



# Writing Year 3 Curriculum Overview

<b>Composition Statutory requirements – to be applied in all units.</b>	<p><b>Pupils should be taught to:</b></p> <p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>discussing and recording ideas</li> </ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot.</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p><b>evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>proofread for spelling and punctuation errors</li> <li>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>			
<b>Spoken Language (Y1-6)</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers.</li> <li>ask relevant questions to extend their understanding and knowledge.</li> <li>use relevant strategies to build their vocabulary.</li> <li>articulate and justify answers, arguments and opinions.</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>		<ul style="list-style-type: none"> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication.</li> </ul>	
<b>Autumn</b>				
<b>Class Book / Mentor Text</b>	<p><b>Starbird</b> by Sharon King Chai</p> <p><b>How to Wash a Woolly Mammoth</b></p>		<p><b>Stone Age Boy</b> by Satoshi Kitamura</p> <p><b>The Christmasaurus</b> by Tom Fletcher</p> <p>I was Born in the Stone age by Michael Rosen</p>	
<b>Text Types</b>	<b>PVPG</b>	<b>Non-chronological report (NF)</b>	<b>Setting description (F)</b>	<b>Instructions (NF) –</b>
<b>Grammar Features</b>		<p>Express time, place and cause through use of: conjunctions (when, before, after, while, so because)</p> <p>Use apostrophes correctly:</p> <ul style="list-style-type: none"> <li>singular possession</li> <li>omission</li> </ul>	<p>Use the following, previously taught punctuation correctly: capital letters and full stops.</p> <p>Group information together into sections :Use paragraphs as a way to group related material.</p>	<p>Use simple organisational devices to aid presentation in non-fiction writing (Headings / Sub-headings)</p> <p>Use a wider range of conjunctions to extend sentences including:</p> <ul style="list-style-type: none"> <li>if</li> <li>when</li> </ul>



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	<p>Use a or an correctly.</p> <p>Use a wide range of conjunctions to extend sentences including:</p> <ul style="list-style-type: none"> <li>· when</li> <li>· if</li> <li>· because</li> <li>· although</li> </ul> <p>Use the previously taught punctuation correctly:</p> <ul style="list-style-type: none"> <li>• question marks</li> </ul> <p>Use commas in lists.</p>	<p>Use noun phrases in writing.</p> <p>Use apostrophes correctly: for singular possession. Express time, <b>place</b> and cause through use of prepositions</p> <p>Choose nouns and pronouns carefully to avoid repetition.</p> <p>Embed content previously taught in fact files:</p> <ul style="list-style-type: none"> <li>· organisational devices (Headings / Sub-headings)</li> <li>· question marks</li> <li>· apostrophes for possession and omission</li> </ul>	<ul style="list-style-type: none"> <li>• until</li> <li>• so that</li> </ul> <p>Use a variety of sentence types including:</p> <ul style="list-style-type: none"> <li>• simple</li> <li>• compound</li> <li>• complex</li> </ul> <p>Use prepositions to add detail to nouns.</p> <p><b>Use imperative verb forms.</b></p> <p>Use adverbials of:</p> <ul style="list-style-type: none"> <li>• manner</li> <li>• time</li> </ul> <p>Use a comma after fronted adverbial.</p> <p>Embed previously taught sentence types:</p> <ul style="list-style-type: none"> <li>• commands</li> <li>• statements</li> </ul>
<b>Spring</b>			
<b>Class Book / Mentor Text</b>	<p><b>The Princess and the White Bear King</b> by Tanya Robyn Batt</p> <p><b>My Brother Might be Bigfoot</b> Ken Nesbitt</p> <p><b>Hansel and Gretel</b> by Anthony Browne</p>		<p><b>The Boy who Grew Dragons</b> by Andy Shepard</p> <p><b>If I had Wings</b> by <b>Pie Corbett</b></p>
<b>Text Types</b>	<b>Letter (F)</b>	<b>Character description (F)</b>	<b>Poet study Pie Corbett (Focus on If I had wings – link to dragons)</b>
<b>Grammar Features</b>	<p>Set non-fiction writing out appropriately - letter.</p> <p>Use paragraphs to group related material.</p> <p>Use of the present perfect form of verbs instead of the simple past</p> <p>Express time, place and cause through use of 1. conjunctions 2. adverbs 3. prepositions</p>	<p>Use the following, previously taught punctuation correctly: capital letters and full stops.</p> <p>Group information together into sections :Use paragraphs as a way to group related material.</p> <p>Use noun phrases in writing.</p> <p>Use apostrophes correctly: for singular possession. Express time, <b>place</b> and cause through use of prepositions</p>	<p>Poetic Techniques</p> <p>Use of powerful verbs,</p> <p>Some detail / description expanded through careful choice of vocabulary.</p> <p>Use noun phrases in writing.</p> <p>Express time, place and cause through use of prepositions</p>



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	<p>Use a wider range of conjunctions to extend sentences including: if          when          until          so that</p> <p>Use the previously taught punctuation correctly: question marks                                  exclamation marks</p>	<p>Choose nouns and pronouns carefully to avoid repetition.</p> <p>Embed content previously taught in fact files: · organisational devices (Headings / Sub-headings) · question marks · apostrophes for possession and omission</p>	
<b>Summer</b>			
<b>Class Book/ Mentor Text</b>	<p><b>Escape from Pompeii</b> by Christiana Ballit</p> <p><b>James and the Giant Peach</b> by Roald Dahl</p> <p><b>The BFG Playscript</b> adapted by David Wood</p>		<p><b>The Magic Porridge Pot</b> by Alan Stuart</p> <p><b>The Magic Paintbrush</b> by Julia Donaldson</p>
<b>Text Type</b>	<b>Diary entry (F)</b>	<b>Persuasive Advert (NF)</b>	<b>Narrative- alternative fairy-tale (F) – describing setting and character.</b>
<b>Grammar Features</b>	<p>Open sentences with adverbs</p> <p>Secure expressing time, place and cause through use of: · conjunctions · adverbs · prepositions</p> <p>Secure using noun phrases in writing.</p> <p>Secure using a or an correctly.</p> <p>Some detail / description expanded through careful choice of vocabulary</p>	<p>Some detail / description expanded through careful choice of vocabulary.</p> <p>Expand sentences with subordinating conjunctions: · if · even if · whenever</p> <p>Embed previously taught sentence types: · commands · statements</p> <p>Use commas in lists</p> <p>Use apostrophes for plural and singular possession.</p> <p>Use adverbials of: · cause</p> <p>Expand sentences with subordinating conjunctions: · if · even if whenever</p>	<p>Secure previously taught narrative content</p> <p>Expand detail / description / explanation of events through careful choice of vocabulary.</p> <p>Use and punctuate direct speech.</p> <p>Secure using a wider range of conjunctions to extend sentences.</p> <p>Secure previously taught tenses: · simple and progressive past · simple and progressive present</p> <p>Use apostrophes for plural and singular possession.</p>



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