Writing Curriculum



Year 3 Writing



New Learning | Prior Learning

Know It

Year 3

Spelling

stressed	A syllable within a word given greater emphasis.
unstressed	Letters which are not easy to hear within a word.
irregular verb	A verb that doesn't follow the usual pattern for changing tense.
contraction	Two words that are joined and made shorter by omitting a letter.
homophone	Words that sound the same but have a different spelling and meaning. Near-homophones sound almost the same.
plural	More than one noun.
singular	One noun.
prefix	A group of letters added to the **start** of words to create a new word with a different meaning.
suffix	A group of letters added to the **end** of words to create a new word with a different meaning.
syllable	A syllable sounds like a beat in a word.

Punctuation

inverted commas	Marks used to surround direct speech. These are sometimes called speech marks.
apostrophe for possession	A mark used to show that a noun 'belongs' to one person or object.
apostrophe for contraction	A mark used to show the place of missing (omitted) letters.
commas for lists	A mark used to separate each item in a list (apart from the final two items which are separated using the word 'and').
exclamation mark	A mark used to show surprise, urgency or emphasis.
question mark	A mark used to show a question.

Sentence Structure

main clause	A main clause is another way of describing an independent clause. It is a clause with at least one subject and one verb that can make sense on its own.as a complete sentence.
subordinate clause	A clause that extends an independent clause, modifying it in some way. It cannot stand alone as a sentence.
reporting clause	A reporting clause tells the reader who the speaker was and how they spoke. It can come before, after or in the middle of speech.
statement sentence	A sentence that tells you a fact, opinion, idea or what is happening. It ends with a full stop.
command sentence	An order or instruction that tells someone what to do. It starts with an imperative verb and ends with a full stop or exclamation mark,,
question sentence	A question or request that asks something. It starts with a question word or a verb and ends with a question mark.
exclamation sentence	A sentence that shows surprise, excitement, shock or has a strong emotion. what or how + noun phrase/ adjective + pronoun/noun + verb + !
clause	A group of words that includes a subject and a verb.
independent clause	A clause with at least one subject and one verb that can make sense on its own.
phrase	A group of words without a verb.

Word Class

preposition	A preposition links a following noun, pronoun or noun phrase to another word in the sentence. They often describe where (place), but can also describe relations of time.
co-ordinating conjunction	A conjunction that links two independent clauses.
subordinating conjunction	A conjunction that links an independent clause and a subordinate clause.
adverbial	An adverbial is a word, phrase or clause that is used, like an adverb, to modify a verb or clause. They can tell us how (manner), when (time), where (place) and why (cause).
comparative	An adjective which compares two nouns. Comparatives can be formed by adding the suffix –er.
superlative	An adjective which compares three+ nouns. Comparatives can be formed by adding the suffix –est.
noun phrase	A noun phrase can be made up of a determiner and noun or a determiner, adjective and noun. They give more detail about the noun.
adverb	An adverb can modify a verb, adjective, another adverb or a whole clause. They can tell us how (manner) or when (time) something happens.
pronoun	A type of word which replaces a noun.
conjunction	A word that links words and clauses.

Tense

perfect	A verb form which refers to completed actions or states, formed by using 'to have' and the past participle of the verb.
progressive	A verb form which shows events in progress, formed by using 'to be' and the present participle (-ing form of the verb).
tense	A verb form which shows time.
past tense	Something which has already happened or existed.
present tense	Something which is happening or being now.

Teach It: Spelling

Year 3

Children are taught to spell following the Ed Shed Spelling Curriculum, learning to spell using different spelling patterns and recapping previously taught spelling patterns. They learn to spell statutory words from their year group and how these link to the patterns they are learning.

Spelling

Autumn 1

Step 1: Words where the digraph 'ou' makes an /ow/ sound
mouth, sprout, around, sound, spout, ouch, hound, trout, found, proud
Step 2: Words where the digraph 'ou' makes a /u/ sound
touch, double, country, trouble, young, cousin, enough, couple, encourage, flourish
Step 3: Words where 'y' makes an /i/ sound
symbol, gym, myth, synonym, Egypt, lyrics, pyramid, system, mystery, gymnastics
Step 4: Words with the suffix '-ure'
Capture, sculpture, fracture, mixture, picture, adventure, creature, nature, natural, unnatural
Step 5: Words ending in '-ure'
Sure, unsure, treasure, measure, future, furniture, pressure, pleasure, closure, enclosure
Step 6: Challenge Words
actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular

