

Talk For Writing Genre Map Year 3 Cycle A

- ❖ SPAG focus for all units: Punctuation – A.,’?! Devices for cohesion within and across paragraphs.

<u>Autumn 1</u>	<u>Autumn2</u>
Fiction	Fiction
<p>Story Pattern: Quest tale (Stone Age Boy)</p> <p>Focus: Setting Description</p> <p>SPAG Focus:</p> <p>Revisit previous years:</p> <p>Basic vocabulary recap A.,’?! Apostrophes for singular possession Commas in a list word types Subject, verb, object</p> <p>Year 3:</p> <p>Pronouns Sentence of three for description</p> <p>Sentence Types:</p> <p>List of 3 adjectives, correctly punctuated: <i>She was tired, hungry and exhausted.</i></p> <p>Begin with a list of 3 adjectives: <i>Lively, loud and friendly, the puppy soon cheered him up.</i></p>	<p>Story Pattern: Warning tale (The boy who cried wolf)</p> <p>Focus: Action</p> <p>SPAG Focus:</p> <p>Revisit previous years:</p> <p>Adverbs – consistent use</p> <p>Year 3:</p> <p>Powerful verbs Use of a/an determiner Long / short sentences</p> <p>Sentence Types:</p> <p>List of 3 actions: <i>He picked it up, stuffed it into his pocket and hurried towards the teacher.</i></p> <p>Double –ly adverb: <i>Confidently and quickly, he strode into the palace.</i></p> <p>Use adverbs to qualify adjectives (very, extremely, quite etc.): <i>It was extremely dark as they searched for the very old key.</i></p>
Non Fiction	Non Fiction
<p>Text Type: Recount (Letter)</p> <p>SPAG Focus:</p> <p>Revisit previous years:</p> <p>Tenses – past, present and future Sentence types – statement, question, exclamation.</p> <p>Year 3:</p> <p>Apostrophe for plural possession Tenses – present perfect and future Adverbial starters</p> <p>Sentence Types:</p> <p>Begin with if: <i>If I keep my room tidy, I will be able to find things.</i></p> <p>Begin sentence with where adverbial: <i>Down in the meadows, the sun shone brightly.</i></p>	<p>Text Type: Persuasion (Adverts – Hawk Ridge Farm)</p> <p>SPAG Focus:</p> <p>Revisit previous years:</p> <p>Alliteration Bullet points Simile</p> <p>Year3:</p> <p>Sentence of 3 for persuasion Repetition to persuade Present perfect form of verbs</p> <p>Sentence Types:</p> <p>Use alliteration: <i>He crept cautiously like a cunning cat.</i></p> <p>The more... the more...: <i>The more he screamed the more frightened he became.</i></p>

<u>Poetry unit – Acrostic and Diamante</u>	
<u>Spring 1</u>	<u>Spring 2</u>
<u>Fiction</u>	<u>Fiction</u>
<p>Story Pattern: Defeating the Monster (The Iron Man)</p> <p>Focus: Character</p> <p><u>SPAG Focus:</u></p> <p><u>Revisit Previous years:</u> Question and exclamation - consistent use of ? and ! Nouns, adjectives, powerful verbs.</p> <p><u>Year 3:</u> Use of a and an determiner Consonants and vowels Long and short sentences</p> <p><u>Sentence Types:</u> Short sentences for dramatic impact: <i>Sarah shuddered.</i> 2 double adjectives in the same sentence: <i>He was a short, scruffy man carrying a battered, green folder.</i> Use adverbs to qualify adjectives (very, extremely, quite etc.): <i>It was extremely dark as they searched for the very old key.</i> Use expanded noun phrases: <i>The boy with the sad eyes led her to the door under the old bridge.</i></p>	<p>Story Pattern: Losing tale (Dogger)</p> <p>Focus: Opening and Ending</p> <p><u>SPAG Focus:</u></p> <p><u>Revisit Previous years:</u> Basic speech punctuation Question and exclamation - consistent use of ? and ! Apostrophes for contraction and singular possession</p> <p><u>Year 3:</u> Apostrophes for plural possession Prepositional phrases</p> <p><u>Sentence Types:</u> Speech punctuated correctly before and after a verb of saying: <i>“Come inside,” said the old witch. The old witch said, “Come inside.”</i> Use question punctuated correctly in speech: <i>“Can you see me?” asked Sarah.</i> Use exclamation punctuated correctly in speech: <i>Remember the book!” shouted Dad.</i></p>
<u>Non Fiction</u>	<u>Non Fiction</u>
<p>Text Type: Information (Elephants)</p> <p><u>SPAG Focus:</u></p> <p><u>Revisit Previous years:</u> Commas in a list Bullet points Statements and questions - consistent use of . and ?</p> <p><u>Year 3:</u> Technical language Paragraphs around a theme Subheadings Links within paragraphs – range of conjunctions. Compound and complex sentences Coordination and subordination</p>	<p>Text Type: Instructions (How to make an aliens sandwich)</p> <p><u>SPAG Focus:</u></p> <p><u>Revisit Previous years:</u> Bullet points Commands Imperative verbs Adverbs</p> <p><u>Year 3:</u> Technical language Subheadings Colons</p> <p><u>Sentence Types:</u> Begin instruction with adverb, action and</p>

