

Talk For Writing Genre Map Year 3 Cycle B

- ❖ 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: Defeating the Monster (The Cobbler and the Dragon)</p> <p>Focus: Setting Description</p> <p>SPAG Focus:</p> <p><u>Revisit previous years:</u></p> <p>Basic vocabulary recap A.,'?! Apostrophes for singular possession Commas in a list word types Subject, verb, object</p> <p><u>Year 3:</u></p> <p>Pronouns Sentence of three for description</p> <p><u>Sentence Types:</u></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: Wishing Tale (Gorilla)</p> <p>Focus: Character Description</p> <p>SPAG Focus:</p> <p><u>Revisit previous years:</u></p> <p>Adverbs – consistent use</p> <p><u>Year 3:</u></p> <p>Powerful verbs Use of a/an determiner Long / short sentences</p> <p><u>Sentence Types:</u></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: Discussion (Should children be allowed to own pets?)</p> <p>SPAG Focus:</p> <p><u>Revisit previous years:</u></p> <p>Generalisers Commas in a list</p> <p><u>Year 3:</u></p> <p>Generalisers Formal and informal language Cohesive devices Conclusion Paragraphing</p> <p><u>Sentence Types:</u></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,</p>	<p>Text Type: Recount (Letter)</p> <p>SPAG Focus:</p> <p><u>Revisit previous years:</u></p> <p>Tenses – past, present and future Sentence types – statement, question, exclamation.</p> <p><u>Year 3:</u></p> <p>Apostrophe for plural possession Tenses – present perfect and future Adverbial starters</p> <p><u>Sentence Types:</u></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>extremely, quite etc.): <i>It was extremely dark as they searched for the very old key.</i></p>	
<p>Poetry unit – Acrostic and Diamante</p>	
<p>Spring 1</p>	<p>Spring 2</p>
<p>Fiction</p>	<p>Fiction</p>
<p>Story Pattern: Finding Tale Focus: Suspense SPAG Focus: Revisit Previous years: Question and exclamation - consistent use of ? and ! Nouns, adjectives, powerful verbs. Year 3: Use of a and an determiner Consonants and vowels Long and short sentences Sentence Types: 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 Focus: Description SPAG Focus: Revisit Previous years: Basic speech punctuation Question and exclamation - consistent use of ? and ! Apostrophes for contraction and singular possession Year 3: Apostrophes for plural possession Prepositional phrases Sentence of 3 - description Sentence Types: 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>
<p>Non Fiction</p>	<p>Non Fiction</p>
<p>Text Type: Instructions SPAG Focus: Revisit Previous years: Bullet points Commands Imperative verbs Adverbs Year 3: Technical language Subheadings Colons Sentence Types: Begin instruction with adverb, action and subordinate clause: <i>Gently push them together before the glue dries.</i></p>	<p>Text Type: Information SPAG Focus: Revisit Previous years: Commas in a list Bullet points Statements and questions - consistent use of . and ? Year 3: Technical language Paragraphs around a theme Subheadings Links within paragraphs – range of conjunctions. Compound and complex sentences Coordination and subordination Colons</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>Sentence Types: "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> Adverb included in "so" complex sentence: <i>We watched the birds silently so we would not frighten them away.</i></p>
<p style="text-align: center;"><u>Summer 1</u></p>	<p style="text-align: center;"><u>Summer 2</u></p>
<p style="text-align: center;"><u>Fiction</u></p> <p>Story Pattern: Warning Tale Focus: Cliff Hangers SPAG Focus: <u>Revisit previous years:</u> Speech punctuation Exclamation and question marks used consistently. <u>Year 3:</u> Long and short sentences Adverb starters Future tense Sentence Types: Begin with adverb + action + 'because' clause: <i>Miserably, they cried because the treasure had all gone.</i> Begin with adverb, action + 'so' clause: <i>Silently, he looked through the window so he could see what was going on below.</i> Short sentences for dramatic impact: <i>Sarah shuddered.</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>	<p style="text-align: center;"><u>Fiction</u></p> <p>Story Pattern: Quest tale Focus: Action SPAG Focus: <u>Revisit previous years:</u> Adjectives Adverbs Alliteration Exclamation and question marks used consistently <u>Year 3:</u> Adverb starters Sentence of 3 for description Clauses recap Long and short sentences Sentence Types: Begin with adverb + action + 'because' clause: <i>Miserably, they cried because the treasure had all gone.</i> Begin with a list of 3 adjectives, correctly punctuated: <i>Lively, loud and friendly, the puppy soon cheered him up.</i> The more... The more...: <i>The more he screamed, the more frightened he became.</i></p>

<u>Non Fiction</u>	<u>Non Fiction</u>
<p>Text Type: Explanation</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: Persuasion</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>
Poetry Unit – Limericks and clerihews	Poetry Unit – Repeating pattern and Free verse