Autumn 2

Step 7: Words with the prefix 're-'
redo, return, refresh, redecorate, reappear, review, replay, reaction, rebound, revenge
Step 8: Words with the prefix 'dis-'
disappoint, disobey, disappear, disapprove, disable, dislike, dislocate, disadvantage, dislodge, disagree
Step 9: Words with the prefix 'mis-'
mistake, mislead, misbehave, misspell, misplace, misread, mistrust, misunderstanding, misuse, mislaid
Step 10: Words where '-ing', '-er' and '-ed' are added to multisyllabic words
developing, developed, limiting, covering, limited, gardening, gardener, covered, listening, listened
Step 11: Words where '-ing', '-en' and '-ed' are added to multisyllabic words
forgetting, forgotten, beginning, propelled, preferred, permitted, regretting, committed, forbidden, equipped
Step 12: Challenge Words
centre, disappear, heart, minute, regular, decide, early, learn, notice, therefore

Spring 1

Step 13: Words with the digraph 'ai' and tetragraph 'aigh
straight, strainer, fainted, claimed, waist, snail, painter, chained, failure, waiter
Step 14: Words with the digraph 'ei' and tetragraph 'eigh'
freight, vein, weigh, reins, eight, eighteen, reign, veil, neighbour, sleigh
Step 15: Words where the digraph 'ey' makes an /ai/ sound
obey, osprey, prey, disobey, they, convey, they, survey, surveyor, conveyor, grey
Step 16: Words with the suffix '–ly
calmly, exactly, deadly, bravely, boldly, gladly, deeply, clearly, hourly, quickly
Step 17: Words that are homophones
great, main, grown, missed, meet, grate, mane, groan, mist, meat
Step 18: Challenge Words
build, describe, imagine, library, natural, ordinary, promise, recent, suppose, weight

Spring 2

Step 19: Words ending in 'al'
arrival, burial, comical, magical, emotional, national, personal, optional, survival, tropical
Step 20: Words ending in 'le'
battle, settle, article, humble, struggle, terrible, possible, example, capable, adjustable
Step 21: Words ending in '-ly' where the base word ends in 'le'
gently, simply, humbly, nobly, durably, terribly, incredibly, responsibly, wrinkly, possibly
Step 22: Words ending in '-ly' where the base word ends in '-ic'
basically, frantically, logically, tragically, magically, publicly, dramatically, historically, automatically, specifically
Step 23: Words ending in '-ly'; exceptions
truly, slyly, fully, duly, shyly, wholly, drily, coyly, happily, daily
Step 24: Challenge Words
address, mention, arrive, occasionally, certainly, probably, experience, reign, history, sentence

Summer 1

Step 25: Words with the suffix '-er'
teacher, stretcher, dispatcher, catcher, butcher, richer, scorcher, preacher, cruncher, watcher
Step 26: Words where the digraph 'ch' makes a /k/ sound
scheme, chorus, echo, chemist, character, stomach, monarch, school, anchor, chaos
Step 27: Words ending in '-gue' and '-que'
vague, league, plague, fatigue, antique, dialogue, unique, grotesque, plaque, mosque
Step 28: Words where the digraph 'sc' makes a /s/ sound
science, scene, discipline, scissors, ascends, scented, fascinate, scenery, crescent, descend
Step 29: Words that are homophones
ball, bawl, break, brake, male, mail, fair, fare, berry, bury
Step 30: Challenge Words
accidentally, breathe, century, eight, consider, guard, heard, peculiar, possible, quarter

Summer 2

Step 31: Words with the suffix '-ion'
vision, confusion, division, television, invasion, erosion, collision, decision, fusion, revision
Step 32: Challenge Words
special, strange, difficult, important, length, perhaps, position, pressure, question, purpose
Step 33: Revision Words
exactly, bravely, pleasure, dislocate, island, decide, disadvantage, survey, ordinary, promise
Step 34: Revision Words
freight, hourly, missed, scented, suppose, plaque, grotesque, daily, descend, automatically
Step 35: Revision Words
teacher, scheme, history, mention, bawl, crescent, eighteen, regular, mane, disable
Step 36: Revision Words
disappear, specifically, reaction, committed, misunderstanding, forbidden, capable, neighbour, personal, confusion

Teach it: Transcription and Sentence Structure

Year 3

Securing Transcription Skills and Sentence Structure

Children in Year 3 are given opportunities to develop fluency in transcription skills and practise sentence writing through:

- Daily handwriting instruction where the process is carefully monitored.
- Daily application of phonics code and spelling patterns within spelling sessions.
- Regular transcription and sentence writing practice through dictation.
- Regular scaffolded sentence writing practice: sentence completing, adapting, expanding and improving.
- Oral composition and rehearsal of sentences.
- Teacher modelling and feedback.
- Emphasis on quality over quantity.
- Re-reading and checking for sense and accuracy.
- Routinely editing sentences to correct spelling and punctuation, and to address any grammatical inaccuracies.

