

FALLINGS PARK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 3

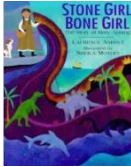

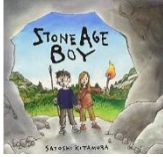


- All new vocabulary will be displayed on Working Walls in the classroom environment.
- WAGOLL to use for whole class teaching demonstrating the skills and vocabulary expectations.

- 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


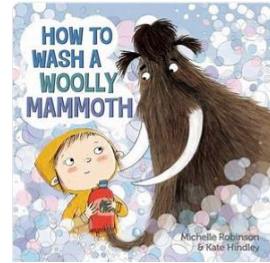
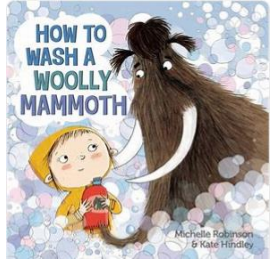
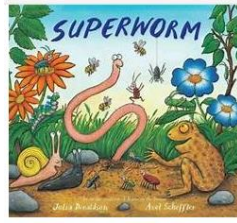

Science -Skeletons and Muscles

History - Stone Age Geography- Our World

Text and Genre	 Retell	 Diary	 Retell	 Retell	 Retell- The Legend of Stonehenge	 The Warring Giants of Birmingham and Dudley
Y3 Genre Progression	<p>A title to make the reader want to read the story.</p> <p>Using paragraphs to organise my writing.</p> <p>Include simple speech with inverted commas. Limited speech.</p> <p>Detailed description of character OR setting.</p>	<p>Past perfect and present progressive tenses.</p> <p>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.</p> <p>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.</p>	<p>A title to make the reader want to read the story.</p> <p>Using paragraphs to organise my writing.</p> <p>Include simple speech with inverted commas. Limited speech.</p> <p>Detailed description of character OR setting.</p>	<p>A title to make the reader want to read the story.</p> <p>Using paragraphs to organise my writing.</p> <p>Include simple speech with inverted commas. Limited speech.</p> <p>Detailed description of character OR setting.</p>	<p>A title to make the reader want to read the story.</p> <p>Using paragraphs to organise my writing.</p> <p>Include simple speech with inverted commas. Limited speech.</p> <p>Detailed description of character OR setting.</p>	<p>A title to make the reader want to read the story.</p> <p>Using paragraphs to organise my writing.</p> <p>Include simple speech with inverted commas. Limited speech.</p> <p>Detailed description of character OR setting.</p>
Handwriting-Use the diagonally and horizontal strokes that are needed to join letters.						
Year 3 Grammar and Punctuation	<p>Use more exciting adjectives and expanded noun phrases to help the reader clearly see what I am describing. Use powerful verbs to make my writing more interesting.</p> <p>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</p>	<p>Use commas in a list (to list nouns in a sentence).</p> <p>Consolidation of conjunction 'when' at the beginning of a sentence.</p>	<p>Use a comma to separate adjectives when describing a noun.</p> <p>Consolidation of the conjunctions 'when' and 'because'</p>	<p>Use a question in a retell.</p> <p>Use prepositions to express place.</p>	<p>Use of time openers.</p>	<p>Use verb tenses correctly most of the time (was/were) (is/are).</p>
Year 3 Spelling						

