms.</p> <p>Correctly demarcate all sentences.</p> <p>Use the apostrophe for omission and possession.</p> <p>Use correct punctuation in direct speech, including a comma after the reporting clause.</p> <p>Almost always use commas for fronted adverbials.</p>
<b><u>Composition</u></b>	<p>Write from memory simple dictated sentences that include words and punctuation taught.</p> <p>Open sentences in different ways to create effects.</p> <p>Organise narrative writing into clear sequences with more than a basic beginning, middle and end.</p> <p>Write a narrative with a clear structure, setting, characters and plot</p> <p>Include key vocabulary and grammar choices that link to the style of writing.</p> <p>Begin to open paragraphs with topic sentences and organise them around a theme.</p> <p>Develop endings which close the narrative appropriately relating to the beginning or a change in a character.</p>
<b><u>Transcription (Spelling)</u></b>	<p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Spells words with additional prefixes and suffixes and understand how to add them to root words.</p> <p>Use plural – s and possessive –s correctly Recognise and spell additional homophones.</p> <p>Spell identified commonly misspelt words from the Year 3 and 4 word list</p>
<b><u>Handwriting and presentation</u></b>	<p>Use the diagonal and horizontal strokes that are needed to join letters.</p> <p>Understand which letters, when adjacent to one another, are best left un-joined.</p> <p>Increase the legibility, consistency and quality of handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>
<b><u>Focus skills</u></b>	
<b><u>ARE</u></b>	
<ul style="list-style-type: none"> <li>I can use conjunctions to express time, place and cause.</li> <li>I can use Standard English forms for verb inflections instead of local forms (e.g. we were instead of we was).</li> <li>I can use inverted commas and other punctuation to indicate direct speech (e.g. comma after the reporting clause, end punctuation within inverted commas, capital letters, some accurate use of new line for new speaker).</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition (e.g. Allison picked up the flower. She gave it to her mum).</li> <li>I can use fronted adverbials to vary sentence structure (later that day, I heard the bad news)and punctuate using commas after fronted adverbials.</li> </ul>	