Handwriting

Children should use their handwriting skills to:

- use the diagonal and horizontal strokes that are needed to join letters;
- increase the fluency, legibility, consistency and quality of their handwriting through regular practice;
- continue to encourage correct pencil/pen grip and posture when writing;
- begin to use joined up handwriting throughout independent writing.

Ensure that the needs of left-handed children are considered.

Our curriculum is supplemented through the use of Vocabulary Ninja SPAG starters. Through this scheme, Year 3 children are taught:

Week 1 Correct capital letters	**Week 2** A or an	**Week 3** Add in correct conjunction (when, before, after, while, so, because)	**Week 4** Mixture of previous 3 weeks	**Week 5** Forming the past tense	**Week 6** Change simple past to present perfect
Week 7 Add in correct preposition (before, after, during, in, at on)	**Week 8** Mixture of previous 3 weeks	**Week 9** Add in inverted commas	**Week 10** Identify the conjunctions	**Week 11** Simple past or present perfect?	**Week 12** Mixture of previous 3 weeks
Week 13 Underline the coordinating conjunctions in each sentence	**Week 14** Underline the subordinating conjunctions in each sentence	**Week 15** Underline the prepositions in each sentence.	**Week 16** Mixture of previous 3 weeks	**Week 17** Underline the adverbs (including then, next, soon)	**Week 18** Word class of underline word (noun, verb, adverb, adjective, preposition, conjunction)
Week 19 Underline the subordinate clause	**Week 20** Mixture of previous 3 weeks	**Week 21** Underline the main clause	**Week 22** Is the main or the subordinate clause underlined?	**Week 23** Apostrophes for singular possession	**Week 24** Mixture of previous 3 weeks
Week 25 Apostrophes for contraction	**Week 26** Add in inverted commas	**Week 27** Change simple past to past perfect	**Week 28** Mixture of previous 3 weeks	**Week 29** Word families	**Week 30** Word class of underline word (noun, verb, adverb, adjective, preposition, conjunction)
Week 31 Prefixes –dis, -mis, -in	**Week 32** Mixture of previous 3 weeks	**Week 33** Using –ly to change an adjective to an adverb	**Week 34** Prefixes –in, -il, -im, -ir	**Week 35** Simple past or past perfect	**Week 36** Mixture of previous 3 weeks

New Learning | Prior Learning

Teach it: Composition

Year 3

Writing Skills

Grammar

- use of noun phrases
- use of subordinating or co-ordinating conjunctions to extend sentences to include both subordinate and main clauses.

- use a or an according to whether the next word begins with a consonant or vowel

Children should be taught to extend sentence structures and aid cohesion through:

- use of conjunctions, prepositions and adverbs to express time, place and cause
- use of perfect form of verbs instead of simple past e.g. He has gone out.

