

Year Three Writing Long-Term Plan

Speaking and listening objectives:

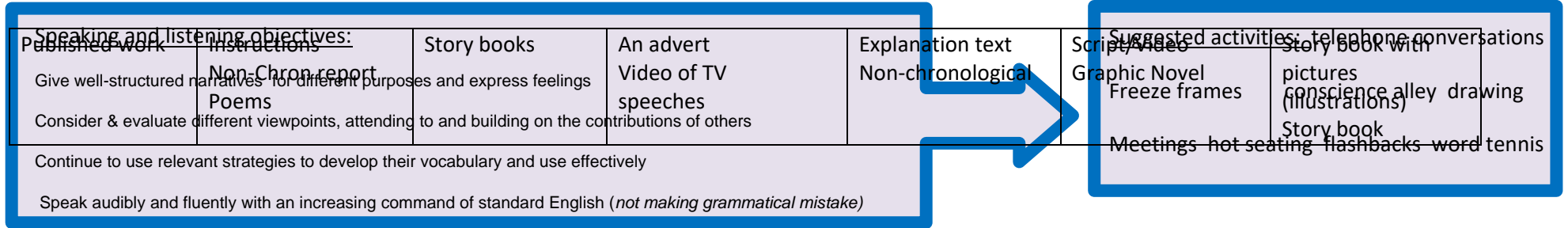
- Give well-structured narratives for different purposes and express feelings
- Consider & evaluate different viewpoints, attending to and building on the contributions of others
- Continue to use relevant strategies to develop their vocabulary and use effectively
- Speak audibly and fluently with an increasing command of standard English (*not making grammatical mistake*)

Suggested activities: telephone conversations

- Freeze frames conscience alley drawing
- Meetings hot seating flashbacks word tennis

Purpose for writing (Concept)	To Inform	To Entertain	To persuade	To Inform	To Entertain	To Entertain
	Instructions: How to wash a woolly Mammoth/elephant Non-Ch report: Food – fruit/chocolate (eyewitness) Poetry week Haikus and Tankas	Use The Croods Visual literacy: *Character description *Setting description *Speech and describing how people act *Create their own narrative	Speeches week: Save the animals (Oi! Get off our train) Persuasive advert: (speaking and listening voice over) save our oceans Persuasive letter: Zoo (Anthony Browne)	Instructions: shh we have a plan! Explanation text: Until I met Dudley Roger McGough Explain how a Hoover works/toaster using the creativity of the text Non-Ch report: Joanna Troughten The Tiger Child – report on cats.	Retell – Romulus and Remus Orchard book of Roman myths 3rd person narrative using ‘Strictly no elephants’ Lisa Mantchev Short, animal adventure story: Fantastic Mr Fox	Poetry Slam: The Door – Miroslav Holub Retell – Jack and the bean stalk Twisted traditional tale: Jack and the baked bean stalk Story: George’s Marvellous medicine – substitute the medicine.
SpaG Skills	Mastery of Y2 skills	Direct speech, Inverted commas, Pronoun Adverb, Prefix, Suffix, Consonants, Vowels Adverb, Prepositions		Clause conjunctions	Present perfect tense	Mastery of Y3 skills

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Stimulus	
How to Wash a Woolly Mammoth(Orange)	This text allows children to access the text to act the events of washing a woolly mammoth so that they are able to create their own writing to inform. It is a bizarre and fun concept that hooks children and is a memorable experience that is built upon in instructional writing as children move through KS2.
The Croods	Visual literacy – this interesting and colourful film allows for children to work on character descriptions and setting descriptions as it is visually captivating and humorous.
Zoo (Gold)	This text is Y2 ARE level so all children can access and analyse the text. Children are able to access the concepts and discuss the concept of Zoo to be able to develop persuasive arguments.
Until I met Dudley (Age 7-9)	This explanation text models perfectly how children can write an explanation text (even if it is nonsense) so that children are able to understand this new text type. The character of Dudley the Dog is very engaging and the children can investigate the every day items that are included in the book.
The Tiger Child (Age 6-8)	This Indian traditional tale explains why tigers eat their food uncooked and how cats came to live with humans. The children find this story from another culture fascinating. Children then can build upon their prior knowledge to be able to create their non-chronological report.
Romulus and Remus	

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'Strictly no elephants' Lisa Mantchev	This picture book explores British values. The sentence level and word level of the book supports Y3 learners to write for a purpose.
Jack and the baked bean stalk (7-9)	This text draws upon a traditional tale with a twist – this provides the opportunity for children to show mastery of the Y3 writing curriculum and to then draw upon reading at a greater depth. Children can then twist another tale of their own
George's Marvellous Medicine (8-12)	This humorous story follows the children's ability to use instructions and their use of Roald dahl in preceding years to create their own stories at a Greater Depth.