

CURRICULUM FOR WRITING - Year 3

- All new vocabulary will be displayed on Working Walls in the classroom environment.
- WAGOLL to use for whole class teaching demonstrating the skills and vocabulary expectations.

- Learning is progressive and therefore texts and skills need to be taught in chronological order.
- New ambitious vocabulary will be introduced and pre taught by staff weekly using a range of adjectives, verbs, nouns, adverbs.

Autumn 1

Year 2 Key Indicator Skills

Planning, Composition and Editing

Encapsulating what they want to say, sentence by sentence

Write narratives about personal experiences and those of others (real and fictional)

Write about real events.

Write poetry.

Make simple corrections to my writing (spelling, punctuation marks and missing words/ correct tense).

Make simple additions to own writing.

Make simple revisions to own writing.

Grammar and Punctuation

Use a wider range of time words (time adverbial / time adverb) at the start of my sentences.

Use a wider range of openers at the start of my sentences.

Use when and if as openers/at the start of a sentence.

Use an expanded noun phrase (noun phrase) using one or more adjectives.

Use the conjunctions 'because', 'that', and and in fiction writing.

Use the conjunction 'but'.

Use the conjunction 'or'.

Use the present and past tense correctly.

Use an apostrophe to show contraction in my written work.

Use commas in a list (to list adjectives in a sentence).

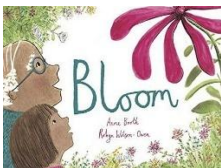
Science: Rocks and Soils

History: Stone Age

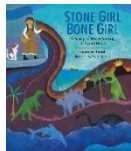
Geography: The River Nile (Egypt)

Text and Genre

Retell - Bloom



Retell – Stone Girl, Bone Girl (part of the story)



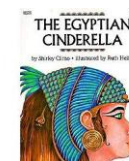
Retell – Stone Age Boy



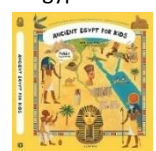
Instructions – How to wash a Woolly Mammoth



Retell – The Egyptian Cinderella



Non-Chronological Report – Ancient Egypt for Kids



Year 3 Genre Progression	A title to make the reader want to read the story. Use my own story map (with pictures) to plan the order of my story. Use my own story map (with pictures) to rehearse all the writing skills that need to be included.	A title to make the reader want to read the story. Use my own story map (with pictures) to plan the order of my story. Use my own story map (with pictures) to rehearse all the writing skills that need to be included.	A title to make the reader want to read the story. Use my own story map (with pictures) to plan the order of my story. Use my own story map (with pictures) to rehearse all the writing skills that need to be included. Detailed description of character OR setting.	Persuasive introduction. Subheadings – Equipment and method. Openers (time adverbials, imperative verbs, -ly adverbs +subordinating conjunctions) Equipment subheading will be followed by a colon and bullet points Technical vocabulary / scientific vocabulary Prepositional phrases Top tips / safety tips / handy hints at the end A complex sentence can lead you to a Top Tip / Handy Hints. If you are struggling to get the Woolly Mammoth in to the bath, refer to the top tip box for some clever hints!	A title to make the reader want to read the story Use my own story map (with pictures) to plan the order of my story. Use my own story map (with pictures) to rehearse all the writing skills that need to be included. Using paragraphs to organise my writing. Detailed description of character OR setting.	Teacher led research (content provided by teacher) Use given sub-headings but arrange information independently Generate captions for given images Begin to use the 5w's (what, when, where, who, why) in the introduction Provided reason for processes Conjunctions for cause as, so, since
	Handwriting – Use the diagonal and horizontal strokes that are needed to join letters.					

