

BANISTER WRITING LONG TERM PLAN: Year 3

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Text	1) The Journey Home – Frann Preston-Gannon 2) Greta and the Giants – Zoe Tucker	1) Leon and the Place Between by Angela McAllister 2) The Lighthouse (Animation)	1) Tell me a Dragon – Jackie Morris 2) How to Train your Dragon – Cressida Cowell	1) The Firework-maker's Daughter – Philip Pullman	1) Escape from Pompeii by Christina Balit 2) Boudicca Betrayed! Grammarsaurus Letter	1) George's Marvellous Medicine – Roald Dahl
Story Escape	The Wild Robot	Claude at the Circus – Alex T Smith	Dragonracers – Peter Bunzl	As above	Queen of Darkness – Tony Bradman	Charlie and the Chocolate Factory - Roald Dahl
Guided Reading Text	The Wild Robot – Peter Brown	Rama and Sita – Malachy Doyle	As above	A range of Non-Fiction about Explorers	As above	As above
Writing Outcomes ENTERTAIN 8 INFORM 6 PERSUADE 3	Narrative: Friendship short story Recount: Roz's Log (Diary) Persuade*: Speech for Sustainability	Advert*: Come to the Circus! Setting Description (Positive Intent) Diary: Community Help	Poetry – Simile Poem Dragon (Character) descriptions**** Instructions** How to look after your Dragon	Letter****: Informal (to family/friend)* Narrative: Dialogue	Non-Chron: Celts vs Romans in Britain Speech: Boudicca's Message to the People Narrative: Setting and atmosphere ESCAPE STORY	Poetry: Making a potion Letter****: Formal* Letter of Complaint Narrative: Additional Chapter.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spelling	Follow THE SPELLING BOOK scheme of work.					
	Recap necessary Y2/1 PHONICS The /ʌ/ sound spelt ou	Recap necessary Y2/1 PHONICS Prefixes: un, re Words with the /eɪ/ sound spelt ei, eigh, or ey	The suffix -ly Homophones and near-homophones (see year 2 selection in NC App 1)	Adding suffixes (-ed, -ing) by doubling the final consonant eg: forget – forgetting Possessive apostrophe with plural words	The /ɪ/ sound spelt y elsewhere than at the end of words eg: Egypt, pyramid Homophones and near-homophones (y3/4 selection of NC App 1)	Adding suffixes beginning with vowel letters to words of more than one syllable Possessive apostrophe with plural words Prefixes: anti, super
Handwriting	Review following Y2 content: - form lower-case letters of the correct size relative to one another - Teach handwriting families: long ladders, one-armed robots, curly caterpillars, zigzag letters. - write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters - use spacing between words that reflects the size of the letters	Review following Y2 content: - identifying where diagonal strokes are needed to join - use horizontal strokes needed to join letters eg: or, ow, ou, ve, wi, wh, re, ro - Apply joins in common exception words, spelling words and dictated sentences	- Review following Y2 content: - use diagonal strokes needed to join letters eg: ai, at, ar, an, ir, in, th, tr, ul, um - Apply through spelling lists, sentence dictation and writing from memory.	- understand which letters, when adjacent to one another, are best left unjoined eg: br, bp, bo, oy, ox, vx. - Apply through spelling lists, sentence dictation and writing from memory.	- increase quality of handwriting eg: ascenders and descenders not overlapping - Focus on presentation: spacing, margins, headings and presentation in books. - increase consistency of handwriting across all subjects. - Apply through spelling lists, sentence dictation and writing from memory.	- increase quality of handwriting when writing at an increased pace. - begin to select an appropriate writing implement for individual tasks eg: diagrams in pencil – labels in pen - Apply through sentence dictation and longer dictated paragraphs.
Spoken Language and Oracy	Frequently listens and responds appropriately to adults and their peers.	Frequently participates in discussions, presentations, performances, role play, improvisations and debates.eg: Memorise	Frequently maintains attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	- Frequently gives well-structured descriptions, - explanations and narratives for different purposes, including for expressing feelings.	Frequently considers and evaluates different viewpoints, attending to and building on the contributions of others.	Frequently considers and evaluates different viewpoints, attending to and building on the contributions of others.

