



## St Patrick's Catholic Primary School

### Yearly Writing Overview

### Year Group: 3



Week	Autumn 1 (8 weeks) Topic: Class Novel: Henry's Freedom Box	Autumn 2 (7 weeks) Topic: Class Novel: The Iron Man	Spring 1 (6 weeks) Topic: Class Novel: The Boy Who Grew Dragons	Spring 2 (6 weeks) Topic: Class Novel: The Firework Maker's Daughter	Summer 1 (6 weeks) Topic: Class Novel: The Sheep	Summer 2 (6 weeks) Topic: Class Novel: Stig of the Dump
1	Narrative Tuesday - Setting description	Non-fiction Anglo Saxons - Non Chronological Report	Narrative Character Profiles	Narrative Character Description	Narrative Recount - Diary	Poetry
2	Narrative Tuesday - Story writing	Non-fiction Anglo Saxons - Non Chronological Report	Narrative Character Profiles	Narrative Story Writing	Narrative Recount - Diary	Poetry
3	Poetry Acrostic Poems	Non-Fiction Anglo Saxons - Non Chronological Report	Non-fiction Instructions - How to grow a dragon	Non-fiction Recount - Letter	Narrative Refugee Week	Narrative
4	Poetry Acrostic Poems	Narrative The Iron Man - Character Profiles	Non-fiction Instructions - How to grow a dragon	Non-fiction Recount - Letter	Narrative Refugee Week	Narrative
5	Non-fiction Black History Month Persuasive Poster	Narrative The Iron Man - Character Profiles	Narrative Story Writing	Narrative	Non-fiction Non Chronological Report	Non-fiction Eco warriors - Persuasive Poster
6	Non-fiction Black History Month - Persuasive Poster	Narrative Christmas Truce - Story Writing	Narrative Story Writing	Narrative	Non-fiction Non Chronological Report	Non-fiction Eco warriors -Persuasive Poster
7	Narrative Henry's Freedom Box - Recount - Diary	Narrative Christmas Truce - Story Writing				

8	Narrative Henry's Freedom Box - Recount - Diary				
	<u>Autumn Term</u> Narrative weeks: 7	<u>Spring Term</u> Narrative weeks: 6	<u>Summer Term</u> Narrative weeks: 6		
	Non-fiction weeks: 5 Poetry weeks: 2	Non-fiction weeks: 4 Poetry weeks: 2	Non-narrative weeks: 4 Poetry weeks: 2		
	<b><u>Year 3</u></b>				
Gramm ar	Tense: Present tense Word Class: Conjunctions, adverbials (manner), noun phrase Sentence structure: commands, questions, exclamations, statements	Tense: Perfect tense Word Class: pronouns, prepositions, coordinating conjunctions, imperative verbs Sentence structure: clauses and main clause	Tense: Progressive tense Word Class: subordinating conjunctions, adverbials (time and place) Sentence structure: subordinate clause		
Punctua tion	Full stops, capital letters, commas	Full stops, capital letters, commas, apostrophes (contractions and possessive)	Full stops, capital letters, commas, apostrophes (contractions and possessive), inverted commas		
Spelling	Set 1: Words with 'ph' and 'wh' Set 2: Plurals of words ending in 'y' (change 'y' to 'i' and add 'es') Set 3: Adding 'ing', 'er', 'est' and 'y' to words ending in 'e' Set 4: Word List 1 Set 5: Word List 2 Set 6: Word List 3 Set 7: Adding vowel suffixes to words with more than one syllable Set 8: Adding vowel suffixes for words with more than one syllable with unstressed vowels Set 9: Words with 'y' as /i/ Set 10: Revision	Set 1: Words with 'ou' as /u/ Set 2: Prefixes 'dis', 'in' and 'mis' Set 3: Prefixes 'ir', 'il' and 'im' Set 4: Prefixes 're' and 'sub' Set 5: Prefixes 'super' and 'inter' Set 6: Prefix 'auto' Set 7: Prefix 'anti' Set 8: Words ending in 'ation' Set 9: Words ending in 'etion', 'ition', 'otion' and 'ution' Set 10: Revision	Set 1: Words ending in 'ly' Set 2: Words ending in 'sure' and 'ture' Set 3: Words ending in 'sion' as /zhun/ Set 4: Words ending in 'ous' 1 Set 5: Words ending in 'ous' 2 Set 6: Words ending in 'tion' and 'cian' Set 7: Words ending in 'ssion' as /shun/ Set 8: Words ending in 'ssion' and 'sion' as /shun/ Set 9: Words containing 'ch' as /k/ Set 10: Revision		
	<b><u>Year 2</u></b>				

Spelling	<p><b>Common Exception Words:</b> the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, me, he, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our, have, like, there, because.</p> <p><b>Spelling Patterns:</b></p>	<p><b>Common Exception Words:</b> door, floor, poor, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, graat, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, could, should, would, who, whole, any,</p>	Using dictionaries to spell
	<p>To add 's' or 'es' to make plurals.</p> <p>To add '-ing', '-er', '-ed' to verbs and '-er' and 'est' to adjectives where no change is needed to the root word.</p> <p>To spell words with an /i/ sound at the end as y, e.g. very.</p> <p>To read and spell with the prefix 'un-'.</p>	<p>many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p> <p><b>Spelling Patterns:</b> To add '-es' to nouns that end in 'y' changing the 'y' to an 'i' baby/babies except when words end in 'ey' then only add 's' donkey/donkeys.</p> <p>To spell words ending in: '-le', '-el', '-al', '-il' and '-tion'.</p>	
Punctuation	Capital Letters, Full Stops, Question Marks, Exclamation Marks	Commas in a list, apostrophes for contraction	Apostrophes for possession

Grammar	<p>To know what a noun, adjective and verb are.</p> <p>To use 'and' as a coordinating conjunction and 'because' as a subordinating conjunction.</p> <p>To use noun phrases to describe and specify.</p> <p>To recognise and use different sentence forms: statement, command, question and exclamation.</p> <p>To know what an imperative verb is.</p>	<p>To know that conjunctions are words that link clauses within a sentence.</p> <p>To use subordinating and coordinating conjunctions to add further detail/link ideas.</p> <p>- coordinating: and, but, or, so, etc.</p> <p>-subordinating: because, that, if, when, which, etc.</p> <p>To know that an adverb/adverbials of time and place give extra meaning to a verb.</p>	<p>To recognise and use present and past tense.</p> <p>To use progressive tense to mark actions in progress.</p>
Handwriting	<p><b>Joining letter ladders:</b> l, i, t, u, j, y</p> <p><b>Joining curly caterpillar letters:</b> c, a, o, d, g, q, e, s, f</p>	<p><b>Joining one-armed robots:</b> r, b, n, h, m, p, k</p> <p><b>Joining zig-zag letters:</b> v, w, x, z</p>	<p>Joining accurately with correct sizing in relation to others letters</p>
Phonics	<p><b>Phase 5:</b> a_e, e_e, i_e, o_e, u_e</p>	<p><b>Suffixes and Prefixes:</b> -ing, -ed, -er, -est, -ful, -ly, -y, -ment, -ness, -en, less</p>	
	<p>ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey</p> <p><b>Alternative Graphemes:</b></p> <p>i, find, o, cold, c, cent, g, giant, u, ow, blow, ie, field, ea, bread, er, a, what, y, very, ch, chef ou, could</p>	<p>Phase 6 sounds?</p> <p>Spellzoo spellings for Y2 begin with phase 6.</p> <p>New English Planning for Y2 says phase 6 should be taught this year e.g. dge for /j/ etc</p>	