Writing
Year 3 Curriculum Overview

Composition Statutory requirements – to be applied in all units.	**Pupils should be taught to:** **Plan their writing by:** • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • discussing and recording ideas **draft and write by:** • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • organising paragraphs around a theme • in narratives, creating settings, characters and plot. • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] **evaluate and edit by:** • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • proofread for spelling and punctuation errors • 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
Spoken Language (Y1-6)	Pupils should be taught to: ✓ listen and respond appropriately to adults and their peers. ✓ ask relevant questions to extend their understanding and knowledge. ✓ use relevant strategies to build their vocabulary. ✓ articulate and justify answers, arguments and opinions. ✓ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ✓ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ✓ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ✓ speak audibly and fluently with an increasing command of Standard English ✓ participate in discussions, presentations, performances, role play, improvisations and debates ✓ gain, maintain and monitor the interest of the listener(s) ✓ consider and evaluate different viewpoints, attending to and building on the contributions of others ✓ select and use appropriate registers for effective communication.

Autumn		
Class Book /	**Stone Age Boy by Satoshi Kitamura** **How to Wash a Woolly Mammoth** **I was Born in the Stone Age - Michael Rosen**	**Starbird** by Sharon King Chai **The Christmasaurus** by Tom Fletcher

Text Types **Mentor Texts**	**PVPG**	• Non-chronological report (NF) • "The Stone Age to the Iron Age" – Raintree (Katie Daynes / Anita Ganeri variations) • "Ug: Boy Genius of the Stone Age" – Raymond Briggs • "The Stone Age: Hunters, Gatherers and Woolly Mammoths" – Marcia Williams • "DK Find Out! Stone Age" / "DK Eyewitness Stone Age • "Everything Stone Age to Iron Age" – National Geographic Kids	Setting Description **For magical atmosphere**: • *Leon and the Place Between – Angela McAllister* • *The Tear Thief – Carol Ann Duffy* **For forest description:** • *The Fox and the Star – Coralie Bickford-Smith* • *The Secret Sky Garden – Linda Smith* **sky, stars and night:** • *The Night Box -Louise Grieg* • *The Tear Thief*

Writing
Year 3 Curriculum Overview

			contrast: • *The Flower – John Light* • *The Secret Sky Garden – Linda Smith*
Suggested Short Burst Write	**NA**	**First Impressions - Focus: Thoughts and feelings** Write a paragraph about how the boy feels when he first arrives in the Stone Age. How to Make a Fire- Focus: Instructional writing *Explain how Stone Age people made a fire.* A Warning About Mammoths Focus: Persuasion Write a warning to other Stone Age children about a nearby mammoth.	**Write instructions linked to Christmas**
Grammar Features	Nouns – Common, proper, collective and partitive. Verbs – Regular and irregular action verbs and verb phrases Subjects Building single clause sentences Pronouns Co-ordinating conjunctions to join clauses and compound subjects	Use the following, previously taught punctuation correctly: capital letters and full stops. Group information together into sections: Use paragraphs as a way to group related material Express time, place and cause through use of: conjunctions (when, before, after, while, so because) Use apostrophes correctly: · singular possession · omission Use a or an correctly. Use a wide range of conjunctions to extend sentences including: · when · if · because · although Use the previously taught punctuation correctly: • question marks Use commas in lists. Use organisational devices (Headings / Sub-headings)	Use a wider range of conjunctions to extend sentences including: • if • when • until • so that Use a variety of sentence types including: • simple • compound • complex Use prepositions to add detail to nouns. Use imperative verb forms. Use adverbials of: • manner • time Use a comma after fronted adverbial. Embed previously taught sentence types: • commands • statements
	Evaluation of teaching and learning • **Are there any skills which did not fit the unit?** • **Are there any skills which could purposefully be added?** • **Did any child miss a lot of content?**		