<p>Colons</p> <p>Sentence Types:</p> <p>“So” used in both positions in a complex sentence: <i>They opened the gate so they could go into the meadow below. and So she could never forget, she took one last look at the wagon.</i></p> <p>Adverb included in “so” complex sentence: <i>We watched the birds silently so we would not frighten them away.</i></p>	<p>subordinate clause: <i>Gently push them together before the glue dries.</i></p> <p>‘To’ + verb used in sense of ‘in order to’ in both positions in a complex sentence: <i>Carefully we opened the box to see what was inside. and To make the puppet, we needed an old sock, some stuffing and some string.</i></p>
<p><u>Summer 1</u></p>	<p><u>Summer 2</u></p>
<p><u>Fiction</u></p>	<p><u>Fiction</u></p>
<p>Story Pattern: Finding tale (Adventure at Evergreen forest)</p> <p>Focus: Suspense</p> <p>SPAG Focus:</p> <p>Revisit previous years:</p> <p>Speech punctuation Exclamation and question marks used consistently.</p> <p>Year 3:</p> <p>Long and short sentences Adverb starters Future tense</p> <p>Sentence Types:</p> <p>Begin with adverb + action + ‘because’ clause: <i>Miserably, they cried because the treasure had all gone.</i></p> <p>Begin with adverb, action + ‘so’ clause: <i>Silently, he looked through the window so he could see what was going on below.</i></p> <p>Short sentences for dramatic impact: <i>Sarah shuddered.</i></p> <p>Use question punctuated correctly in speech: <i>“Can you see me?” asked Sarah.</i></p> <p>Use exclamation punctuated correctly in speech: <i>“Remember the book!” shouted Dad.</i></p>	<p>Story Pattern: Tale of Fear (The nightmare man)</p> <p>Focus: Style</p> <p>SPAG Focus:</p> <p>Revisit previous years:</p> <p>Adjectives Adverbs Alliteration Exclamation and question marks used consistently</p> <p>Year 3:</p> <p>Adverb starters Sentence of 3 for description Clauses recap Long and short sentences</p> <p>Sentence Types:</p> <p>Begin with adverb + action + ‘because’ clause: <i>Miserably, they cried because the treasure had all gone.</i></p> <p>Begin with a list of 3 adjectives, correctly punctuated: <i>Lively, loud and friendly, the puppy soon cheered him up.</i></p> <p>The more... The more...: <i>The more he screamed, the more frightened he became.</i></p>

Non Fiction	Non Fiction
<p>Text Type: Explanation (The teacher pleaser machine)</p> <p>SPAG Focus:</p> <p>Revisit previous years:</p> <p>Generalisers Determiners Bullet points</p> <p>Year 3:</p> <p>Generalisers Use of a /an determiners Technical language Subheadings Paragraphs around a theme Subordinate clauses</p> <p>Sentence Types:</p> <p>Begin sentence with where adverbial: <i>Down in the meadows, the sun shone brightly.</i></p> <p>Begin with subordinate clause 'if': <i>If I keep my room tidy, I will be able to find things.</i></p>	<p>Text Type: Discussion (Do we still need zoos?)</p> <p>SPAG Focus:</p> <p>Revisit previous years:</p> <p>Generalisers Commas in a list</p> <p>Year 3:</p> <p>Generalisers Formal and informal language Cohesive devices Conclusion Paragraphing</p> <p>Sentence Types:</p> <p>Begin with subordinate clause 'if': <i>If I keep my room tidy, I will be able to find things.</i></p> <p>The more... The more...: <i>The more he screamed, the more frightened he became.</i></p> <p>Use adverbs to qualify adjectives (very, extremely, quite etc.): <i>It was extremely dark as they searched for the very old key.</i></p>
Poetry Unit – Limericks and clerihews	Poetry Unit – Repeating pattern and Free verse