

	Expected	Greater Depth
	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>• Write effectively for a range of purposes and audiences, using appropriate language</li> <li>• In narratives, develop settings, characters and plot</li> <li>• Include dialogue in narrative, punctuated with inverted commas</li> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although. (Subordinate clauses)</li> <li>• Use adverbs and prepositions to express time and cause</li> <li>• In non-narrative writing, use simple organisational devices (for example, headings and sub-headings)</li> <li>• Begin to use accurate verb tenses and subject-verb agreement in pieces of writing</li> <li>• Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and singular possession</li> <li>• Accurately spell of the majority of the words on the KSI spelling list and some of the words on the Year 3/4 spelling list</li> <li>• Apply the Year 3/4 rules that have been taught, including accurately spelling words with some prefixes and suffixes and some common homophones</li> <li>• Use legible, joined handwriting</li> </ul>	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>• Use sentences which enhance meaning through specific vocabulary and language choices</li> <li>• Show some awareness of purpose through selection of relevant content and an attempt to interest the reader</li> <li>• Begin to choose language used in dialogue to convey the character's thoughts and feelings effectively</li> </ul>

Year 3 English units & genre overview 2025

	Autumn Term The stone age Climate and weather	Spring Term The bronze age and iron age Our world	Summer Term Our local area Coasts
Year 3	<p><b>Genre:</b> Non- Fiction</p> <p><b>Type:</b> Autobiography</p> <p><b>Text:</b> WAGOLL created by teacher about a child of a similar age to those in the class. Use Twinkl to support.</p> <p><b>Purpose:</b> To inform.</p> <p><b>Audience:</b> Class mates/New Teacher and TA</p> <p><b>Outcome:</b> Write autobiography about themselves.</p>	<p><b>Genre:</b> Fiction</p> <p><b>Type:</b> Performance Poetry</p> <p><b>Text:</b> 1066 and Before That - Brian Moses and Roger Stevens'</p> <p><b>Purpose:</b> Pattern, rhyme, style, structure, free verse</p> <p><b>Audience:</b> Whole school in Assembly</p> <p><b>Outcome:</b> To write &amp; perform a poem</p>	<p><b>Genre:</b> Non-Fiction</p> <p><b>Type:</b> Information text</p> <p><b>Text:</b> Teacher made information text about Plymouth. Use Twinkl to support.</p> <p><b>Purpose:</b> To use information text structure</p> <p><b>Audience:</b> Visitors to Plymouth</p> <p><b>Outcome:</b> Write an information text about Plymouth</p>
	<p><b>Genre:</b> Fiction</p> <p><b>Type:</b> Character description of a Victorian street child.</p> <p><b>Text:</b> WAGOLL about a variety of story characters (Grammarsaurus)</p> <p><b>Purpose:</b> SPAG</p> <p><b>Audience:</b> Share with Class.</p> <p><b>Outcome:</b> To write a character description using descriptive techniques such as ambitious adjectives, similes and metaphors.</p>	<p><b>Genre:</b> Fiction</p> <p><b>Type:</b> Stories from other cultures</p> <p><b>Text:</b> Rama and Sita, The old man and the magic bowl</p> <p><b>Purpose:</b> powerful language - adverbs, prepositional phrases</p> <p><b>Audience:</b> Friends</p> <p><b>Outcome:</b> Write a story in the style of a traditional Indian tale</p>	<p><b>Genre:</b> Fiction</p> <p><b>Type:</b> Stories from other cultures</p> <p><b>Text:</b> The Great Kapok Tree</p> <p><b>Purpose:</b> dialogue, persuasive arguments</p> <p><b>Audience:</b> Sister school Y3</p> <p><b>Outcome:</b> To continue the ending of the story</p>

