

### Year 3 Writing Unit Plan

**Note: This is intended as a guide only and your assessment for learning should guide what you teach. If you seek to teach a unit not on the literacy overview, please speak to a member of the writing team first.**

Autumn 1							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>Text:</b> Egg Hunt by Paul Yan (Short film) <b>Purpose:</b> Immersion/ to entertain <b>Unit:</b> Writing in role: Monologue/anecdote: - Self-frustration at being unable to find the egg/ The Egg's frustration/ joy at not being found (Egg Hunt)  <b>Independent:</b> Choose own focus for a monologue from Egg Hunt  <b>Grammar:</b> - Simple sentences - Identify Capital Letters and Full Stops - Statements, Questions and Exclamations - Main Clauses			<b>Text:</b> Stone Age Boy <b>Purpose:</b> Immersion/ to inform <b>Unit:</b> - What is the Stone Age? - Who were cave men?  <b>Grammar:</b> - Co-ordinating Conjunctions - Subordinate Clauses and Subordinating Conjunctions		<b>Text:</b> Stone Age Boy by Satoshi Kitamura (Information text) <b>Purpose:</b> Immersion/ to entertain <b>Unit:</b> Narrative story: - An experience in the Stone Age (as character or self): ➤ Writing in role: Escaping from a dinosaur ➤ Surviving the night in a cave ➤ Inventing a tool for the first time ➤ Lost in the Stone Age (time travel) - Postcard: ➤ From the Stone Age ➤ From Stone Henge imagining what it was for From inside a volcano/ cave ➤ Going to the modern day as a stone age person  <b>Grammar:</b> - Commas for Subordinate Clauses - Nouns - Possessive Apostrophes		
Autumn 2							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>Text:</b> Bone Age, Stone Age by Mick Manning (Report) Prehistoric Actual Size by Steve Jenkins (Report) The Stone Age and Skara Brae by Ben Husband <b>Purpose:</b> Immersion/ to guide <b>Unit:</b> How to survive in the Stone Age (Top 5 tips)  How to outrun a dinosaur  How to make your own clothes			<b>Text:</b> Prehistoric Britain: Skara Brae by Dawn Finch <b>Purpose:</b> Immersion/ to entertain <b>Unit:</b> Diary Walking into Skara Brae and imagining it as it used to be in the Stone Age  <b>Independent:</b> Own diary on Skara Brae  <b>Grammar:</b>			<b>CHRISTMAS</b> <b>Text:</b> The Works 3 by Paul Cookson <b>Purpose:</b> Poetry (to entertain/ express) <b>Unit:</b> Reciting and performing Writing own poem based on a theme/ to express a feeling	

<b>Independent:</b> Choose own topic for a guide (may require research)	<ul style="list-style-type: none"><li>- (RECAP) Simple Sentences</li><li>- (RECAP) Capital Letters and Full Stops</li><li>- (RECAP) Main Clauses</li><li>- (RECAP) Subordinate Clauses and Subordinating Conjunctions</li><li>- (RECAP) Commas for Subordinate Clauses</li></ul>				<b>Independent:</b> Choose own poem and write response
<b>Grammar:</b> <ul style="list-style-type: none"><li>- Types of Noun</li><li>- Verbs</li><li>- Command Sentences</li><li>- (RECAP) Simple Sentences</li><li>- (RECAP) Capital Letters and Full Stops</li></ul>					<b>Grammar:</b> <ul style="list-style-type: none"><li>- (RECAP) Statements, Questions and Exclamations</li></ul>
Spring 1					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Text:</b> Beauty and the Beast (Disney Animated/ Live Action Film) As Old As Time (Disney Twisted Tales) <b>Purpose:</b> To inform <b>Unit:</b> - Police report on Belle’s missing father - Danger poster about the Beast - School report for Belle/ the Beast  <b>Grammar:</b> <ul style="list-style-type: none"><li>- (RECAP) Capital Letters and Full Stops</li><li>- (RECAP) Nouns</li></ul>	<b>Text:</b> Beauty and the Beast (Disney Animated/ Live Action Film) As Old As Time (Disney Twisted Tales) <b>Purpose:</b> Immersion/ to entertain <b>Unit:</b> Narrative Imitation: <ul style="list-style-type: none"><li>- Belle’s father getting lost in the woods</li><li>- Approaching the castle for the first time</li><li>- Belle finding the rose in the west wing</li></ul> <b>Grammar:</b> <ul style="list-style-type: none"><li>- Adjectives</li><li>- Commas for Lists</li><li>- (RECAP) Verbs</li><li>- Auxiliary Verbs</li></ul>			<b>Text:</b> Avoid Being a Roman Soldier by David E. Stewart <b>Purpose:</b> Immersion/ to inform <b>Unit:</b> Non-chronological report on an animal/topic related to Romans  <b>Independent:</b> Select own topic to research and report on  <b>Grammar:</b> <ul style="list-style-type: none"><li>- Subject-Verb Agreement</li><li>- Apostrophes for Contraction</li><li>- (RECAP) Nouns</li><li>- (RECAP) Possessive Apostrophes</li></ul>	