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Autumn 2

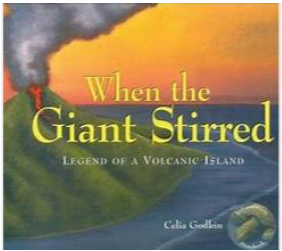
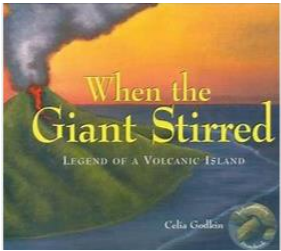
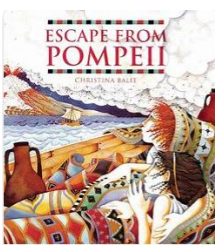
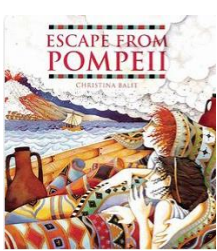
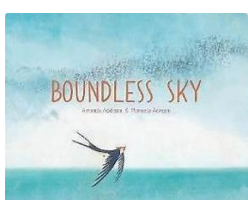
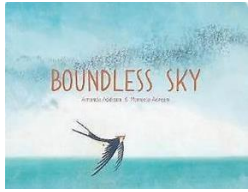
		Science – Rocks			History- Stone Age	
Text and Genre					Independent Writing Assessment Unit	
	Retell- Devil's Trick	Instructions	Character Description	Retell- Superworm		Riddles linked to Winter
Y3 Genre Progression	<p>A title to make the reader want to read the story.</p> <p>Using paragraphs to organise my writing.</p> <p>Include simple speech with inverted commas. Limited speech.</p> <p>Detailed description of character OR setting.</p>	<p>Persuasive introduction.</p> <p>Subheadings – Equipment and method. Openers (time adverbials, imperative verbs, -ly adverbs +subordinating conjunctions).</p> <p>By Year 3 the children will be able to use a range of openers.</p> <p>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 / Safety box.</p>	<p>Past tense.</p> <p>More ambitious vocabulary choices.</p> <p>Range of prepositional phrases as openers.</p> <p>Similes and metaphors.</p> <p>Include speech to show personality.</p>	<p>A title to make the reader want to read the story.</p> <p>Using paragraphs to organise my writing.</p> <p>Include simple speech with inverted commas. Limited speech.</p> <p>Detailed description of character OR setting.</p>	<p>What am I?</p> <p>Openers</p> <p>New clue, new line.</p> <p>Present tense.</p> <p>, but</p> <p>Conjunctions – and, that, When, If, or, because.</p> <p>Tease the reader.</p> <p>Commas in a list.</p> <p>Adjectives</p>	
Handwriting-Use the diagonally and horizontal strokes that are needed to join letters.						
Year 3 Grammar and Punctuation	<p>Use openers (fronted adverbials) as sentence openers: How (Manner), When (Time) and Where (Place)</p> <p>Consolidation of commas in a list.</p> <p>Use adverbs of manner as openers (fronted adverbials)</p>	<p>Use a colon before a list in instructional writing (what you need:)</p> <p>Use prepositions to express place.</p> <p>Use a question in a non-fiction introduction.</p>	<p>Use similes to add description to my writing.</p> <p>Write compound sentences by including co-ordinating conjunctions (or, and, but, so, yet).</p>	<p>Begin to build cohesion by choosing the right nouns and pronouns to avoid repeating myself.</p> <p>Start a new paragraph to show a change in time in narrative writing.</p> <p>Use similes to add description to my writing.</p>		<p>Use a comma before some co-ordinating conjunctions (or, but, so)</p> <p>(Consolidation of the skills taught in Year 2.)</p>
Year 3 Spelling						

FALLINGS PARK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 3

Spring 1

Geography- Rocks, Relics, Rumbles

Science-Food and Nutrition

Text and Genre		Geography- Rocks, Relics, Rumbles		Science-Food and Nutrition		
	 <p>Retell</p>	 <p>Setting</p>	 <p>Setting</p>	 <p>Diary Entry</p>	 <p>Retell</p>	 <p>Diary</p>
Year 3 Genre Progression	<p>A 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.</p>	<p>Similes and metaphors. Fronted adverbials for place and manner. Adjective, adjective. Powerful verbs.</p>	<p>Similes and metaphors. Fronted adverbials for place and manner. Adjective, adjective. Powerful verbs.</p>	<p>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.</p>	<p>A 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.</p>	<p>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.</p>
Handwriting-Ascenders and descenders do not interfere with writing on the line above and below.						
Year 3 Grammar and Punctuation	<p>Use openers (fronted adverbials) as sentence openers: How (Manner), When (Time) and Where (Place) Recap of powerful verbs.</p>	<p>Use similes to add description to my writing. Change the place of the adverb in the sentence.</p>	<p>Use inverted commas at the start and end of speech. Put the reporting clauses at the end of speech.</p>	<p>Use openers (fronted adverbials) as sentence openers: How (Manner), When (Time) and Where (Place) Recap of powerful verbs. Use a variety of subordinating conjunctions in the middle of a sentence to write a complex sentence. Use ellipses to build suspense.</p>	<p>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. Beginning to vary the range of verbs used in the reporting clause to avoid repeating, 'said'.</p>	<p>Use a comma before some coordinating conjunctions (or, but, so)</p>
Year 3 Spelling						