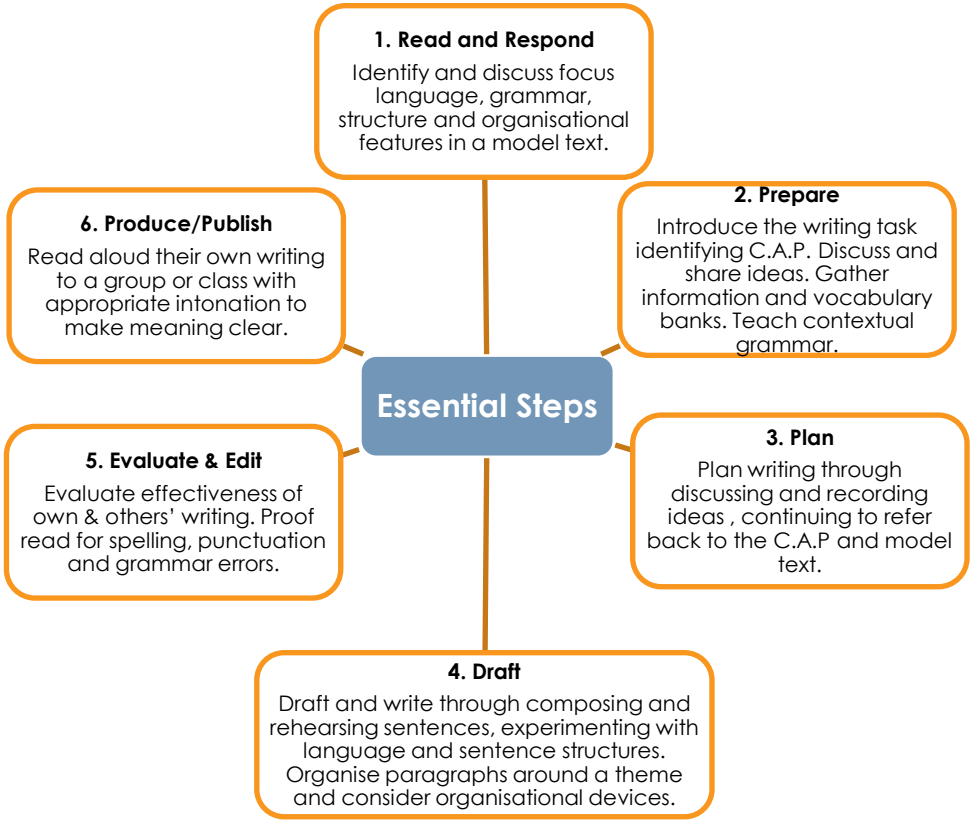
Punctuation

Children should be taught to use punctuation accurately across all writing including:

- use of commas to separate items in a list
- use of apostrophes for contraction

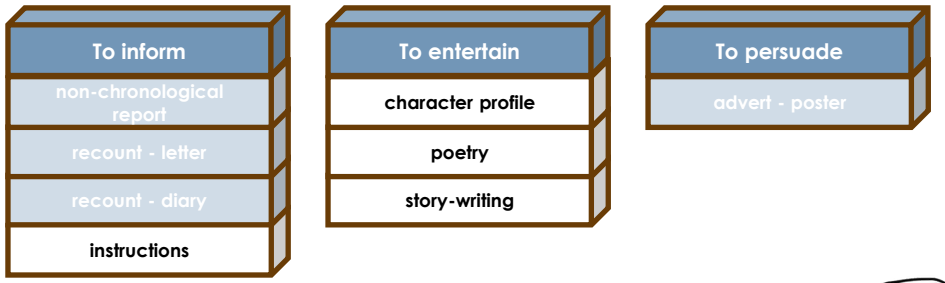
- use of inverted commas to punctuate direct speech in narrative
- use of the possessive apostrophe for **singular** and plural nouns

Writing Process



Writing Purpose

Children should know that there are different purposes for writing. In Year 3 children should focus on 3 of these. They should be given opportunity to read and write texts which inform, entertain or persuade. However, the complexity of, or context for the writing task, should not hinder the development or application of children's transcriptional and compositional skills.



Children should be taught to consider the importance of context, audience and purpose through:

- understanding that language can have different functions e.g. to enhance, evoke response, persuade or aid meaning.
- building cohesion through the use of paragraphs to group related material and headings and sub-headings to aid the reader.
- beginning to experiment with a formal style of writing which may use perfect tense, avoid contracted form and colloquialisms.