CURRICULUM FOR WRITING - Year 3

Year 3 Grammar and Punctuation	Write narratives about personal experiences and those of others (real and fictional) Use a wider range of time words (time adverbial / time adverb) at the start of my sentences. (e.g. Soon, At last, Eventually, Later, A long time ago, In the beginning) Use openers (fronted adverbials) as sentence openers (How – Manner, When – Time, Where - Place) Begin to use a comma after a fronted adverbial. Use the conjunctions ‘because’, ‘that’, and and in fiction writing. Use the present and past tense correctly. Make simple corrections to my writing (spelling, punctuation marks and missing words/ correct tense).	Encapsulating what they want to say, sentence by sentence Write narratives about personal experiences and those of others (real and fictional) Use a wider range of time words (time adverbial / time adverb) at the start of my sentences. (e.g. Soon, At last, Eventually, Later, A long time ago, In the beginning) Use openers (fronted adverbials) as sentence openers (How – Manner, When – Time, Where - Place) Begin to use a comma after a fronted adverbial. Use the conjunctions ‘because’, ‘that’, and and in fiction writing. Use an expanded noun phrase (noun phrase) using one or more adjectives. Use the present and past tense correctly. Make simple corrections to my writing (spelling, punctuation marks and missing words/ correct tense).	Encapsulating what they want to say, sentence by sentence Write narratives about personal experiences and those of others (real and fictional) Use a wider range of openers at the start of my sentences. (e.g. Far away, In the distance, Beneath his feet, On the horizon, Beyond the fields) Use openers (fronted adverbials) as sentence openers (How – Manner, When – Time, Where - Place) Begin to use a comma after a fronted adverbial. Use the conjunctions ‘because’, ‘that’, and and in fiction writing. Use an expanded noun phrase (noun phrase) using one or more adjectives. Use commas in a list (to list adjectives in a sentence). Use the present and past tense correctly. Make simple corrections to my writing (spelling, punctuation marks and missing words/ correct tense).	Use when and if as openers/at the start of a sentence. Use openers (fronted adverbials) as sentence openers (How – Manner, When – Time, Where - Place) Begin to use a comma after a fronted adverbial. E.g Time adverbials (First, Then, Finally etc). Adverbs (Vigorously, Delicately etc) Imperative Verbs (Rinse, Remove etc) Use a subheading to guide the reader. Organise similar ideas into paragraphs in non-fiction writing. Make simple corrections to my writing (spelling, punctuation marks and missing words/ correct tense).	Write narratives about personal experiences and those of others (real and fictional) Understanding what a noun, adjective, verb, adverb means. Use an expanded noun phrase (noun phrase) using one or more adjectives. Use more exciting adjectives and expanded noun phrases to help the reader clearly see what I am describing. Write compound sentences by including co-ordinating conjunctions (or, and, but, so, yet) Start a new paragraph to show a change in time in narrative writing.	Retrieve information from a non-fiction text and note down ideas under given subheadings. Generate a caption for given images. Use a wider range of openers at the start of my sentences. Also, In addition, Historians believe... Question Openers: Are you aware that...? Would you believe that...? Use conjunctions for cause (because, so, as, since) Use openers (fronted adverbials) as sentence openers (How – Manner, When – Time, Where - Place) Use the present and past tense correctly. Make simple corrections to my writing (spelling, punctuation marks and missing words/ correct tense).
Year	<i>*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023</i>					

CURRICULUM FOR WRITING - Year 3

	Forward / increase / early / important / appear / earth / possible / continue / heart / extreme / natural / surprise / different / imagine	Decide / perhaps / consider / heard / often / regular / breath / answer / fruit / busy / straight / question / describe / remember	Y2 revision (Y3 entering): Carefully / Quickly / Gently / slowly / Briskly (-ly to adjective to change to an adverb) In / on / under / around / through / over / in between / above / next to / in front of	Chef / chalet / machine / brochure / crochet / quiche / chandelier / chute / parachute / chaperone	Myth / gym / Egypt / pyramid / mystery / crypt / crystal / symbol / oxygen / symptom	Eight / weigh / neighbour / height / sleigh / weight / straight / freight / weightless / eighteen
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Ongoing (from Year 2):

- Encapsulating what they want to say, sentence by sentence
- Make simple corrections to my writing (spelling, punctuation marks and missing words/ correct tense).
- Make simple additions to own writing.
- Make simple revisions to own writing.
- Use the present and past tense correctly.

Ongoing (from Year 3):

- Record, discuss and vocabulary and grammar from books that have been exposed to me to inspire my writing.
- Use paragraphs to organise my writing.

CURRICULUM FOR WRITING - Year 3

Autumn 2

Year 2 Key Indicator Skills

Planning, Composition and Editing

Encapsulating what they want to say, sentence by sentence

Write narratives about personal experiences and those of others (real and fictional)

Write about real events.

Write poetry.

Make simple corrections to my writing (spelling, punctuation marks and missing words/ correct tense).

Make simple additions to own writing.

Make simple revisions to own writing.

Grammar and Punctuation

Use a wider range of time words (time adverbial / time adverb) at the start of my sentences.

Use a wider range of openers at the start of my sentences.

Use when and if as openers/at the start of a sentence.

Use an expanded noun phrase (noun phrase) using one or more adjectives.

Use the conjunctions 'because', 'that', and and in fiction writing.

Use the conjunction 'but'.

Use the conjunction 'or'.

Use the present and past tense correctly.

