SOUND & DISTRICT PRIMARY SCHOOL Year 3 ENGLISH GENRE & TEXT PLAN

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
		Non- Fiction	Non-Fiction	Fiction	Non- Fiction	Fiction	Fiction	Fiction	Non- Fiction	Fiction	Non- Fiction	Fiction	Non- Fiction
Wear 3	GENRE	Recount in the form of a diary	instructions	Persuasive letter	Newspaper Report	Explanation	Fantasy setting	Warning tale	discussion	Tale of a quest	Defeating a monster	Fables, myths and legends	Finding tale
		Flotsam DATO WISSER PLOTSAM	How to make a sandwich	The day the crayons quit	Excitable Edgar Excitable Edgar	How a giant spider traps its prey?	Granddad's island	The Emporer's New Clothes Emperor's New Clothes	Should animals be kept in a zoo?	Kuang – Li and the Dragon	3 Billy Goats Gruff The Three Billy Goats Gruff	Midas and the golden touch	The Flower THE FL

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	Using 1st	Vary sentence	To become	Create a	Extend use of	Use figurative	Characterisation	To use a range	- Show what	- Put your	- Use	Experiment
	person to	order, length and	more	knowledge	three-part	language such as	and dialogue	of clauses to	the main	character in a	comparativ	with
	write a	openings	familiar with	and	text	alliteration,		combine	character is	lonely place	es and	introducing the
	recount.		persuasive	understanding	structure,	onomatopoeia,	Use small details	information,	like by what	e.g. Hal could	superlative	problem in
		Include	texts	of past tense	boxing up	similes, metaphors	to hint at what a	create	they say and	just see across	s in	different ways:
	Use past	introductions to	allowing us	verbs	the text:	and personification	character might	emphasis and	what they do	the deserted	character	- change and
	tenses verb	interest or hook	to magpie a		- general		be like and	make the text	- Write an	car park to the	description	then describe
	appropriately	the reader e.g.	range of	Create 3rd	statement to	Think about the	provoke a	more	ending that	old bottle	. e.g. He	the setting,
	e.g. We	These simple	persuasive	person	introduce the	time of day and the	response from the	interesting for	shows how	factory	was taller	time of day,
	climbed up	directions will	devices.	recounts for	topic	weather	reader. Use this as	the reader.	the main		than the	weather first
	the slope	help you to		specific			a jumping off		character	- Put your	Empire	e.g. It was dark
	(simple past);	Have you ever	Use a wider	audiences e.g.	- a series of	Use an interesting	point for	Use complex	feels, or what	character in	State	in the forest
	While we	wondered how	range of	newspaper	logical steps	detail as a 'hook'	discussion about	sentences to	has been	the dark e.g. In	Building	and the knight
	were climbing	to?	connecting	reports police	explaining	e.g. one window	stereotypes:	combine	learned	the dim light,	_	couldn't see
	up the		words and	reports	how or why	was broken		information,	- Use	everything	- Use	the road at all.
	slope,	Use appropriate	phrases to: -		something		- a character who	create	connectives	seemed quiet	subordinati	- use a
	(continuous	punctuation:	Address and	Organise text	occurs	Change the settings	spits on the	emphasis and	to link	·	on for	dramatic
	past); when	commas for lists,	invite	into		to change the mood	ground, wipes his	make the text	paragraphs	- Introduce a	effect in	starter, e.g.
	we had	colons and	readers: See	paragraphs	- steps	e.g. comfy – the	nose on his	more		sound effect	description	Without
	climbed up	bullets, for points	the new,		continue	kitchen was warm;	sleeve, smells etc.	interesting for	- Use	e.g. a creaking	. e.g.	warning the
		and sub-points,	Have you		until the	scary – the alley was	can provokes an	the reader:	adverbial	door	Exhausted	Dalek
u		new lines and	ever been		explanation	dark and cold	initial response of		openers: One		by his busy	appeared.
		paragraphs etc. to	etc add		is complete.		dislike or disgust	- relative	wintry	- Use a	night, the	
		frame the	information:		End with a	Use the weather to		clauses	evening	widening	boy	Use a greater
ŭ		sequence for	as well as,		summary	help you create the	- A character	-subordinate	_	range of	collapsed	range of
		readers.	additionally		statement or	mood e.g. scary	might have his	clauses	- Weave in	dramatic	into bed/	adverbial
			, etc		memorable	setting – rain and	shoelaces untied,		background	adverbials to	The young	openers which
			mark time		piece of	thunder	his jumper on		information	open	girl, who	signal that
			and		information		inside out – is he			sentences e.g.	longed for	there is a
			sequence:				disorganised?		- Use	But, All at	a little	problem, e.g.
			when, after,		Use technical		How might you		different	once,	attention,	Without
			as soon as,		language,		describe him?		types of	Without	smiled at	warning, All
			etc change		explaining				opening	warning,	the old	of a sudden,
			of direction:		what it		Use effective		sentences	Suddenly	woman	To her
			but,		means where		description of a			·		amazement,
			however,		necessary.		setting and how it				Use	Just then
			although,		,		impacts on a				dialogue	
			etc.				character to show				punctuatio	
							how a character is				n	
							feeling				effectively	
											and	
											develop	
											use and	
											movement	
											of speech	
											verbs.	
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