



GODINTON PRIMARY SCHOOL

WRITING

YEAR 3 MEDIUM TERM OVERVIEW

WRITING OBJECTIVES





English Medium Term Planning – Year 3

<u>Year</u>	<u>Genre of writing</u>	<u>Key Objectives</u>
3	Adventure Stories	<p>To be able to recognise the key features of an adventure story.</p> <p>To be able to recognise language used in an adventure story.</p> <p>To be able to show characters emotions through drama.</p> <p>To be able to describe a setting.</p> <p>To understand how to apply description in a sentence.</p> <p>Begin to use similes appropriately</p> <p>Use a thesaurus to find other interesting words that have the same meaning as the original word.</p> <p>To be able to improve an adventure stories opening</p> <p>To be able to write the ending of an adventure story</p> <p>To be able to plan an effective adventure story.</p> <p>To be able to write the different stages of an adventure story.</p> <p>To be able to edit and improve own work.</p>
	Poetry	<p>To read and share a variety of poems</p> <p>To understand what a shape poem is.</p> <p>To explore the different features of a shape poem</p> <p>To be able to identify main features of a shape poem.</p> <p>To be able to evaluate a shape poem with peers.</p> <p>To be able to plan my own shape poem, focusing on descriptive language.</p> <p>I know what alliteration, onomatopoeia and similes are.</p> <p>I can write my own shape poems using alliteration, onomatopoeia and similes</p> <p>To use redrafting to create my shape poem.</p>
	Playscripts	<p>To understand key features of a playscript</p> <p>To be able to identify playscripts from other genres and explain how they are different</p> <p>To be able to read from a play script.</p> <p>I understand the purpose of stage directions.</p>

		<p>I can perform a play script by focusing on all of the features.</p> <p>To be able to write the next scene for a play script.</p> <p>To edit and improve play scripts.</p>
	Letter Writing	<p>To be able to recognise the features of a letter.</p> <p>To understand the purpose and features of an informal letter.</p> <p>To be able to give examples of informal language.</p> <p>To be able recognise informal language.</p> <p>To be able to identify and explain the differences between a formal and informal letter</p> <p>To be able to write an informal letter.</p>
	Non-Chronological reports	<p>I can recognise a non-chronological report from other genres of writing.</p> <p>To understand the purpose and features of a non-chronological report.</p> <p>To recognise the structure of a non-chronological report.</p> <p>To be able to retrieve information from a non-chronological report</p> <p>To be able to research information for their own non-chronological report.</p> <p>I know the purpose of an opening statement.</p> <p>I understand what is included in an opening statement.</p> <p>I can write all of the important information that links to one sub-heading.</p> <p>I know the purpose of a closing statement.</p> <p>I understand what must be included in a closing statement.</p> <p>To be able to edit and improve my non-chronological report.</p> <p>To understand how to self-evaluate or peer-evaluate.</p>
	Myths and Legends	<p>To be able to identify stories about myths and legends.</p> <p>To understand the effects of feelings within a mythical story.</p> <p>I can recognise a mythical story.</p> <p>I understand the structure of a story.</p> <p>I can map out a pre-written story onto a story mountain planner</p> <p>To be able to plan a resolution and ending to a mythical story.</p> <p>I can use my drama ideas to help my writing</p> <p>To plan own mythical story, incorporating key features studied</p> <p>I can describe my character(s) in my introduction.</p> <p>I can describe my setting in my introduction.</p> <p>I understand the purpose of a build-up within a story.</p> <p>I understand the purpose of a problem within a story.</p>

		To understand how to edit and improve a piece of writing.
	Book Reviews	<p>I know what a book review looks like.</p> <p>I can identify the key features of a book review.</p> <p>I understand the purpose of a book review.</p> <p>I can discuss their views about their favourite book</p> <p>I can listen to other people's views.</p> <p>I can ask appropriate questions to find out information relevant to the book.</p> <p>I can write notes to summarise the main events in the book.</p> <p>I can make notes about my opinion of the book.</p> <p>I can explain my opinions and rating about a book.</p>
	Authors	<p>I can generate key questions about an author that I want to research.</p> <p>I can use skimming and scanning skills to locate relevant information about an author.</p> <p>I record facts about an author.</p> <p>I can turn notes into factual sentences.</p> <p>I can write factual sentences in chronological order that reflect the author's life.</p> <p>I can include some fun and interesting facts about a chosen author.</p> <p>I know how to edit and improve a piece of work.</p> <p>I can turn facts/notes into factual sentences.</p>
	Recounts	<p>To understand the purpose of a recount.</p> <p>I can recognise a recount from other texts.</p> <p>To understand the use of time conjunctions.</p> <p>To be able to write an effective introduction for a recount.</p> <p>To write a recount in chronological order using time conjunctions.</p> <p>To use adjectives and powerful verbs to make my writing interesting.</p> <p>To evaluate my own recount</p>
	Performance Poetry	<p>To read a range of performance poetry</p> <p>To express and explain likes and dislikes about different poems.</p> <p>Understand what a simile is.</p> <p>Understand alliteration.</p> <p>Understand what onomatopoeia is.</p> <p>Plan ideas for a performance poem.</p> <p>To write a piece of performance poetry</p>

		<p>To be able to perform a piece of poetry.</p> <p>To be able to edit and improve my performance poetry.</p> <p>I can manipulate how words are written to add effect and support the performance.</p>
	Mystery Stories	<p>To be able to identify a mystery story.</p> <p>To be able to recognise differences and similarities compared to familiar stories.</p> <p>To be able to identify the important elements of mystery stories within a group.</p> <p>To use descriptive language to describe a character's appearance and personality.</p> <p>To be able to use a thesaurus to improve my word choices.</p> <p>To use the internet to research new and interesting settings.</p> <p>To use descriptive language to describe the appearance of a setting.</p> <p>To use imaginative and expressive language to describe an object</p> <p>To be able to identify words used to describe</p> <p>To be able to use conjunctions to verbally extend sentences.</p> <p>To plan a mystery story.</p> <p>To understand the purpose of the different stages of a story.</p> <p>To edit and improve own work</p>
	Information texts	<p>To be able to identify information texts.</p> <p>I know the difference between fiction and non-fiction.</p> <p>I can identify some different features of fiction and non-fiction materials.</p> <p>I can decide whether a piece of writing is fiction or non-fiction based on the features.</p> <p>To be able to note take for an information text</p> <p>To be able to use bullet points.</p> <p>To be able to write notes using subheadings.</p>