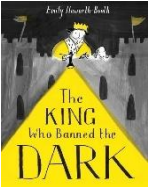
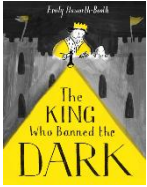
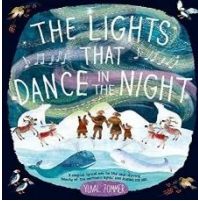
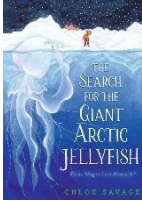
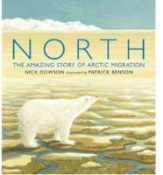
Use an apostrophe to show contraction in my written work.

Use commas in a list (to list adjectives in a sentence).

Science: Light

History:

Geography: The Arctic

Text and Genre	Science: Light		History:		Geography: The Arctic	
	Retell – The Tear Thief	Retell - The King That Banned the Dark	Persuasive Letter - The King That Banned the Dark	Retell - The Lights That Dance in the Night	Retell - In Search of the Giant Arctic Jellyfish	Non-Chronological Report - North The Amazing Story of Arctic Migration
						

Year 3 Genre Progression	Use my own story map (with pictures) to plan the order of my story. Use my own story map (with pictures) to rehearse all the writing skills that need to be included. Using paragraphs to organise my writing. Detailed description of character OR setting.	A title to make the reader want to read the story Use my own story map (with pictures) to plan the order of my story. Use my own story map (with pictures) to rehearse all the writing skills that need to be included. Using paragraphs to organise my writing. Detailed description of character OR setting.	A letter to request (persuasive letter), to ask the king to bring the dark back. Address and Date (given) Greeting (from a choice) Introduction (why are you writing) Final sentence Signing off (given) Include more formal sentences. Add more details, organised into paragraphs. Begin to use a suitable tone. Conclusion – say that needs to happen next. Yours sincerely (recipient is known) Include a question for the recipient to reply to. Rhetorical question – Do you really want me to be yawning all day? Adverbs as openers	A title to make the reader want to read the story Use my own story map (with pictures) to plan the order of my story. Use my own story map (with pictures) to rehearse all the writing skills that need to be included. Using paragraphs to organise my writing. Detailed description of character OR setting.	A title to make the reader want to read the story Use my own story map (with pictures) to plan the order of my story. Use my own story map (with pictures) to rehearse all the writing skills that need to be included. Using paragraphs to organise my writing. Detailed description of character OR setting.	Teacher led research (content provided by teacher) Use given sub-headings but arrange information independently Generate captions for given images Begin to use the 5w's (what, when, where, who, why) in the introduction Provided reason for processes Conjunctions for cause as, so, since
	Handwriting - Use the diagonal and horizontal strokes that are needed to join letters.					

CURRICULUM FOR WRITING - Year 3

Year 3 Grammar and Punctuation	Write narratives about personal experiences and those of others (real and fictional) Understand what a noun, adjective, verb, adverb means Use more exciting adjectives and expanded noun phrases to help the reader clearly see what I am describing. Use a comma to separate adjectives when describing a noun. Use similes to add description to my writing	Use a wider range of time words (time adverbial / time adverb) at the start of my sentences. Use a wider range of openers at the start of my sentences. Use inverted commas at the start and end of speech. Put the reporting clauses at the end of speech. Use a comma, an exclamation mark or question mark before the closing inverted commas when the reported clause is at the end of the speech.	Use a wider range of openers at the start of my sentences. Use openers (fronted adverbials) as sentence openers – How (adverbs of manner) Begin to extend sentence to add more detail by using a variety of subordinating conjunctions at the start of a sentence to write a complex sentence (Before, After, While, As) Use when and if as openers/at the start of a sentence. (If you hadn't banned the dark, I wouldn't be so tired!)	Understand what a noun, adjective, verb, adverb means Use powerful verbs to make my writing more interesting.	Use inverted commas at the start and end of speech. Put the reporting clauses at the end of speech. Use a comma, an exclamation mark or question mark before the closing inverted commas when the reported clause is at the end of the speech. Write compound sentences by including co-ordinating conjunctions (or, and, but, so, yet) (Dr Morley searched everywhere for the giant, artic jellyfish, yet she still couldn't find it!)	Retrieve information from a non-fiction text and note down ideas under given subheadings. Generate a caption for given images. Use a wider range of openers at the start of my sentences. Also, In addition, Historians believe... <u>Question Openers:</u> Are you aware that...? Would you believe that..? <u>Fronted Adverbials of manner:</u> Usually, Surprisingly, Unbelievably Use conjunctions for cause (because, so, as, since) Use openers (fronted adverbials) as sentence openers (How – Manner, When – Time, Where - Place) Use the present and past tense correctly. Make simple corrections to my writing (spelling, punctuation marks and missing words/ correct tense).
Year 3 Spelling	Spelling Shed MT Plans 3 Step 4: Words ending in '-sure' treasure, measure, leisure, pleasure, pressure, exposure, enclosure, closure, disclosure, composure	Spelling Shed MT Plans 3 Step 5: Words ending in '-ture' adventure, future, picture, nature, creature, furniture, capture, sculpture, fracture, mixture	Spelling Shed MT Plans 3 Step 6: Challenge Words actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular	Spelling Shed MT Plans 3 Step 7: Words with the prefix 're-' redo, return, refresh, redecorate, reappear, review, replay, reaction, rebound, revenge	Spelling Shed MT Plans 3 Step 8: Words with the prefix 'dis-' disappoint, disobey, disappear, disapprove, disable, dislike, dislocate, disadvantage, dislodge, disagree	Spelling Shed MT Plans 3 Step 9: Words with the prefix 'mis-' mistake, mislead, misbehave, misspell, misplace, misread, mistrust, misunderstanding, misuse, mislaid

