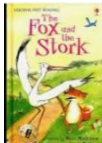
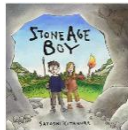
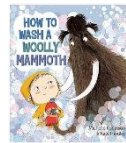
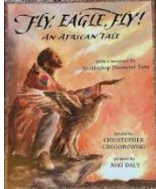
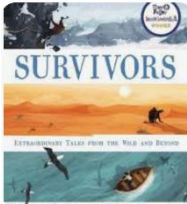


CLIFTON-UPON-DUNSMORE CE PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 3

• 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						
Science- Rocks			History- The Stone Age			
Ongoing skills- Understanding what a noun, adjective, verb, adverb means. Consistently use an apostrophe to show possession and use apostrophes in my writing to show singular possession. Use tense accurately most of the time. Use verb tenses correctly most of the time (was/were) (is/are). Begin to build cohesion by choosing the right nouns and pronouns to avoid repeating myself.						
Text and Genre	Retell- The Fox and the Stork 	Retell- Opening Section of the story (Up to meeting Om and going to camp.) 	Diary Entry- Hunt 	Retell- Cave Baby 	Instructions- How to Wash a Woolly Mammoth 	Retell- Superworm 
Year 3 Genre Progression	Using paragraphs to organise my writing Detailed description of character or setting	Using paragraphs to organise my writing Detailed description of character or setting	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	Using paragraphs to organise my writing Detailed description of character or setting	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.	Using paragraphs to organise my writing Detailed description of character or setting
Handwriting – Use the diagonally and horizontal strokes that are needed to join letters.						
Year 3 Grammar and Punctuation	(Year 2 revision.) 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 powerful verbs to make my writing more interesting.	Begin to extend sentences 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 (+ Year 2)	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 prepositions to express place. Use a question in a non-fiction introduction. Use a colon before a list in instructional writing (what you need:)	Use adverbs of manner as openers (fronted adverbials) Suddenly, Instantly. Etc
Year 3 Spelling	*“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					

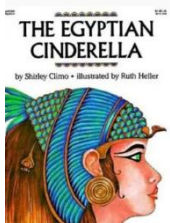
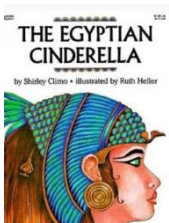
CLIFTON-UPON-DUNSMORE CE PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 3

Autumn 2

Autumn 2						
Science-Light				Geography-Extreme Earth		
Text and Genre	Retell- Ratty's Big Adventure 	Setting Description- Fly, Eagle, Fly 	Retell- Fly, Eagle, Fly 	Diary/Log -Survivours 	Persuasive Letter- Why the little boy should go! The Polar Express 	Instructions to make Hot Chocolate (Linked to Polar Express) 
Year 3 Genre Progression	Using paragraphs to organise my writing Detailed description of character or setting	Similes and metaphors Fronted adverbials for place and manner Adjective, adjective Powerful verbs	Using paragraphs to organise my writing Detailed description of character or setting	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	Opening sentence to hook the reader. An introduction with a strong position or point of view. Paragraphs which each have their own point. Each point has an argument (facts and evidence) to support it. Exaggeration Rhetorical questions.	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.
Handwriting - Use the diagonally and horizontal strokes that are needed to join letters.						
Year 3 Grammar and Punctuation	Write compound sentences by including co-ordinating conjunctions (or, and, but, so, yet).	Use similes to add description to my writing.	Use of a comma to list expanded noun phrases.	Begin to extend sentences 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 (+ Year 2)	Use Afl to identify skill focus.	Use Afl to identify skill focus.
Year 3 Spelling	*“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					

CLIFTON-UPON-DUNSMORE CE PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 3

Spring 1

History- Egyptians			Science-Magnets		
Ongoing skills- Start a new paragraph to show a change in time in narrative writing.					
Text and Genre	Character Description- Rhodopis 	Retell- The Egyptian Cinderella 	Diary Entry- Marcy and the Riddle of the Sphinx 	Retell- Egyptian Myth (Isis and Osiris) (Wagoll) 	Non-Chronological on the Ancient Egyptian 
Year 3 Genre Progression	Past tense. More ambitious vocabulary choices Range of prepositional phrases as openers Similes	Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech Detailed description of character or setting	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	Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech 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 in the introduction. Provided reason for processes.
Handwriting- Ascenders and descenders do not interfere with writing on the line above and below.					
Year 3 Grammar and Punctuation	Revision of similes and use of a comma to list expanded noun phrases.	Use openers (fronted adverbials) as sentence openers: How (Manner), When (Time) and Where (Place)	Use show don't tell to convey a character's emotions.	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 a question mark before the closing inverted commas when the reporting clause is at the end of the speech.	Use a variety of subordinating conjunctions in the middle of a sentence to write a complex sentence. Not a skills lesson- Organise similar ideas into paragraphs in non-fiction writing. Use a subheading to guide the reader.
Year 3 Spelling	*"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				