New Learning | Prior Learning

Apply It: To Entertain

Year 3

Story Writing	Poetry	Character Profiles
Children learn to write short narratives linked to either a text that has been explored or a cross-curricular topic.	Children should be taught to explore and experience a range of poetry. Poetry should be given a voice and not just stay on the page. To bring poetry to life, pupils should be taught to perform their poems to an audience. They should be given the opportunity to plan, write and perform a poem.	Children learn to write character profiles linked to a familiar text, class novel or historical figure.
Children should be taught to: Structure & Organisation • create a title for their story; • include a beginning which introduces the character or setting; • include a build up which hints at what is going to happen next; • include a problem or dilemma; • include a resolution where the problem is solved; • organise writing into paragraphs; Grammatical features • use the tense consistently (past or present); • use a range of conjunctions to express, time, place and manner; • decide if they are using first or third person and use consistently; • use direct speech; Language features • use pronouns to avoid repetition; • use noun phrases to aid cohesion; • use adverbs and adjectives to give detailed descriptions.	**Children should be taught to read, write and perform:** **<u>Acrostic Poems</u>** · choose a topic/themed word and arrange it vertically; · begin each line with the next letter of that word; · Understand that acrostic poems do not need to rhyme; · use poetic devices such as alliteration, similes and rhythm to create effect. **Pupils should also experience a range of poetry through the reading curriculum.**	**Children should be taught to:** Structure & Organisation • introduce the character to the reader; • describe their appearance (distinctive features), personality, actions, thoughts and feelings; Grammatical features • use the tense consistently (past or present); • use a range of conjunctions to link ideas • use the third person; Language features • use adjectives to describe appearance personality and feelings; • use similes and metaphors to add detail and description; • use show not tell techniques, encouraging the reader to make inferences; • use pronouns to avoid repetition; • use noun phrases to aid cohesion and add detail; • use language drawn from the context.

New Learning | Prior Learning

Apply It: To Inform

Year 3

Non-Chronological Report	Instructions	Recount (Letter)	Recount (Diary)
Children learn to write factually about the same topic, linking to familiar books or wider curriculum topics.	Children learn to inform through instructions linked to making or doing something. This could link to the wider curriculum.	Children learn to recount from a personal or character's viewpoint in the form of a letter	Children learn to recount from a character's viewpoint in the form of a diary, focusing on including emotions and feelings.
Children should be taught to: Structure & Organisation • organise related information into paragraphs; • use a heading to introduce the topic; • use sub headings to organise sections of • information and aid cohesion; • write an introduction which provides an overview; • include labelled diagrams where appropriate; Grammatical features • use mainly present tense ; • include some use of perfect tense; • use a range of co-ordinating conjunctions e.g. (so, or, yet); • use a range of subordinating conjunctions e.g. (when, if, which); • use the third person; Language features • use subject specific/technical vocabulary; • use noun phrases to clarify and avoid repetition; • use prepositions to indicate place.	**Children should be taught to:** Structure & Organisation • include a title which outlines what the instructions are for, "How to….'; • organise the instructions into clear sections - opening statement, list of equipment, numbered steps, closing sentence; • use bullet points, numbered steps and sequencing words to aid cohesion; • organise the steps chronologically; • end with a closing statement which may include warnings and/or top tips; Grammatical features • use mainly present tense; • use the second person address (you will need); • use conjunctions to aid the sequence (first, next, after that); Language features • use adverbs to direct how the action should be completed; • use imperative verbs to give clear directions; • use technical vocabulary specific to the purpose; • avoid too much descriptive language.	**Children should be taught to:** Structure & Organisation • include a sender and recipient's address; • include the date the letter was written; • begin with 'Dear'; • begin by informing the reader of the purpose of the letter; • present the information chronologically, • organise information into paragraphs; • include only significant information; • close by stating what the writer hopes will happen next or emphasizing overall feeling about the event; Grammatical features • use mainly past tense; • some use of perfect tense; • use first person address; • consider use of a rhetorical question; • include time and sequence conjunctions; Language features • use Sir/Madam if the recipient is unknown; • use 'faithfully' to close if the recipient is unknown, 'sincerely' when known; • use emotive language to emphasise feelings; • use pronouns to avoid the repetition of proper nouns.	**Children should be taught to:** Structure & Organisation • include a date the diary was written; • express what type of day it has been; • organise the main body into paragraphs; • organise the information chronologically; • include only significant/relevant information; • include a closing reflection; Grammatical features • use mainly past tense; • use first person address; • include time and sequence conjunctions; • use adverbs of time; • consider the effectiveness of a rhetorical question; Language features • use emotive language to emphasise feelings and reveal thoughts; • use pronouns to avoid the repetition of proper nouns; • include opinions as well as facts; • use personal pronouns.

New Learning | Prior Learning

Apply It: To Persuade

Year 3

Posters - Persuasive

Children learn to create a persuasive poster that focuses upon a clear message.

Children should be taught to:

Structure & Organisation
- include a heading;
- consider how best to make the poster visually appealing (boxes, colour, bullet points, diagrams, images, font, size);
- focus upon the key message and ensure this is clearly written on the poster;

Grammatical features
- use imperative verbs to convey importance;
- use inverted commas for direct quotes/ endorsements;
- use exclamatory sentences to emphasise;

Language features
- use subject specific vocabulary;
- avoid detailed descriptions;
- use comparisons (better than..);
- use alliteration for effect.

