



**Ashley Junior School**

# Autumn

- Character description- Little Red
- Instructions and Friendship Charter-Pumpkin Soup
- Persuasive letters- The Day the Crayons Quit
- Writing Postcards- Meerkat Mail
- Setting description- Polar Express



Purpose: To entertain

Audience: Children Writing to the author

Form: A descriptive paragraph

Walt: Write a character description of the Lion.

Walt: Extend vocabulary using a Zone of Relevance.

Walt: Write sentences using the correct homophones.

Walt write sentences that include words with the spelling pattern "ei" and "ey"

Walt: Write sentences with coordinating conjunctions.

Walt: Read and compare a modern version of the story - Little Red and the very hungry Lion.

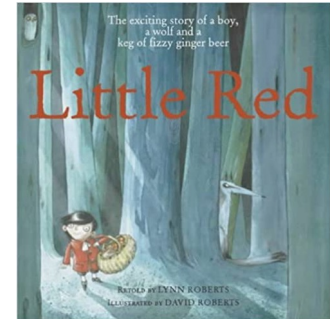
Walt: Write the story in your own words.

Whole Class reading text  
Little Red : The Exciting Story of a Boy, a Wolf, and a Keg of Fizzy Ginger Beer

Walt: Sequence and retell the story verbally.

Walt: Read the traditional tale of Little Red Riding Hood.

Text Driver



Start



Purpose: To instruct, to explain

Audience: Children

Form: Recipe/ instructions. A Friendship Charter.

11.WALT: reflect.

10.WALT: write a set of instructions for a pumpkin soup recipe .

9.WALT: recognise and use time conjunctions.

8.WALT: recognise and use imperative verbs.

7.WALT: organise and structure a set of instructions for a recipe (Rocky Road).

WALT: spell homophones and near homophones: berry, break,meet,bawl,fair

6.WALT: Write a friendship charter.

5.WALT: use commas in a list.

4.WALT: plan a friendship charter, using an adjective word mat.

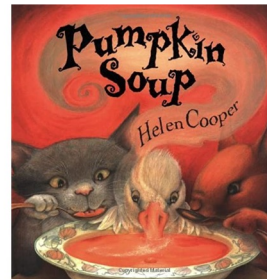
3.WALT: use adventurous vocabulary to describe characters

2.WALT: understand new vocabulary using inference

WALT: spell homophones and near homophones  
Here not heel, mail

1.WALT: listen to and discuss the story Pumpkin Soup.

Text Driver: Pumpkin Soup





Purpose: To persuade and entertain

Audience: Children Writing to the character, Duncan

Form: To write a letter.

WALT:

WALT: review spellings so far

WALT: use synonyms to describe

WALT: use an apostrophe for omission and possession.

WALT: draw on knowledge of vocabulary to understand texts..

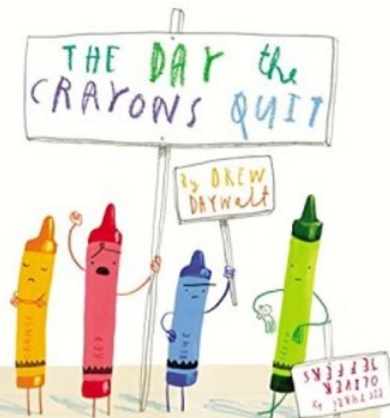
WALT: read the "The Day the Crayons Quit"

WALT: write noun phrases

WALT: Reflect and improve our writing.

WALT: write a persuasive letter

Text Driver



from the illustrator of STACK  
and THIS MOOSE BELONGS TO ME

Start



Purpose: To inform

Audience: Children Writing the character

Form: A postcard

Walt spell adverbs using the suffix "ly" where the root words ends in al or ic e.g. totally

Walt: Plan and write a postcard.

Walt: Recognise the features of a postcard.

Walt: Use time conjunctions to organise our writing.

Walt: Create expanded noun phrases.

Walt: Gather and organise vocabulary for our writing .

Walt: spell adverbs using the suffix "ly" where the root word ends in le.

Walt: Recognise the present and past tense.

Walt: Identify the emotions of the main character.

Walt spell adverbs using the suffix "ly" where the root word ends in y.

Walt: Listen to and ask questions about Meerkat Mail.

Text Driver





Purpose: To describe

Audience: Children and adults

Form: A setting description.

WALT: spell statutory words.

