



English Writing Plan
Year 3
[Medium Term Plan](#)

Levels of Sophistication - Innovation

Substitution EYFS	Substitution and reordering KS1	Addition KS1	Alteration LKS2	Change of viewpoint, tense, structure, genre UKS2
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Originality Meter

Simplify	Hugging Closely	Some Originality	Very Original
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Autumn 1			Autumn 2		
Consolidation (2 weeks)	Fiction (4 weeks)	Poetry (1 week)	Consolidation (2 weeks)	Non fiction (3 weeks)	Invention (1 week)
Character	Settings & description Text: <i>The Secret of Black Rock</i>		Suspense	Recount Text: <i>The Girl & the Dinosaur</i>	



	Plot: Journey			Text: News a mysterious arrival.	
<p>Refer to own school's plan</p> <p><u>Revisit NC and Appendix E of writing framework:</u> Subordination Expanded noun phrases for description and specification Commas to separate items in a list</p> <p><u>Revisit toolkit from Y2: Summer 1. What were the gaps identified in the hot task?</u></p> <p>Drop in extra, important information about your character – Sam, who was lost, sat down and cried.</p>	<p>Choose a name that suggests something about the setting using a proper noun: Hangman's Wood</p> <ul style="list-style-type: none"> • Select the time of day and weather to create a desired effect: thunder rumbled through the darkness <p>Using a detailed sentence of 3 to describe (commas in a list)</p> <ul style="list-style-type: none"> • Show the setting through the character's eyes <p>Use an emotive verb</p>		<p>Refer to own school's plan</p> <p><u>Revisit NC and Appendix E of writing framework:</u> Subordination Grammatical patterns of a sentence: statements, questions, exclamations and commands Punctuation (for above)</p> <p><u>Revisit toolkit from Y2: Autumn 2. What were the gaps identified in the hot task?</u></p> <p>Shock the reader with short exclamations.</p> <p>Make the main character hear or see</p>	Refer to toolkit	

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<p>Pile up the description using sentences of 3 to describe – Santa was red, fat and friendly.</p>	<p>Match the mood or atmosphere by selecting powerful, precise and well-chosen nouns, adjectives, verbs and adverbs</p> <p>Create a clear image by piling up the description using a detailed sentence of 3 (commas in a list)</p> <p>Create atmosphere through Introduce metaphor and simile</p> <p>Add intriguing detail through expanded noun phrases</p>		<p><i>something.</i></p> <p><i>Introduce pace and drama through dramatic openers.</i></p>		
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<p style="text-align: center;">Spring 1</p>	<p style="text-align: center;">Spring 2</p>
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Consolidation (1 week)	Fiction (4 weeks)	*Summative assessment* AND Poetry (1 week)	Poetry (1 week)	Non fiction (4 weeks)	Consolidation (1 week)
Description	Character & dialogue Text: George & the Dragon Plot: Defeating the monster (ending is a twist/atypical unless re-written.)	Refer to individual school's plan	Refer to individual school's plan	Information Text: Iron Man Explanation text: How the Iron Man works	Recount
Refer to own school's plan Revisit NC and Appendix E of writing framework: Expressing time, place and cause using conjunctions, adverbs and prepositions Revisit toolkit from Y3: Autumn 1. What were the gaps identified in the hot task?	Use a name to suggest the character – Mr Hardy (strong and tough) Miss Honey (gentle) Pile up the description using a detailed sentence of three Fronted adverbials to show how characters are feeling			Refer to toolkit Also consolidate Y1/Y2 (last taught Y1: Spring 2) Look at MTP for transcription requirements (Apostrophes)	

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<p>Match the mood or atmosphere by selecting powerful, precise and well-chosen nouns, adjectives, verbs and adverbs</p>	<p>Consolidate speech punctuation rules</p> <p>Use only a few exchanges, balancing descriptions, action and dialogue</p> <p>Use a speech sandwich</p> <p>Look at MTP for transcription requirements (Apostrophes)</p>				
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Summer 1			Summer 2		
<p>Consolidation (1 week)</p>	<p>Fiction (4 weeks)</p>	<p>*Summative assessment* AND Poetry (1 week)</p>	<p>Invention (2 weeks)</p>	<p>Non fiction (4 weeks)</p>	<p>Poetry (1 week)</p>
<p>Settings</p>	<p>Action & suspense Text: Kindlekrax Plot: Tale of fear</p>			<p>Instructions Text: How to wash a wooly mammoth</p>	



<p><u>Revisit NC and Appendix E of writing framework:</u> <i>Expressing time, place and cause using conjunctions, adverbs and prepositions</i></p> <p><u>Revisit toolkit from Y3: Autumn 1*</u>. What were the gaps identified in the hot task?</p> <p>Use a detailed sentence of 3 to describe (commas in a list)</p> <p>*Use this time to cover any toolkit features not covered in depth in Autumn 1.</p>	<p>Show how a character is feeling through their actions and reactions</p> <p>Drop the reader into the action with an -ing progressive opener</p> <p>Vary sentence length to affect the reader.</p> <p>Advance the action through a range of dramatic openers</p> <p>Use weather and/or the time of day to create atmosphere</p> <p>Use empty words to hide the threat</p> <p>Let the threat get closer and closer</p> <p>Show the characters feelings through their</p>			<p>Refer to Y3/Y4 toolkit</p>	
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	immediate reactions Inject pace and drama through a range of dramatic openers.				
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