Curriculum Endpoints

Year 3

As well as all the preceding statements from the previous year, the teaching of writing by the end of each term in Year 3 should enable children to:

	Autumn	Spring	Summer
Transcription	Spell most words correctly and make phonetically plausible attempts at others using the GPCs taught.	Spell most words correctly and make phonetically plausible attempts at others using the GPCs taught.	Spell most words correctly and make phonetically plausible attempts at others using the GPCs taught.
	Spell most Year 1/2 common exception words correctly.	Spell most Year 1/2 common exception words correctly.	Spell the Year 1/2 common exception words correctly.
	Spell some of the taught Year 3/4 statutory words correctly.	Spell many of the taught Year 3/4 statutory words correctly.	Spell most of the taught Year 3/4 statutory words correctly.
	Apply taught spelling patterns with more consistency in order to add suffixes to words where the root word changes (-s, -es, -ed, -ing, -er, -est, -ment, -ness, -ful, -less, -ly).	Apply taught spelling patterns in order to add suffixes to words mostly correctly.	Apply taught spelling patterns in order to add prefixes and suffixes to words mostly correctly.
	Choose the correct spelling of taught homophones and near-homophones to match the context.	Choose the correct spelling of taught homophones and near-homophones to match the context.	Choose the correct spelling of taught homophones and near-homophones to match the context.
	Spell some contraction words correctly.	Spell many common contraction words correctly.	Spell most common contraction words correctly.
	Form most lower case and capital letters with correct size (including ascenders and descenders), starting point, sequence of movement and orientation.	Write with legible handwriting, with clear ascenders and descenders.	Write with legible and consistent handwriting, with clear ascenders and descenders.
			Use some lower case letter joins within words.
	Use editing to increase the accuracy of spelling and punctuation in writing.	Use editing to increase the accuracy of spelling and punctuation in writing.	Use editing to increase the accuracy of spelling and punctuation in writing.
Sentence Structure	Punctuate sentences with a capital letter and correct end of sentence punctuation with some accuracy across short paragraphs of writing.	Punctuate sentences with a capital letter and correct end of sentence punctuation with greater accuracy across short paragraphs of writing.	Punctuate sentences with a capital letter and correct end of sentence punctuation, maintaining accuracy across short paragraphs of writing.
		Begin to use commas in lists.	Use commas in lists.
	Put the apostrophe in the correct place within many contractions and begin to use for singular possession.	Put the apostrophe in the correct place within most contractions and with greater accuracy for singular possession.	Put the apostrophe in the correct place within contractions and for singular possession.
		Begin to use inverted commas to punctuate some speech sentences.	Use inverted commas to punctuate speech sentences mostly correctly.
	Use some co-ordinating and subordinating conjunctions to join and extend some clauses.	Begin to use appropriate co-ordinating and subordinating conjunctions to join and extend some clauses.	Use appropriate co-ordinating and subordinating conjunctions to join and extend many clauses.
			Use simple and progressive present and past tenses with increasing consistency.
	Use simple present and past tenses consistently and correctly across short paragraphs of writing.	Begin to use progressive tenses, as well as simple present and past tenses, with increasing consistency.	Use subject-verb agreement mostly correctly.
		Begin to use subject-verb agreement correctly.	Use adjectives, adverbs and prepositions to extend sentences.
Composition	Write short, coherent narrative pieces (including short stories, character and setting descriptions).	Write coherent narrative pieces (including short stories, character and setting descriptions).	Write coherent narrative pieces (including short stories, character and setting descriptions).
		Structure simple narrative stories to include a beginning, middle and end.	Structure simple narrative stories to include a beginning, middle and end.
	Write short, coherent non-narrative pieces using appropriate language and some organisational features.	Write coherent non-narrative pieces using appropriate language and some organisational features.	Write coherent non-narrative pieces using appropriate language and some organisational features.
	Add detail and description through the use of adverbs and adjectives to make writing more interesting.	Add detail and description through the use of adverbs, adjectives and prepositions to make writing more interesting or for clarity.	Add detail and description through some varied use of adverbs, adjectives and prepositions to make writing more interesting or for clarity.
	Organise writing into sections.	Begin to organise writing into paragraphs to introduce new ideas or information.	Organise writing into paragraphs to introduce new ideas or information.
	Open sentences in different ways through use of pronouns, synonyms and time adverbs.		Vary sentence structures through opening sentences in different ways and through the use of both single and multi-clause sentences.
	Vary sentence structures through some use of both single and multi-clause sentences.	Vary sentence structures through opening sentences in different ways and through the use of both single and multi-clause sentences.	Use pronouns to replace nouns in order to avoid repetition.