CLIFTON-UPON-DUNSMORE CE PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 3

Spring 2

Science-Humans and Animals

Geography-The United Kingdom

Text and Genre	Character Description- Firebird 	Retell- Firebird (A section of the story) 		Diary Entry- Firebird 	Guide to leading healthy lifestyle 
Year 3 Genre Progression	Past tense. More ambitious vocabulary choices Range of prepositional phrases as openers Similes	Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech Detailed description of character or setting		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	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.
Handwriting- Ascenders and descenders do not interfere with writing on the line above and below.					
Year 3 Grammar and	Revision of using similes.	Beginning to vary the range of verbs used in the reporting clause to avoid repeating, 'said'. Use ellipses to build suspense.		Revision of using show don't tell to convey a character's emotions.	Use short sentences to make key points. Write compound sentences by including co-ordinating conjunctions (or, and, but, so, yet).
Year 3 Spelling	*“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				

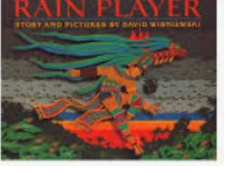
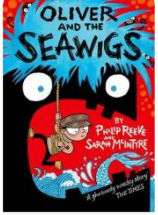
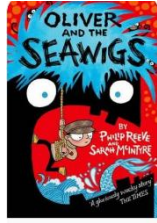
CLIFTON-UPON-DUNSMORE CE PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 3

Summer 1

History- The Mayans

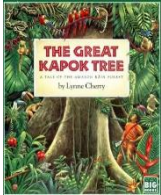
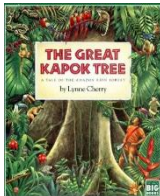
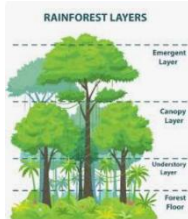
Science-Plants

Ongoing skills- Start a new paragraph when the setting changes in narrative writing.

Text and Genre	Retell- Rain Player- Up to the Game	Diary Entry- Recounting the game	Diary Entry- Oliver and the Seawigs	Retell- Oliver and the Seawigs (Section of the story.)	Retell- Omar, The Bees and Me (A section of the story.)	Informal Letter -Asking the local houses to plant seeds to create a bee corridor.
						
Year 3 Genre Progression	Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech Detailed description of character or setting	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	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	Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech Detailed description of character or setting	Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech Detailed description of character or setting	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
Handwriting- My handwriting style is consistent throughout my work.						
Year 3 Grammar and Punctuation	Change the place of the adverb in the sentence.	Use conjunctions to show when something happened. (time - After, Before, While))	Use AFL to identify skill focus	Begin to use a comma after a fronted adverbial.	Use AFL to identify skill focus	Use the Present Perfect Tense. Use conjunctions for cause (because, as, so)
Year 3 Spelling	*“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					

CLIFTON-UPON-DUNSMORE CE PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 3

Summer 2

DT			Geography-Rainforests		
Text and Genre	Setting Description- The Great Kapok Tree 	Retell- The Great Kapok Tree 	Monologue -The 'Busy' Life of the sloth  https://www.youtube.com/watch?v=ndMKTnSRsKM	Non-Chronological Report- The Layers of the Rainforest 	Free Verse Poem- The Rainforest 
	Similes Fronted adverbials for place and manner Adjective, adjective Powerful verbs	Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech Detailed description of character or setting	Present Tense ENPs and powerful verbs Range of conjunctions Rhetorical question	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.	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. They do not rhyme, and other language devices may be used. Lines can be single words, phrases, or sentences. Own vocabulary choices.
Handwriting- My handwriting style is consistent throughout my work.					
Year 3 Grammar and	Use of a comma for rule of three.	Use adverbs to show when something happened (Time)	Consolidation of previously taught skills.	Consolidation of previously taught skills.	Consolidation of previously taught skills.
Year 3 Spelling	*“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				

These skills may need to be taught in stand-alone spag lessons-

Use prepositions to express time.

Use adverbs to show where something happened. (Place)

Use conjunctions for place (Where and Wherever).