	• Frequently uses relevant strategies to build their vocabulary. • Frequently ask relevant questions to extend their understanding and knowledge. • Frequently uses spoken language to develop understanding through speculating, hypothesising, imagining exploring ideas.	- and deliver lines in a performance or play. • Frequently uses relevant strategies to build their vocabulary. • Frequently gives well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Frequently articulates and justifies answers, arguments and opinions.	• Frequently articulates and justifies answers, arguments and opinions. • Frequently uses spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Frequently uses relevant strategies to build their vocabulary.	• Frequently speaks audibly and fluently with an increasing command of Standard English. • Frequently maintains attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Frequently uses relevant strategies to build their vocabulary	• Frequently uses relevant strategies to build their vocabulary. • Frequently participates in discussions, presentations, performances, role play, improvisations and debates.	• Frequently uses relevant strategies to build their vocabulary. • Frequently selects and uses appropriate registers for effective communication. • Frequently gains, maintain and monitor the interest of the listener(s).
Composition	• To contribute to discussions about writing and offer some ideas. • Discuss similar writing and learn from its structure and vocabulary. • Composing and rehearsing sentences orally before writing. • In narratives, create plot. • Use of organisational devices eg: bullet points and numbered lists	• To choose and record key words and phrases from a bank created as a whole class when planning for writing. • Begin to group ideas together by theme. • Composing and rehearsing sentences orally before writing. • To propose changes to vocabulary. • To proof read my writing for punctuation. • Use of organisational devices eg: labels and captions	• To record ideas for writing through discussions as a whole class. • Discuss similar writing and learn from its structure, vocabulary and grammar. • Composing and rehearsing sentences orally before writing.(including dialogue) • To proof read my writing for punctuation and Y1/2 HFW spelling	• To propose changes to grammar and vocabulary. • Use of headings and subheadings in non-fiction. • To organise paragraphs around a theme in non-fiction writing. • Use of organisational devices eg: Address, salutations and closings	• To proof read my writing for punctuation and Y1/2 HFW spelling and key vocabulary given. • In narratives create settings • To organise paragraphs around a theme in narrative writing.	• In narratives create characters • To assess other's writing and suggest improvements.
Vocabulary & Terminology	Recap Y2 content: noun phrase verb	Y1 Recap: Onomatopoeia Recap Y2 content:	Recap Y2 content: Alliteration	Inverted commas (or speech marks) Direct speech	Recap Y2 content: simile	• Forming nouns using prefixes eg: super- anti- auto-

	sentence (Y1) Y3 content: Preposition Consonant vowel conjunction • The use of a or an • Prepositions	Adverb Apostrophe Y3 content: Word family Clause • Word families for common words eg: happy / happiness/unhappy or solve/solution/solver	Y3 content: Prefix Subordinate clause Pre-Teach Y6: synonyms	Pre-Teach Y6: Bullet points		
Punctuation	Review following Y2 content: • Use of capital letters, full stops, questions marks and exclamation marks to demarcate sentences. • Commas in a list	Review following Y2 content: • Apostrophes for contractions		Review following Y2 content: • Apostrophes for singular possession Y3 Content: • Introduction of inverted commas to punctuate direct speech.	• Begin to use a comma after a fronted adverbial	
Grammar	• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Expressing time, place and cause using conjunctions to extend a sentence eg: Fill the bucket with water while you count out the seeds. <u>Place Sentence</u>	• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Extending sentences with a wider range of conjunctions including: and, but, so, because <u>With A...Sentence</u> Use the phrase "With a..." followed by an action to create an opening (subordinate) clause. Eg: With a sigh of relief, the commotion was over.	Review following Y2 content: • Statement, command, question or exclamation sentences. Y3 Content: • Expressing time, place and cause using conjunctions to begin a sentence eg: While you count out the seeds, Fill the bucket with water. <u>When the... Sentence</u> Use the conjunction "when" followed by an action starting with 'the' to create a subordinate clause. Eg: When the sunset, Greta returned home.	• Introduce fronted adverbials • Extending sentences with a wider range of conjunctions including: although, if, when <u>Speech Sentences</u> Use inverted commas; a comma, exclamation mark or question mark and a said synonym to show a simple speech sentence eg: "Go for it" exclaimed Heidi. <u>When, If, Although Sentences</u> Use When, if, or although to extend a sentence with a subordinate clause or use When, if or although to start a subordinate clause to open a sentence. Eg: I left my coat at home although it was raining OR	Use of the present perfect form of verbs: he has gone out to play <u>Emotion Sentences</u> Use an emotion adjective to open a sentence followed by a comma eg: Annoyed, Keisha followed her mother home.	

	Use a place conjunction, adverb or preposition to open a sentence. Eg: Behind the door, place a towel on the radiator. <u>Time Sentences</u> Use a time conjunction, adverb, or preposition to open a sentence eg: Afterwards you will need to check the bucket.			Although it was raining, I left my coat at home.		
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