

Year 3

Year 3 Summer MTP												
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Grammar and Punctuation	Revision from GAPS analysis	Types of Nouns	Types of Nouns	Paragraphs Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation			Word families		Prefixes (super, anti, auto)		Assess Weel	Review miscon Week
Alan Peat Sentences	The more, the more Personification of weather					Double ty ending ed_____			Assess and Review			
Spelling Spelling Shed	25.Words ending in ‘-er’ when the root word ends in ‘ch’ 26.Words where ‘ch’ makes a /k/ sound 27.Words where ‘que’ makes a /k/ sound			28.Words where ‘sc’ makes a /s/ sound 29.Words that are homophones			30.Challenge Words 31.Words that end in ‘sion’ 32.Revision of spelling patterns learned in Stage 3			33.Revision of spelling patterns learned in Stage 3 34.Revision of spelling patterns learned in Stage 3 35.Revision of spelling patterns learned in Stage 3		
Handwriting	The Curly Caterpillar Family (f,q,o) Linked to spellings and Year 5/6 Word list Assess and Review						The Zig zag Monster family (z, x, w, v) Linked to spellings and Year 5/6 Word list Practice and Review					
Reading text	Poaching (non chronological report) NF When the mountains roared F The Lion and Albert P						Stone Age- Skara Brae (Information Leaflet) Stig of the Dump F Limericks: Michael Rosen					
Writing stimulus/ focus	The Flood Narrative, including speech			Safety Guide Beach Safety Leaflet			The Wolves in the Walls Diary and letter writing			Performance Poetry Gran Can you rap?		
Writing Outcomes	Can I make predictions based on an opening? Can I write questions about the text? Can I write expanded noun phrases? Can I use speech to develop a character? Can I plan the opening to a story? Can I use fronted adverbials to vary my sentence openers? Can I write my story opening? Can I write the main body of my narrative? Can I edit and improve my writing?			Can I identify/ analyse the features of an information leaflet? Can I understand the purpose and audience of a leaflet? Can I gather and record relevant information from different sources? Can I group related ideas into paragraphs around a theme? Can I write factual sentences using formal language?			Can I make predictions about a story? Can I explore a character’s feelings? Can I identify the features of a diary entry? Can I use time conjunctions and paragraphing to organise a text? Can I plan and write my own diary entry? Can I edit and improve my writing? Can I identify the differences between formal and informal letter writing?			Can I read and explore a range of performance poems including question and answer poems? Can I understand the features and structure of specific performance poems? Can I read a poem aloud, using appropriate intonation and volume so the meaning is clear? Can I discuss and record my ideas? Can I write a poem based on a set structure?		

	Can I share my writing with others?	Can I use prepositions for time and place in my writing? Can I use apostrophes for possession with plural nouns? Can I use varied sentence openers and conjunctions to extend my writing? Can I write my own leaflet based on beach safety? Can I edit and improve my leaflet using a success criteria checklist? Can I share a final draft?	Can I use fronted adverbials to vary my sentence openers? Can I plan a formal letter? Can I write a clear introduction to a formal letter? Can I write a formal letter? Can I independently write a formal letter? Can I edit and improve my writing? Can I share my writing with others?	Can I identify rhyming patterns? Can I use the structure of a poem to plan for my own writing? Can I extend sentences using a range of conjunctions? Can I plan and write a question and answer poem? Can I edit my poetry writing? Can I perform my poem to others?
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