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	<p><b>Genre:</b> Non-Fiction  <b>Type:</b> Non-Chronological Report about stone age beasts  <b>Text:</b> WAGOLL Grammarsaurus - Non-Chronological Report about stone age beasts  <b>Purpose:</b> To inform children about beasts in the stone age.  <b>Audience:</b> KSI children at Morice Town Primary Academy.  <b>Outcome:</b> Children to create a non-chronological report the stone age.</p>	<p><b>Genre:</b> Fiction  <b>Type:</b> Historical  <b>Text:</b> The Lion and the Unicorn  <b>Purpose:</b> senses, past tense  <b>Audience:</b> Year 4  <b>Outcome:</b> Write a diary entry from the WW2 period</p>	<p><b>Genre:</b> Fiction  <b>Type:</b> Traditional tales /Fairy tales  <b>Text:</b> Grimm's Fairytales  <b>Purpose:</b> fairy tale language/techniques,  <b>Audience:</b> Class Mates  <b>Outcome:</b> To write their own ending of Tom Thumb</p>
	<p><b>Genre:</b> Fiction  <b>Type:</b> A narrative based on a 'unity street saves the planet'.  <b>Text:</b> Unity Street School Saves the Planet by Sheena Davies  <b>Purpose:</b> To inform children about the impact of Climate change and weather  <b>Audience:</b> Year 4 children.  <b>Outcome:</b> Write an adventure story about the impact of climate change and weather.</p>	<p><b>Genre:</b> Fiction  <b>Type:</b> Fantasy  <b>Text:</b> The Wish granter (short film)  <b>Purpose:</b> paragraphing, thoughts and feelings  <b>Audience:</b> Class Mates  <b>Outcome:</b> Write a retell of a story</p>	<p><b>Genre:</b> Non-Fiction  <b>Type:</b> Explanation  <b>Text:</b> Teacher made explanation texts - based on plants science learning. Use Twinkl to support.  <b>Purpose:</b> cause and effect conjunctions, technical vocabulary  <b>Audience:</b> Year 2  <b>Outcome:</b> To write an explanation of the life cycle of a plant</p>
	<p><b>Genre:</b> Poetry  <b>Type:</b> Descriptive  <b>Text:</b> Climate Change By Kia West  <b>Purpose:</b> To develop children's</p>	<p><b>Genre:</b> Non- Fiction  <b>Type:</b> Instructions  <b>Text:</b> Teacher made - use Twinkl instruction texts</p>	<p><b>Genre:</b> Fiction  <b>Type:</b> Fable  <b>Text:</b> Aesop's fables  <b>Purpose:</b> teach a lesson</p>

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	<p>descriptive techniques through the use of poetry, thinking carefully about higher-level vocabulary and syllables.</p> <p><b>Audience:</b> Class assembly to parents.</p> <p><b>Outcome:</b> Children to write a poem linked to climate change, weather etc.</p>	<p><b>Purpose:</b> imperative verbs, bullet points, lists</p> <p><b>Audience:</b> Parents</p> <p><b>Outcome:</b> To write instructions for how to make a ham sandwich</p>	<p><b>Audience:</b> class mates</p> <p><b>Outcome:</b> Write a fable</p>
		<p><b>Genre:</b> Fiction</p> <p><b>Type:</b> Direct speech</p> <p><b>Text:</b> Catch a lot/ literacy shed video</p> <p><b>Purpose:</b> direct speech</p> <p><b>Audience:</b> Parents</p> <p><b>Outcome:</b> To write direct speech</p>	<p><b>Genre:</b> Non- Fiction</p> <p><b>Type:</b> Persuasive brochure</p> <p><b>Text:</b> Example brochures</p> <p><b>Purpose:</b> inform</p> <p><b>Audience:</b> Year 4 Teacher</p> <p><b>Outcome:</b> Creating a persuasive brochure to visit local area/beaches</p>
Class reader	The Wild Robot by Peter Brown	The Creakers by Tom Fletcher	Grimm's Fairytales The Sheep-Pig by Dick King Smith