Spring 2					
Week 1	Week 2	Week 3	Week 4	Week 5	
<p><b>Text:</b> Orchard Book of Roman Myths by Geraldine McCaughrean</p> <p><b>Purpose:</b> Immersion/ to entertain</p> <p><b>Unit:</b> Innovation on a myth/legend (Narrative)</p> <p>Writing in role:</p> <ul style="list-style-type: none"><li>- Complaining about the difficulty of being a hero or enjoying it (myth/legend)</li><li>- Simple comparisons between myths/stories</li></ul> <p>Letters:</p> <ul style="list-style-type: none"><li>- Asking for help from a hero (To influence)</li></ul> <p><b>Independent:</b> Own innovative letter from a character in the story</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"><li>- Direct Speech Punctuation</li><li>- (RECAP) Verbs</li><li>- Adverbs to affect Verbs</li><li>- (RECAP) Nouns</li><li>- Articles</li><li>- Pronouns</li><li>- Converting Nouns into Adjectives and Vice Versa</li><li>- Noun Phrases</li></ul>					
Summer 1					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Text:</b> Traditional stories by popular authors:</p> <ul style="list-style-type: none"><li>- Hansel &amp; Gretel by Henrietta Bradford</li><li>- Aesop’s Fables by Malorie Blackman</li><li>- The Snow Queen by Berlie Doherty</li><li>- Rapunzel by Jacqueline Wilson</li><li>- Rumpelstiltskin by Kit Wright</li><li>- Mossycoat by Philip Pullman</li></ul> <p><b>Purpose:</b> To influence</p>			<p><b>Text:</b> Traditional stories by popular authors:</p> <ul style="list-style-type: none"><li>- Hansel &amp; Gretel by Henrietta Bradford</li><li>- Aesop’s Fables by Malorie Blackman</li><li>- The Snow Queen by Berlie Doherty</li><li>- Rapunzel by Jacqueline Wilson</li><li>- Rumpelstiltskin by Kit Wright</li><li>- Mossycoat by Philip Pullman</li></ul> <p><b>Purpose:</b> Immersion/ to entertain</p>		

<p><b>Unit:</b> Persuasive letter:</p> <ul style="list-style-type: none"> <li>- Why Rapunzel needs rescuing (first or third person)</li> <li>- A plea for help from the poor miller (Rumpelstiltskin)</li> <li>- Warning sign on Rapunzel's Tower about a horrific creature inside to warn others (To influence, to scare)</li> <li>- Letter to Prince Charming from Rapunzel (To influence)</li> </ul> <p><b>Independent:</b> Choose own traditional tale and select focus for own persuasive letter</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- (RECAP) Verbs</li> <li>- Progressive Form</li> <li>- Perfect Form</li> </ul>	<p><b>Unit:</b> Innovation on a traditional tale (Narrative):</p> <ul style="list-style-type: none"> <li>- A new character follows the breadcrumbs in Hansel and Gretel after the original story</li> <li>- Modern version of a traditional tale using familiar frames of reference</li> <li>- Meeting one of the characters</li> <li>- Putting themselves in role in a traditional tale</li> </ul> <p><b>Independent:</b> Choose own traditional tale to innovate from</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- (RECAP) Command Sentences</li> <li>- Converting Verbs into Nouns and Vice Versa</li> <li>- Prepositions of Place</li> </ul>
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## Summer 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Text:</b> Viking Boy by Tony Bradman The Viking Invader by Fergus Fleming (Newspaper)</p> <p><b>Purpose:</b> Immersion/ to guide</p> <p><b>Unit:</b> Explanation:</p> <ul style="list-style-type: none"> <li>- How/why the Vikings invaded Europe</li> <li>- How to be a good Viking</li> <li>- Vikings V Greeks – Who were the fiercest warriors?</li> </ul> <p>Newspaper Report:</p> <ul style="list-style-type: none"> <li>- The Invasion of Lindisfarne</li> </ul> <p><b>Independent:</b> Choose own historical focus for explanation (may require research)</p> <p><b>Grammar:</b></p> <p>Revisit and ensure full understanding of curriculum taught this year and ensure exposure to wide variety of sentence lengths and structures.</p>			<p><b>Text:</b> Viking Boy by Tony Bradman</p> <p><b>Purpose:</b> Immersion/ to entertain</p> <p><b>Unit:</b> Narrative Imitation</p> <ul style="list-style-type: none"> <li>- Skuli's attack on the Viking settlement</li> <li>- The arrival of the Valkyries</li> </ul> <p>Writing in role:</p> <p>Monologue:</p> <ul style="list-style-type: none"> <li>- Gunnar's feelings after the attack on his village</li> </ul> <p><b>Grammar:</b></p> <p>Revisit and ensure full understanding of curriculum taught this year and ensure exposure to wide variety of sentence lengths and structures.</p>		