FALLINGS PARK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 3

Spring 2

Geography- Rocks, Relics, Rumbles

Science – Forces and Magents

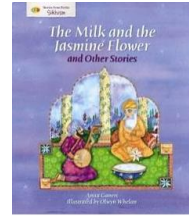
Text and Genre



Kadeena Cox Biography

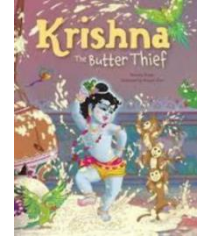


Non- Chronological Report- How to keep Healthy (Science Link)



Retell – Milk and the Jasmine Flower- Linked to Sikhism.

Independent Writing Assessment Unit



Retell – Krishna the Butter Thief

Year 3 Genre Progression

In the past tense.
Third person.
Opening sentence to summarise life.
Facts and accomplishments about the person.
Details about family.

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.

A 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.

A 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.

Handwriting-Ascenders and descenders do not interfere with writing on the line above and below.

Year 3 Grammar and Punctuation

Organise similar ideas into paragraphs in non-fiction writing.
Use a subheading to guide the reader.
Use short sentences to make key points.

Use short sentences to make key points.
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)
Organise similar ideas into paragraphs in non-fiction writing.
Use a subheading to guide the reader.

Consolidation of speech.

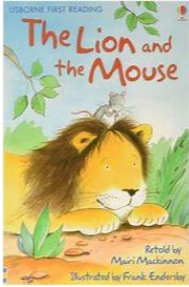
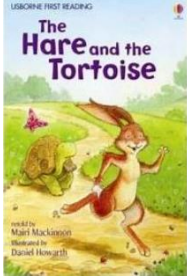

Consolidation of speech.

Year 3 Spelling





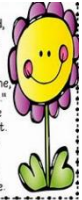

FALLINGS PARK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 3

Summer 1

History-The Romans			Science- Light		
Text and Genre	 <p>Retell</p>	 <p>Retell (To put a twist on this, it could be a diary entry from the point of view of the Hare.)</p>	 <p>Retell- Jupiter, The Honeybee and the Sting</p>	 <p>Informal Letter as a Roman Soldier writing Home</p>	 <p>Non- Chronological Report- The Romans</p>
Year 3 Genre Progression	<p>A 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.</p>	<p>A 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.</p>	<p>A 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.</p>	<p>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).</p>	<p>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.</p>
Handwriting-My handwriting style is consistent throughout my work.					
Year 3 Grammar and Punctuation	<p>Begin to use a comma after the opener (fronted adverbial)</p>	<p>Use two –ly adverbs in a sentence.</p>	<p>Consolidation of speech and paragraphing.</p>	<p>Use the Present Perfect Tense.</p>	<p>Use adverbs to show when something happened (Time) Use conjunctions to show cause.</p>
Year 3 Spelling					

FALLINGS PARK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 3

Summer 2

		Science - Plants		History- The Romans	
Text and Genre	 Retell	 Diary	Independent Writing Assessment Unit	 The Little Plant In the heart of a seed, Buried deep so deep, A tiny plant. Lay fast asleep. "Wake," said the sunshine, "And creep to the light." "Wake," said the voice Of the raindrops bright. The little plant heard And it rose to see, What the wonderful, Outside world might be.	Residential Visit 
	Year 3 Genre Progression	A 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.		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.	
Handwriting-My handwriting style is consistent throughout my work.					
Year 3 Spelling	Use the possessive apostrophe in words with irregular plurals (children's).	Use prepositions to express time.		Consolidation of previously taught skills.	Use adverbs to show where something happened. (Place)