Greater Depth Endpoints

Year 3

It is expected that children working at Greater Depth are more secure in the statements above as well as beginning to demonstrate **some** of the statements below in the autumn term, **most** in the spring term and **all** of the statements in the summer term.

Greater Depth	Maintain a sense of purpose and audience when writing pieces of narrative and non-narrative.
	Make own choices about: • the use of different taught techniques, including altering the position of clauses or using repetition • which detail to include and/or omit • language and grammar to show an individual writer's voice.
	Use language and structures drawn from reading.

Support For Children Not Working At ARE

Year 3

It is important to have high expectations for all children, including those not working at Age Related Expectations. Where children are not working at ARE in their writing, we consider the following:

- Fine motor skills
- Letter formation
- Secure phonic code knowledge
- Secure segmenting knowledge
- Secure sentence-writing knowledge
- Secure paragraph-writing knowledge

We then make appropriate adaptations to the outcomes stated within our long term plan for individual children by following the ladder below:

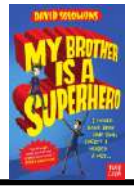
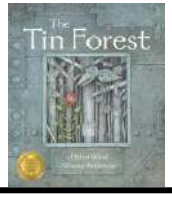
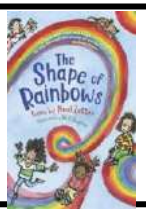
Overwriting letters written with a yellow pen	Forming letters independently, copying a model	Forming letters independently	Segmenting words and writing initial sounds	Segmenting dictated words and writing independently, using the taught phonic code	Choosing own words, segmenting and writing independently, using the taught phonic code	Segmenting dictated words to write a caption, using the taught phonic code	Choosing own words to write a caption, using the taught phonic code
Segmenting dictated words to write a sentence, using the taught phonic code	Choosing own words to write a sentence, using the taught phonic code	Segmenting dictated words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write a series of single-clause sentences, using the taught phonic code	Choosing own words to write a series of meaningful sentences, using the taught phonic code	Writing simple narrative and non-narrative pieces following Y2 curriculum and endpoints	Writing coherent narrative and non-narrative pieces following Y3 curriculum and endpoints

These can be tracked back further to meet the needs of the individual child.

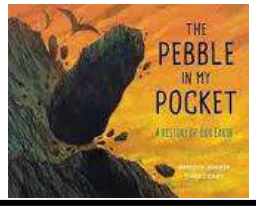
Long Term Plan

Year 3

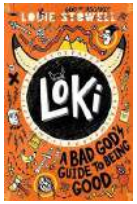
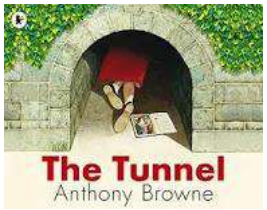
Autumn

				
The Last Wolf Mini Grey	My Brother is a Superhero David Soloman	The Iron Man Ted Hughes	The Tin Forest Helen Ward	The Shape of Rainbows Neal Zetter

Spring

		
Stig of the Dump Clive King	The Pebble in My Pocket: A History of Our Earth Meredith Hooper	The First Drawing Mordicai Gerstein

Summer

		
Loki: A Bad God's Guide to Being Good Louie Stowell	The Tunnel Anthony Brown	Mummifying Process Inspire Education

Autumn Term | Provision Map | Year 3

Autumn 1	Overall Purpose	**To persuade - WANTED Posters/letter**	**To entertain – Character profiles**
	Stimulus	**The Last Wolf**	**My Brother is a Superhero**
	Writing Endpoints	• **Organise writing into sections.** • **Add detail and description through the use of adverbs and adjectives to make writing more interesting.** • **Put the apostrophe in the correct place within many contractions and begin to use for singular possession.**	• **Add detail and description through the use of adverbs and adjectives to make writing more interesting.** • **Use some co-ordinating and subordinating conjunctions to join and extend some clauses.** • **Open sentences in different ways through use of pronouns, synonyms and time adverbs.**
	Writing Outcome	Create a WANTED poster made by Red to help the Last Wolf, Last Bear and Last Lynx.	Create a description of a superhero. Describe appearance and powers.