WALT: describe 'The North Pole City.'

WALT describe a character's response to surroundings.

WALT: use prepositions (to help the reader visualise the setting.)

WALT: use similes and alliteration to describe a setting.

WALT: use interesting nouns, adjectives and verbs in our writing.

Walt: Design a 'golden ticket' invitation.

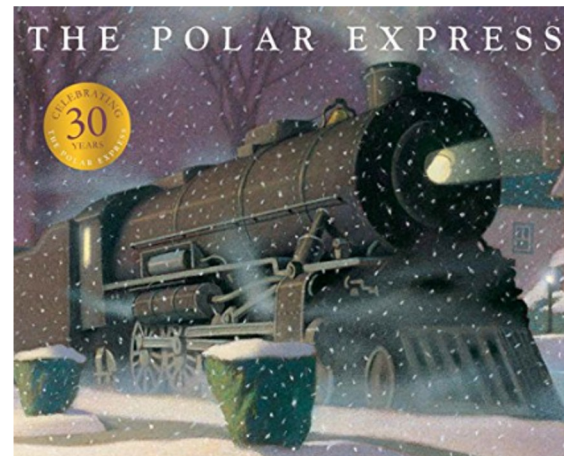
WALT: Identify the features of a formal invitation .

WALT: Understand new vocabulary

WALT: revise adverbs and then spell ones which are exceptions to the rule e.g. truly

WALT: read/listen and discuss the Polar Express.

Text Driver



# Spring

- Non-chronological report- Stone Age Boy.
- Instructions/ Information- How to Wash a Woolly Mammoth
- Story (Writing an extra chapter)- My First Drawing.



Purpose: To instruct

Audience: Pet owners

Form: An Explanation Text.

WALT: spell words with a /k/ sound spelt with 'ch'

WALT: write an explanation leaflet.

WALT: plan an explanation leaflet.

WALT: use time adverbials in our writing.

WALT: use and organise diagrams, illustrations and labels.

WALT: create negative meanings using the prefix dis-

WALT: recognise features of instructional texts.

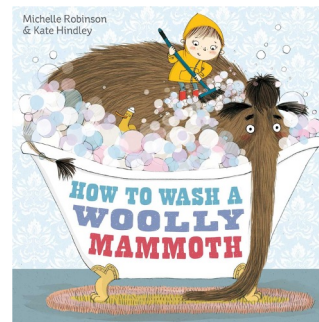
WALT: write a list of equipment.

WALT: use imperative verbs.

WALT: create negative meanings using the prefix mis-

WALT: listen to and discuss the text.

Text Driver  
How to wash a woolly mammoth





Purpose: To entertain

Audience: Adults at home

Form: A narrative

WALT: Write a story in the third person.

WALT: add suffixes beginning with a vowel (er/ed/en/ing to words with more than one syllable (stressed last syllable - double the final consonant.))

WALT: Plan and record ideas.

WALT: Recognise and write in the third person.

WALT: Describe using prepositional phrases.

WALT: Use inverted commas.

WALT: add suffixes beginning with a vowel (er/ed/ing) to words with more than 1 syllable

WALT: Recognise the correct spelling of adverbs and use them appropriately.

WALT: Summarise key events in a story.

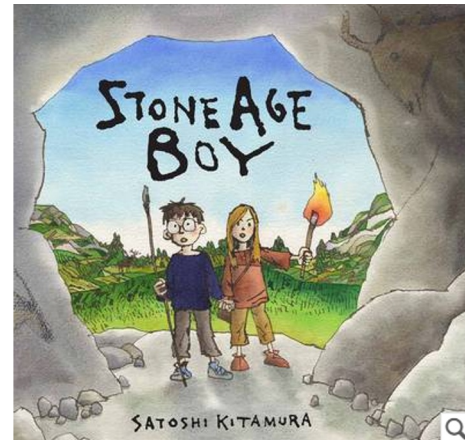
WALT: Engage with characters thoughts and feelings.

WALT: To read and discuss the Stone Age Boy story.

WALT: spell words with short /i/sound spelt with y

Start

Text Driver





Purpose: To entertain

Audience: Adults at home

Form: A narrative-1<sup>st</sup> person

WALT: spell statutory spellings challenge words.

WALT: spell words with a /sh/sound spelt 'ch'

WALT: retell a story in the FIRST person.

WALT compare similarities and differences.

