


Pennyhill's English Coverage

Year Group: 3

Aut 1

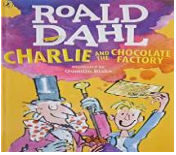
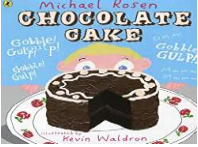
| Text Used | Genre taught | Possible Writing Journal outcomes |
|--|-------------------|---|
|  Tuesday By: David Wiesner | Adventure stories | Write a fantasy story based on Tuesday. |
| | Book-zig zag | Create a zig zag book and diagonal for the text |

Writing Progression document

| Words and spelling | Grammar | Punctuation |
|--|--|--|
| -Spelling rules and guidance from English Appendix 1 (Year3 and 4) applied accurately including further homophones and possessive apostrophe | <ul style="list-style-type: none"> • Uses simple and compound sentences which are grammatically correct and punctuated correctly • Sentences with more than one clause are increasing evident, however these may remain uncontrolled. • Uses an increasing variety of sentence openings • Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before after, during, in, because of...) • First and third person and tense are used consistently. • Present and past tense, including the progressive form, usually correctly chosen and usually consistently used throughout writing • Deliberate uses of adventurous word choices to add detail and engage the reader e.g. adding adverbs to add detail to verbs. Using technical language appropriate to the text type | <ul style="list-style-type: none"> • To mark sentences – full stops, capital letters, exclamation and question marks – is usually used accurately. • Apostrophe use increasingly accurate • Use inverted commas to punctuate direct speech. • Commas to mark phrases /clauses and lists. |

Pennyhill's English Coverage

Aut 2

| Text Used | Genre taught | Possible Writing Journal outcomes |
|---|---|-----------------------------------|
|  <p>Charlie and the chocolate factory By Roald Dahl</p> |  <p>Chocolate Cake By: Michael Rosen</p> | Explanation texts |
| | | Instructional text |
| | | Narrative |
| | | Poetry |

Writing Progression document

| Words and spelling | Grammar | Punctuation |
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Spr 1


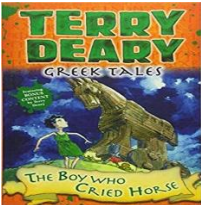
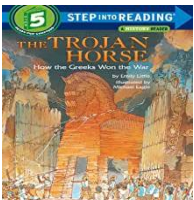
| Text Used | Genre taught | Possible Writing Journal outcomes |
|-----------|--------------|--|
| | Leaflets | Write a leaflet on a predator (peregrine falcon) |
| | Narrative | Write a story from a character's perspective. Create settings, characters and plot |
| | Letter | Letter in role |
| | Poetry | |

Writing Progression document

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Spr 2

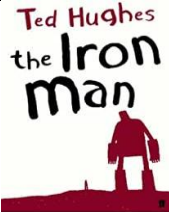
| Text Used | Genre taught | Possible Writing Journal outcomes |
|--|--------------|--|
|  <p>Daily life in Ancient Greece By: Lis.M. Bolt Simons</p>  <p>The Boy who cried Horse By: Terry Deary</p>  <p>Trojan Horse By: Emily Little</p> | Diary entry | Diary entry from an ancient child's perspective. |
| | Instructions | How to build a Trojan horse. -introduction -labelled diagrams -warning/top tips |
| | Poetry | Limerick poem-written and performed before an audience -outcome of writing to be performed, video clip to share with whole school |
| | Narrative | Retell a similar story to convey a moral. (similar to - The boy who cried Horse) |

Writing Progression Document

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Sum 1

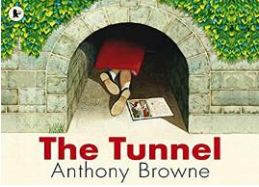
| Text Used | Genre taught | Possible Writing Journal outcomes |
|---|------------------|---|
|  <p>Iron Man By: Ted Hughes</p> | Narrative | Story from a character's perspective |
| | Newspaper report | Newspaper report Arrival of the space bat angel dragon |
| | Playscript | Turn the story in a script |

Writing Progression document

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Sum 2

| Text Used | Genre taught | Possible Writing Journal outcomes |
|---|-----------------|--|
|  <p>The Tunnel Anthony Browne</p> <p>The Tunnel By: Anthony Browne</p> | Adventure story | Write an adventure story using the tunnel |
| | Playscript | Change their adventure story into a playscript |
| | Letter | An apology tell to their mother |

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