Autumn 2	Overall Purpose	**To inform - Non-chronological report**	**To inform – Diary Entry**	**To entertain - Poetry**
	Stimulus	**Iron Man**	**The Tin Forest**	**The Shape of Rainbows**
	Writing Endpoints	• **Organise writing into sections.** • **Add detail and description through the use of adverbs and adjectives to make writing more interesting.** • **Put the apostrophe in the correct place within many contractions and begin to use for singular possession.**	• **Add detail and description through the use of adverbs and adjectives to make writing more interesting.** • **Use some co-ordinating and subordinating conjunctions to join and extend some clauses.** • **Open sentences in different ways through use of pronouns, synonyms and time adverbs.**	• **Add detail and description through the use of adverbs, adjectives and prepositions to make writing more interesting or for clarity.**
	Writing Outcome	Write a **short fact file** based on images of the Iron Man/Iron Woman. Appearance Diet, Habitat etc	Write two contrasting diary entries that show the old man's changing feelings and the transformation of his forest from dull and lifeless to bright and full of life.	Write a simple seasonal acrostic poem.

Summer Term | Provision Map | Year 3

Spring 1	Overall Purpose	**To entertain - Character profiles**	**To entertain - Story writing**
	Stimulus	**Stig of the Dump**	**Stig of the Dump**
	Writing Endpoints	• **Use adjectives, adverbs and prepositions to extend sentences.** • **Use appropriate co-ordinating and subordinating conjunctions to join and extend many clauses.** • **Use pronouns to replace nouns in order to avoid repetition.**	• **Use inverted commas to punctuate speech sentences mostly correctly.** • **Structure simple narrative stories to include a beginning, middle and end.** • **Use pronouns to replace nouns in order to avoid repetition.**
	Writing Outcome	Write a character description of Stig.	Write own short adventure story.
Spring 2	Overall Purpose	**To inform – Recount (letter)**	**To entertain - Story writing**
	Stimulus	**The Pebble in My Pocket**	**First Drawings**
	Writing Endpoints	• **Add detail and description through some varied use of adverbs, adjectives and prepositions to make writing more interesting or for clarity.** • **Use simple and progressive past tenses with increasing consistency.** • **Use pronouns to replace nouns in order to avoid repetition.**	• **Use commas in lists.** • **Vary sentence structures through opening sentences in different ways and through the use of both single and multi-clause sentences.** • **Add detail and description through some varied use of adverbs, adjectives and prepositions to make writing more interesting or for clarity.**
	Writing Outcome	Write a letter from the pebble to you explaining where you have been.	Retell the story of how the boy created the first drawing.

Spring Term | Provision Map | Year 3

Summer 1	Overall Purpose	**To inform – Recount (diary)**	**To inform - Instructions**
	Stimulus	**Loki: A Bad God's Guide to Being Good**	**Loki: A Bad God's Guide to Being Good** (Grammarsaurus How to make a personality potion)
	Writing Endpoints	• **Begin to use appropriate co-ordinating and subordinating conjunctions to join and extend some clauses.** • **Add detail and description through the use of adverbs, adjectives and prepositions to make writing more interesting or for clarity.** • **Punctuate sentences with a capital letter and correct end of sentence punctuation with greater accuracy across short paragraphs of writing.**	• **Begin to use commas in lists.** • **Begin to use progressive tenses, as well as simple present tense, with increasing consistency.** • **Add detail and description through the use of adverbs, adjectives and prepositions to make writing more interesting or for clarity.**
	Writing Outcome	Write own diary entry - Loki arriving on Earth	Procedural text on how to make a personality potion to make Loki 'good'.
Summer 2	Overall Purpose	**To entertain – Story Writing**	**To inform - Instructions**
	Stimulus	**The Tunnel**	**Mummifying Process** (Inspire Education)
	Writing Endpoints	• **Structure simple narrative stories to include a beginning, middle and end.** • **Begin to use inverted commas to punctuate some speech sentences.** • **Vary sentence structures through opening sentences in different ways and through the use of both single and multi-clause sentences.**	• **Begin to use commas in lists.** • **Begin to use progressive tenses, as well as simple present tense, with increasing consistency.** • **Add detail and description through the use of adverbs, adjectives and prepositions to make writing more interesting or for clarity.**
	Writing Outcome	Write own version of the story describing the tunnel and what they find on the other side.	Write instructions for mummification.