Writing
Year 3 Curriculum Overview

	Spring		
Class Text	**The Princess and the White Bear King** by Tanya Robyn Batt	**Hansel and Gretel by Anthony Browne**	**The Boy who Grew Dragons** by Andy Shepard **All the Best**: The Selected Poems of Roger McGough
Text Types **Mentor Texts**	Letter • Dear Mr. Blueberry by Simon James • The Day the Crayons Quit by Drew Daywalt • The Thank You Letter by Jane Cabrera • Dear Dragon by Josh Funk	Character description (F) • (See character description mentor texts file in EYN) • "The Lost Happy Endings" – Carol Ann Duffy (Dark fairy-tale tone similar to Hansel & Gretel) • "The Tunnel" – Anthony Browne(Excellent for contrasting characters) • "Voices in the Park" – Anthony Browne (Same event told through different perspectives) • "The True Story of the Three Little Pigs" – Jon Scieszka (Character viewpoint twist) • "The Wolf's Story" – Toby Forward (Another wolf-perspective tale) • "The Lost Happy Endings" – Carol Ann Duffy (Dark fairy-tale tone similar to Hansel & Gretel) • "Leon and the Place Between" – Angela McAllister (Atmospheric with vivid characters)	Poetry (Kennings and Rhyming animal poem- focus on Roger McGough) • (Grammasurus unit is saved in EYN) • Poems Aloud: Lion, Frog, Ant, Sparrow (p 24 and 25) • Call Me by James Carter • My Mum – Eve Weston • Squirrel – Celia Carter • Teacher – Paul Cookson • What in Earth – James Carter • Eight Swords – Roger Stevens • Penguin – Sue Cowling • The Dragon Snatcher - MP Robertson • Pet Dragon - MP Robertson • The Dangerous Pet Lover's Guide to Dragons
Suggested Short Burst Write	***Trapped in the Castle (The Princess and the White Bear King)*** **Prompt:** *The princess is trapped in the strange castle. Write a short description of how she feels.*	**Write a note to character, telling them about yourself.**	**Write a letter to Roger McGough**
Grammar Features	Set non-fiction writing out appropriately - letter. Use paragraphs to group related material. Use of the present perfect form of verbs instead of the simple past Express time, place and cause through use of adverbs Use a wider range of conjunctions to extend sentences including: if when until so that	Use the following, previously taught punctuation correctly: capital letters and full stops. Group information together into sections: Use paragraphs as a way to group related material. Use noun phrases in writing. Use apostrophes correctly: for singular possession. Express place through use of prepositions Choose nouns and pronouns carefully to avoid repetition.	Poetic Techniques Rhyme Rhythm Alliteration Repetition Use of powerful verbs, Some detail / description expanded through careful choice of vocabulary. Use noun phrases in writing.

Writing
Year 3 Curriculum Overview

	Use the previously taught punctuation correctly: question marks Begin to use exclamation marks		
	Evaluation of teaching and learning • **Are there any skills which did not fit the unit?** • **Are there any skills which could purposefully be added?** • **Did any child miss a lot of content?**		
Summer			
Class Book/	**Escape from Pompeii** by Christiana Ballit **Mr Penguin** by Alex T Smith	**The Magic Porridge Pot** by Alan Stuart **The Magic Paintbrush** by Julia Donaldson	
Text Type **Mentor Texts**	**Diary entry (F)** • **Roman Diary – the Journal of Illiona by Richard Platt** • **Diary of a Big Bad Wolf: Your favourite fairytales from a BIG BAD point of view! (Volume 1) (Fairytale Woods) by Ben Miller**	**Persuasive Advert (NF)** • **M and S food adverts** **"Traction Man" – Mini Grey** • Superhero-style advertising tone **"The Day the Crayons Quit" – Drew Daywalt** • Strong voice and humour **"Beegu" – Alexis Deacon** • Subtle persuasion (encouraging empathy) **"How to Train Your Dragon" (extracts/blurbs) – Cressida Cowell** • Adventure-based persuasion **Real-world adverts (very important mentors!)** • Toy catalogues • Posters for films or theme parks • Book blurb	**Narrative- alternative fairy-tale (F) – describing setting and character.** **"The True Story of the Three Little Pigs" – Jon Scieszka** • Alternative viewpoint • Humorous twist on a familiar tale **"Little Red" – Bethan Woollvin** • Bold, modern retelling • Empowered main character **"The Three Little Wolves and the Big Bad Pig" – Eugene Trivizas** • Classic structure flipped • Familiar story with unexpected changes **"Prince Cinders" – Babette Cole** • Humorous twist on Cinderella • Subverts traditional roles **"Goldilocks and Just the One Bear" – Leigh Hodgkinson** • Modern setting + twist • Keeps familiar elements but changes context
Suggested Short Burst Write	**Setting description / postcard**	**Instructions – How to make favourite sandwich**	**Warning Poster / Persuasive advert for porridge pot**
Grammar Features	• Open sentences with adverbs • Secure expressing time, place and cause through use of: · Conjunctions and prepositions	• Some detail / description expanded through careful choice of vocabulary. • Secure use of noun phrases.	• Secure previously taught narrative content

Writing
Year 3 Curriculum Overview

	· adverbs · prepositions • Use noun phrases in writing. • Secure using a or an correctly. • Some detail / description expanded through careful choice of vocabulary	• Expand sentences with subordinating conjunctions: · if · even if · whenever • Embed previously taught sentence types: · commands · statements • Use commas in lists • Use apostrophes for plural and singular possession. • Expand sentences with subordinating conjunctions: · if · even if · whenever	• Expand detail / description / explanation of events through careful choice of vocabulary. • Use and punctuate direct speech. • Secure using a wider range of conjunctions to extend sentences. • Secure previously taught tenses: · simple and progressive past · simple and progressive present • Use apostrophes for plural and singular possession.
	Evaluation of teaching and learning • **Are there any skills which did not fit the unit?** • **Are there any skills which could purposefully be added?** • **Did any child miss a lot of content?**		