Genre Overview YEAR 3

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| **YEAR 3** | | | | | |
| **AUTUMN** | | | | | |
| **Narrative** | | **Non FICTION** | | **POETRY** | |
| **UNIT** | **SPaG** | **UNIT** | **SPaG** | **UNIT** | **SUGGESTIONS** |
| Stories with a Familiar Setting | * Fronted Adverbials * Paragraphs * Inverted commas to mark direct speech | Narrative Recount  (Diary) | * Adverbs (e.g. then, next, soon, therefore) and prepositions (e.g. before, after during, in, of) to express time and cause * Conjunctions to express time, place and cause (e.g. when, before, after, while, so, because) * Paragraphs | Poetry  (1 week) | Poetry with a strict structure   * Haikus * Cinquain * Kennings |
| Adventure Stories | * Present perfect form to contrast with the simple past (e.g. *he had gone out* vs *he went out*; after we had eaten our lunch vs after we ate our lunch) | Non-Chronological Reports | * Headings and subheadings * Choose nouns and pronouns appropriately to avoid repetition |  |  |
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| **YEAR 3** | | | | | |
| **SPRING** | | | | | |
| **Narrative** | | **Non FICTION** | | **POETRY** | |
| **UNIT** | **SPaG** | **UNIT** | **SPaG** | **UNIT** | **SUGGESTIONS** |
| Myths | * Extending a range of sentence to include more than one clause my including a range of co-ordinating and subordinating conjunctions * Consolidate all SPaG features | Persuasive Letter | * Fronted Adverbs and Adverbials * Extending sentences with a range of conjunctions |  |  |
| Narrative  (select a story type) | * Use powerful verbs * Consolidate all SPaG features | Explanation | * Formation of nouns using a range of prefixes (focus: anti-, auto-. super-) |  |  |

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| **YEAR 3** | | | | | |
| **SUMMER** | | | | | |
| **Narrative** | | **Non FICTION** | | **POETRY** | |
| **UNIT** | **SPaG** | **UNIT** | **SPaG** | **UNIT** | **SUGGESTIONS** |
| Narrative | * Add detail through expanded noun phrases and figurative language * Write a narrative with a strong plot | Instructions | * Write formally with a specific audience and specific form * Headings and subheadings to aid presentation * Introduction to paragraphs as a way to group related material (eg clear sections – introduction, equipment, procedure, additional advice, conclusions) | Poetry  (1 week) | Poetry with a strict structure   * Haikus * Cinquain * Kennings |
| Narrative | * Use action, dialogue to develop character and show the relationship between characters * Use a wide range of sentence openers to engage the reader | Formal Letter | * First person * Shift between formality * Paragraphs |  |  |