

## Year 3 Writing Curriculum Map

Narrative unit (5)

Non-fiction unit (5)

Poetry unit (2)

Year 3	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>Progression of Core Texts</b>	<a href="#">Story Path 1/2</a> <a href="#">Story Path 3/4</a> by Kate Baker and Madalena Matoso  Focus: story structure: characters, settings and events  Duration: 4 weeks	<a href="#">Beatrice's Dream</a> by Karen Lynn Williams  First person recount  Duration: 3 weeks	<a href="#">Ask Dr K Fisher About Animals</a> by Claire Llewellyn  Duration: 3 weeks	<a href="#">A River</a> by Marc Martin  Poetry  Duration: 3 weeks	<a href="#">The Beasties</a> by Jenny Nimmo  Short traditional narrative  Duration: 3 weeks	<a href="#">Outdoor Wonderland</a> by Josie Jeffery and Alice Lickens  Instructions  Duration: 3 weeks	<a href="#">Science in a Flash: Rocks</a> by Georgia Amson-Bradshaw  Writing to explain  Duration: 3 weeks	<a href="#">Oliver and the Seawigs</a> by Philip Reeve  Focus: creating and describing settings  Duration: 3 weeks	<a href="#">Fantastically Great Women Who Changed The World</a> by Kate Pankhurst  Biography with focus on layout	<a href="#">The Works KS2</a> chosen by Pie Corbett  Focus: exploring a wide range of different types of poetry  Duration: 2-3 weeks	<a href="#">Beyond the Stars: King of the Birds</a> by Sarah Webb  Focus: using rich vocabulary  Duration: 3 weeks	<a href="#">Grimm's Fairy Tales</a> by Ruth Brocklehurst and Gillian Doherty  Traditional fairy tales with a focus on oral retelling  Duration: 3 weeks
<b>Possible Links to Wider Year 3 Curriculum</b>		Geography - location outside the UK	Science - animals including humans	Geography - Physical features		Science - plants; Geography - location in the UK; set of instructions on historical period	Science - rocks, fossils and soils; Geography - physical	Geography - seas, coast	History - important people			
<b>Independent purposeful writing outcomes</b>	To create an adventure pathway and story	To write a letter to an agony aunt/uncle and a reply To write an account of an imagined day in the life of a	To write a letter to an agony aunt/uncle and a reply	To write about a journey through different landscapes	To write a story for younger children to go in a class book for the library	To write a page for an information book that contains a set of instructions	To write their own version of two of the double-page spreads in the book: what are sedimentary rocks?; what are fossils?	To write the story from a different point of view	To write a biography of a famous person, choosing elements of layout, presentation and language to match the	To write a presentation and perform a poem as a group Optional: to write a poem based on one of the poems	To write own King of the... story	Speaking: to orally retell a fairy tale  Writing: to write an alternative ending to a fairy tale in the

## Year 3 Writing Curriculum Map

		character from a favourite book, or a day in their own life							chosen personality and their achievements	studied		style and model of text
<b>Grammar and punctuation</b>  <b>Covered</b>  <b>Light touch</b>  <b>Not covered</b>	Story pattern  Questions, statements and exclamations  Adverbials  Speech  Clauses	Formal/informal language  word play for humour  Complex sentences, subordinating conjunctions, main and subordinate clauses	Adverbials  fronted adverbials  complex sentences  speech	Adverbials  Sentence construction including complex sentences	Adverbials, fronted adverbials (with commas)  Complex sentences, main and subordinate clauses including use of commas  Noun phrases	Layout of pages  Contractions  Conjunctions  Prepositional phrases	Nouns and noun phrases for precision and clarity  Pronouns/nouns for cohesion and avoiding repetition  Adverbials of where  Prepositional phrases  Fronted adverbials  Paragraphs around a theme	Perfect form  Speech	Expanded noun phrases  Adverbials of time and place (prepositional phrases)  Paragraphing/sections	No specific grammar	Adverbs, adverbials, fronted adverbials  Speech, inverted commas  Expanded noun phrases	Prepositional phrases used adverbially  Speech  Apostrophes (contraction and singular/plural possession)
<b>Spelling</b>	<i>Read Write Inc. spelling programme</i>											
<b>Handwriting</b>	Pupils continue to consolidate and secure the 'diagonal' and 'washing line' joins, leading to increased speed and fluency of their joined cursive handwriting. Lined handwriting books are used for work in Year 3 only when necessary for targeted children. Children continue with handwriting practice and use a pen in their written work.											

## Year 3 Writing Curriculum Map

To include: verbs, verb forms