

Y3 Writing: Long-Term Plan



	Autumn Term			Spring Term			Summer Term			
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Poetry Festival
Focus	Character Description Witches	Instructions Snacks	Story Leon and the Place Between (a portal story based on a picture book)	Story How the Elephant got its Trunk (a traditional tale by Rudyard Kipling)	Persuasive Letter Letter to the headteacher	Story Float (a losing and finding tale based on a picture book: CONTINUATION)	Information Text Historical Period	Story Labours of Hercules (defeat the monster)	Teacher Choice based on assessment	The Magic Box Kit Wright
Innovation and Outcome	Children will explore a model text about an imaginative fairytale witch, roughly 12 sentences long. They will learn about <i>The Wicked Witch of the West</i> before writing a collaborative piece following the same structure as the model. They will independently write a character description of a witch using stimuli from Roald Dahl's <i>The Witches</i>.	Children will explore a model text on a healthy breaktime snack bar. They will learn to make fairy cakes as a group and collaboratively write instructions on how to make those. They will watch a model for making scones and learn about scones before writing a set of instructions independently: a four sentence introduction and four instructions of two sentences each.	Children will explore the picture book together, then explore one model text from the point at which the main character enters the portal to the point they come out. In collaborative writing, children will change the character's emotions, what they say and the description of the setting. They will change the same parts of the model again in their independent writing.	Children will explore the story <i>How the Elephant got its Trunk</i> together, then analyse a model text retelling the same plot with the necessary Y3 grammatical features. Children will explore a picture animation of <i>How the Monkey got its Tail</i> before writing the story together. Children will write the story of <i>How the Lion got its Roar</i>.	Children will explore a model text asking for a pet shark. They will gather ideas and collaboratively write a persuasive letter asking for a class rhino. They will gather ideas and independently write a persuasive letter asking for something else for their class. Model texts will follow the same structure: an introduction of three or four sentences; two main reasons, backed up with evidence and further information, of four sentences each, and a two sentence summary.	Children will explore the wordless picture book <i>Float</i>. They will collaboratively write the first four sections, each of three sentences. They will then write the next three sections independently, exploring the success criteria and WAGOLLS/WABOLLS before writing. Possible extension: change the weather and give a similar picture plot for each of the sections.	Children explore a model text about life in the Stone Age: intro and three body paragraphs. They write together a piece with the same structure about life in the Bronze Age. Their final information text is about life in the Iron Age or another time studied in the school's LTP.	Children explore a child-friendly version of the Labours of Heracles. They explore a model text of four paragraphs based on the structure of the labours: set the task, cross terrain, battle the monster, return home. As a class, the children innovate the terrain and the battle with the monster before writing collaboratively. They are given a new stimulus (different terrain and monster) to write their independent application.		
Sentence-level	Extend sentences with prepositional phrases (place: under, between, on, in) Write in the present tense accurately. Recap commas in lists of items and actions. Recap singular possessive apostrophes.	Recap conjunctions 'if', 'when' and 'as' in the middle of sentences. Recap question marks and full stops.	Teach speech punctuation using the frame " _____," said ____.	Recap simple speech frames. Use other verbs instead of 'said'. Recap prepositional phrases (recap place and add in time: before, after)	Use conjunctions 'if' and 'when' to start a sentence. Use adverbs such as 'furthermore' and 'in addition' to start paragraphs.	Use ! and ? in speech sentences. Use the conjunctions 'as' and 'when' to start sentences.	Use conjunctions 'before' and 'after' to start sentences.	Consolidate conjunction use.		
Assessment	Y2 objectives plus: Use singular possessive apostrophes and exclamation marks. Begin to use simple speech sentences appropriately, placing inverted commas around the words spoken (other features need not yet be accurate).			Y2 objectives plus: Use exclamation marks and singular possessive apostrophes accurately. Use inverted commas correctly around words that are spoken. Begin to use conjunctions to start sentences. Begin to demarcate simple paragraphs accurately.			1. write for a range of purposes mostly accurately in transactional writing and write simple, coherent stories. 2. in narratives, describe settings and characters using well-chosen vocabulary and a wider range of strategies as detailed in the NC to Y3. 3. write in simple paragraphs that are mostly demarcated accurately and are mostly introduced purposefully. 4. use the range of verb tenses taught to Y3 consistently and correctly. 5. use speech within narrative writing mostly purposefully. 6. use the punctuation taught up to Y3 mostly correctly and consistently. 7. use a variety of subordinating conjunctions purposefully, including where the subordinate clause begins a sentence; demarcate most sentences accurately. 8. spell most words correctly from the KS1 spelling lists and most words from the Y3 list confidently. 9. apply some joins to their writing, forming letters correctly and mostly maintaining a sense of proportion.			