WALT: spell words ending in /g/ sound spelt 'gue' and the /k/sound spelt 'que'

WALT: use adjectives.

WALT: add the prefix bi (2) and add the prefix re (again or back)

WALT: recognise apostrophes to show possession or omission.

WALT: create direct speech.

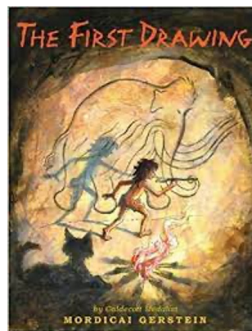
WALT recognise and use exclamation marks.

WALT: identify nouns and their plurals.

WALT: spell homophones and near homophones

WALT: listen to and discuss the text.

Start



Text Driver: The First Drawing

# Summer

- Diary entry: Escape from Pompeii
- Newspaper report: Escape from Pompeii
- Information booklet for new Year 3s
- Explanation text: The Boy Who Biked the World



Purpose: To inform

Audience: Children Writing to their peers

Form: A Diary Entry

Walt: spell words with a short u spelt with "ou"

Walt: Reflect on our writing and peers.

Walt: Write diary entries.

Walt: Order and plan events in a diary.

Walt: Recognise and discuss features of diaries.

Walt: Make inferences about characters feelings.

Walt: Use our senses to write a description.

Walt: Extend and experiment with powerful vocabulary.

Walt: spell words with a short u spelt with "o"

Walt: Use the past tense accurately.

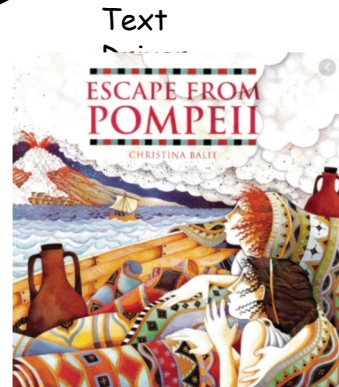
Walt: Sequence and retell the story through drama.

Walt: Use our sense to create images and word banks.

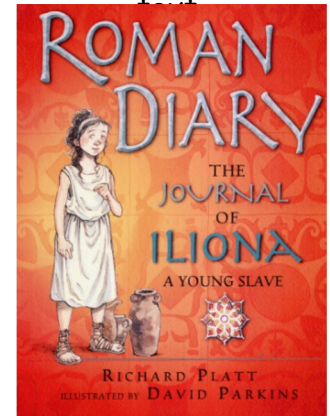
Walt: Read and learn about the story and its historical context

Walt: spell words ending in ary.

Start



Whole Class reading





Purpose: To inform  
 Audience: Children's Parents  
 Form: Newspaper Report

Walt: spell word families press and vent

Walt: Reflect on our writing and peers.

Walt: Write a report.

Walt: Order and plan events for a newspaper report.

Walt: use inverted commas for speech.

Walt: sequence events in chronological order.

Walt: use adverbials to express time.

Walt: spell word families scope and spect

Walt: ask and infer about characters' feelings.

Walt: experiment with vocabulary e.g. alliteration.

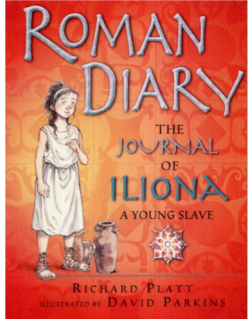
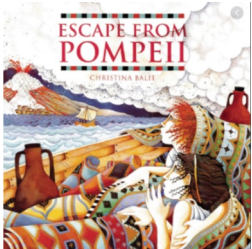
Walt: summarise information.

Walt: identify the features of a Newspaper Report.

Walt: spell word families struct and uni

Whole Class reading text

Text Driver





Purpose: To inform

Audience: Children Writing to Mr Rix and Alastair Humphreys

Form: An explanation text.

WALT: reflect on our writing and peers.

WALT: write an explanation text.

WALT: plan an explanation text.

WALT: identify the features of an explanation text.

WALT: write a set of instructions.

WALT: use impersonal language.

WALT: write a diary entry.

WALT: spell words ending with- ture x 2

WALT: expand noun phrases using adjectives and preposition phrases.

WALT: understand the difference between first, second and third person.

WALT: use conjunctions to expand our ideas.

WALT: spell words ending in -sure.

WALT: read and learn about the story and its geographical context.

WALT: Spell words with the suffix -al

Text Driver &

Whole Class reading text

