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| **Year 3**  **Pentecost term**  **(Approx.13 weeks)** | **4 weeks (2 weeks to complete in this term)** | **4 weeks** | **4 weeks** | **2 weeks** |
| NON-FICTION (writing to inform) | FICTION (Traditional Tale) | NON-FICTION (writing to persuade) | POETRY |
| ***Text*** | Biography | Ice Palace | Persuasive letter  Link to Geography-coasts | Haikus and Tankas  Link to R.E. CAFOD Treasures |
| ***Structure*** | **How will we organise this piece of writing?**  Summarise main events of person’s life in introduction.  Conclusion of how they’ll be remembered.  Chronological ordering of life events. | **How will we organise this piece of writing?**  Follow structure of story with beginning, build up, dilemma, resolution and ending. | **How will we organise this piece of writing?**  Setting out letter with address, recipient and date.  Opinion in opening paragraph to state clearly why writing letter. Further paragraphs then providing reasons to back up this opinion. With strong, final concluding statement. | **How will we organise this piece of writing?**  Haiku- 5,7,5 syllables in 3 lines.  Tanka- 5, 7, 5, 7, 7 over 5 lines  Japanese poetry often about nature |
| ***Knowledge*** | **What knowledge will children need to have in order to write this successfully?**  Know what a biography looks like and features of this.  Know about the person’s life/key events. | **What knowledge will children need to have in order to write this successfully?**  Know what a blacksmith is.  Know what wolves look like, what they eat and where they live.  Know what it feels like to be cold and what ice/snow places look like.  Know what a prison is. | **What knowledge will children need to have in order to write this successfully?**  Know what a persuasive letter looks like and features of this.  Know what the coast is like.  Know how coast is impacted by humans.  Know how we can improve the coast.  Know how the coast has changed over the years and why. | **What knowledge will children need to have in order to write this successfully?**  Know that this poetry is from the Japanese culture.  Know what a syllable is and how to clap and count these out in words.  Know that the poem has certain structure to it.  Know about nature e.g. flowers or animals. |
| ***Word*** | **What words will help children to describe this content knowledge?**  Third person pronouns.  Fronted time adverbials to sequencing of life.  Past tense verbs  Topical vocabulary linked to person’s life they are writing about. | **What words will help children to describe this content knowledge?**  Adjectives for imagery.  Fronted adverbials  Third person pronouns for characters  Powerful verbs  Use of direct speech. | **What words will help children to describe this content knowledge?**  Adverbs for time and cause  Conjunctions  Rhetorical question to engage reader. | **What words will help children to describe this content knowledge?**  Adjectives for imagery |
| ***Sentence*** | **How will children compose well-written eloquent sentences?**  Chronologically sequenced sentences.  Factually based complex sentences.  Sentences organised by theme into a paragraph of information. | **How will children compose well-written eloquent sentences?**  Expanded noun phrases to add extra detail for the reader.  Fronted adverbials for time, place or cause with use of comma to demarcate correctly. | **How will children compose well-written eloquent sentences?**  Question sentences with correct demarcation.  Emotive sentences targeted to make reader feel emotionally persuaded into something.  1st paragraph showing opinion and being personal followed by mostly factual sentences with evidence to give reason to support.  Demarcate sentences with commas if use fronted adverbial or subordinating clause. | **How will children compose well-written eloquent sentences?**  Correct amount of lines.  Correct amount of syllables.  Carefully selected phrase to describe natural object. |