Ongoing (from Year 2):

- Encapsulating what they want to say, sentence by sentence
- Make simple corrections to my writing (spelling, punctuation marks and missing words/ correct tense).
- Make simple additions to own writing.
- Make simple revisions to own writing.

CURRICULUM FOR WRITING - Year 3

Ongoing (from Year 3):

- Record, discuss and vocabulary and grammar from books that have been exposed to me to inspire my writing.
- Draft and write by composing and rehearsing sentences orally (including dialogue) progressively building a rich and varied vocabulary.
- Use paragraphs to organise my writing.
- **Make corrections, revisions and additions.**

CURRICULUM FOR WRITING - Year 3

Informal Letter Include the sender's address Use an appropriate greeting Past tense, include future tense in the conclusion Present perfect tense. Write an introduction. Accurate use of tenses (explore future tense) Paragraphs for time / order Informal chatty language Questions sentences. Wider range of contractions. Greeting and signing off (own choice). Consider the audience	Retell title to make the reader want to read the story Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech Detailed description of character OR setting	Diary Past perfect and present progressive tenses. Experiment with future tense. Informal voice. Paragraphs for events. Varied language to convey thoughts and feelings. Adverbs as openers. Addresses the diary directly. Includes opinions and facts Informal, chatty language Ambitious words to describe people and settings. Talks about secret / private feelings and opinions Includes events that are important to the writer. Use paragraphs to organise events	Setting Similes and metaphors Fronted adverbials for place and manner Adjective, adjective Powerful verbs	Persuasive Letter Can take the form of an advert and may not even be written in complete sentences. Words / phrases might be used to advertise the product. Present tense. Catchy title and/or slogan. Appeals to the senses Use alliteration, rhyming words and word play to make it memorable and fun. Exaggerate positive points Pictures. Powerful verbs and ENPs	Character description Past tense. More ambitious vocabulary choices Range of prepositional phrases as openers Similes and metaphors Include speech to show personality
Explanation Use how or why in the title Persuasive question in the introduction More detailed introduction Closing statement Facts given by the teacher Very directed research Given subheadings Conjunctions for cause because / as / so /since	Biography In the past tense Third person Opening sentence to summarise life Facts and accomplishments about the person Details about family	Non-chron. Teacher led research (content provided by teacher) Use given sub-headings but arrange information independently Generate captions for given images Begin to use the 5w's in the introduction Provided reason for processes	Newspaper	Instructions Persuasive introduction. Subheadings – Equipment and method. Openers (time adverbials, imperative verbs, -ly adverbs +subordinating conjunctions). use a range of openers. Equipment subheading will be followed by a colon and bullet points. Technical vocabulary / scientific vocabulary. Prepositional phrases Top tips / safety tips / handy hints at the end.	Recount Present/past perfect tense Range of emotions to describe feelings Paragraphs for time order of events Concluding paragraph
Formal Letter A letter to request (persuasive letter). Includes address of the recipient. Include more formal sentence. Add more details organized into paragraphs Begin to use a suitable tone – choose appropriate vocabulary (from a word bank) Conclusion – saying what needs to happen next. Finish with 'Yours Faithfully' if you don't know the recipient. Finish with 'Yours Sincerely' if you do know the recipient. Include a question for the	Free Verse Poetry Free Verse poems tell a story, describe something or explain an emotion. These poems do not need to rhyme or use a structure. Figurative language. language linked to the topic. Capital letters at the beginning of each line. Free verse poems do not have a certain number of syllables per line.				

CURRICULUM FOR WRITING - Year 3

recipient to reply to. Include a rhetorical question. Do you really want the children to have nowhere to play? Adverbs as openers Choice of formal ending	They do not rhyme, and other language devices may be used. Lines can be single words, phrases, or sentences. Own vocabulary choices.				
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