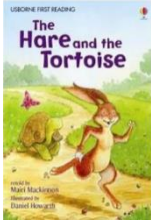
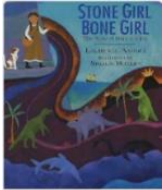
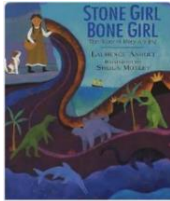
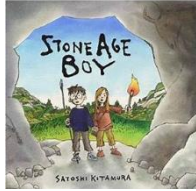
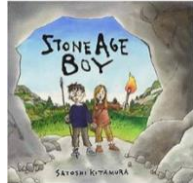



# ALBOURNE CE PRIMARY SCHOOL YEAR 3 CURRICULUM FOR WRITING

- 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

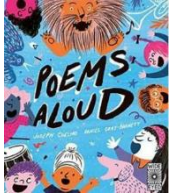

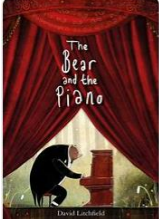
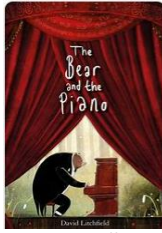

Science – Skeletons			History- Stone Age to Iron Age			
Text and Genre	 Retell	 Retell- Section of the story	 Diary- The Discovery	 Retell- section of the story.	 Retell – section of the story.	 Instructions- How to Wash a Woolly Mammoth
Y3 Genre Progression	May create a story map or use pictures as prompts. Description of the character and setting.	May create a story map or use pictures as prompts. Description of the character and setting.	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.	May create a story map or use pictures as prompts. Description of the character and setting.	May create a story map or use pictures as prompts. Description of the character and setting.	Persuasive introduction. Subheadings – Equipment and method. Openers (time adverbials, imperative verbs, -ly adverbs +subordinating conjunctions). <i>By Year 3 the children will be able to use a range of openers.</i> 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.
<b>Handwriting-Use the diagonally and horizontal strokes that are needed to join letters.</b>						
Year 3 Grammar and Punctuation	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.	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. <b>Before, After, While, As (+ Year 2)</b>	Use a comma to separate adjectives when describing a noun.  Begin to build cohesion by choosing the right nouns and pronouns to avoid repeating myself.	Write compound sentences by including co-ordinating conjunctions (or, and, but, so, yet).  Use a comma before some co-ordinating conjunctions (or, but, so)	Use prepositions to express place. Use a colon before a list in instruction writing. Use a question in a non- fiction introduction
Year 3 Spelling	Recap Year 2 spelling rules, Contractions	Recap Year 2 spelling rules: Possessive apostrophes	Recap Year 2 spelling rules: Double final consonant when adding a suffix if there is a short vowel sound	Recap Year 2 spelling rules: homophones	Recap Year 2 spelling rules: homophones	Recap Year 2 spelling rules: -s and –es (drop the e)

ALBOURNE CE PRIMARY SCHOOL **YEAR 3** CURRICULUM FOR WRITING

Autumn 2

Science –Nutrition and Diet/ Rocks

History- Stone Age to Iron Age

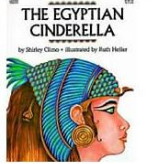
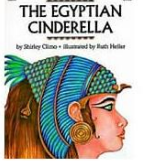

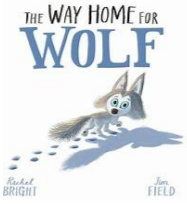
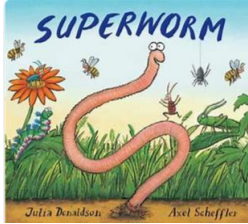

Text and Genre	 Poetry	 Biography- Mary Anning	 Setting Description	 Retell	 Non- chronological report Stone Age/Iron Age and Bronze Age	
Year 3 Genre Progression	Free Verse poems tell a story, describe something or explain an emotion. These poems do not need to rhyme or use a structure. Figurative language. 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.	In the past tense. Third person. Opening sentence to summarise life. Facts and accomplishments about the person. Details about family.	Similes and metaphors. Fronted adverbials for place and manner. Adjective, adjective. Powerful verbs.	May create a story map or use pictures as prompts. Description of the character and 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-Use the diagonally and horizontal strokes that are needed to join letters.						
Year 3 Grammar and Punctuation	Use similes to add description to my writing.	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, <b>While, As</b> (+ Year 2)	Use of a comma to list expanded noun phrases.	Use adverbs of manner as openers (fronted adverbials) Use verb tenses correctly most of the time (was/were) (is/are).	Write compound sentences by including co-ordinating conjunctions (or, and, but, so, yet). Use tense accurately most of the time.	
Year 3 Spelling	Recap Year 2 spelling rules: Year 1 & 2 common exception words <b>Assess chn on Y1/2 (and Y3/4 words for year 4) CEW to give personalised spellings to go home</b>	<b>Ensure common exception words are used as topic words where applicable and teach alongside these spelling rules</b> Prefix dis- and –mis and re- Like –un, the prefixes dis- and mis- have negative meanings. To change the root word or not to change? Mislead, misbehave, misspelt (mis + spelt)	The 'l' sound spelt y in the middle of words (this is taught at the end of words in Year 2) e.g. myth, gym, Egypt, pyramid	'u' sound in young spelt /ou/ and in touch, double, trouble, country	Teach adding suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, forgotten, beginning	Prefix in- can mean both 'not' and 'in/into'.

ALBOURNE CE PRIMARY SCHOOL **YEAR 3** CURRICULUM FOR WRITING

Spring 1

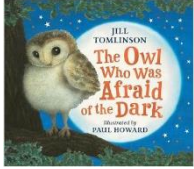



Science- Fossils and Soils

History- Ancient Egypt

Text and Genre						
	Character Description	Retell- Section of the story	Retell- Ra Creation Story	Retell	Retell	Instructions- Mummification
Year 3 Genre Progression	<p>Past tense. More ambitious vocabulary choices. Range of prepositional phrases as openers. Similes and metaphors. Include speech to show personality.</p>	<p>Using paragraphs to organise my writing. Include simple speech with inverted commas. Limited speech. Detailed description of character or setting.</p>	<p>Using paragraphs to organise my writing. Include simple speech with inverted commas. Limited speech. Detailed description of character or setting.</p>	<p>Using paragraphs to organise my writing. Include simple speech with inverted commas. Limited speech. Detailed description of character or setting.</p>	<p>Title. Introduction. Include question. Subheadings (given). Paragraphs (from given structure). Ending/closing sentence. Scientific/technical language. Provided reason for processes.</p>	<p>Persuasive introduction. Subheadings – Equipment and method. Openers (time adverbials, imperative verbs, -ly adverbs +subordinating conjunctions). <b>By Year 3 the children will be able to use a range of openers.</b> 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.</p>
<b>Handwriting-Ascenders and descenders do not interfere with writing on the line above and below.</b>						
Year 3 Grammar and Punctuation	Possessive apostrophe	Use inverted commas at the start and end of speech. Put the reporting clause 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 openers (fronted adverbials) as sentence openers: How (Manner), When (Time) and <b>Where (Place)</b>	Organise similar ideas into paragraphs in non-fiction writing. Use a subheading to guide the reader.	Change the place of the adverb in the sentence. Use short sentences to make key points.
Year 3 Spelling	<p>Before a root word starting with l, in- becomes il</p> <p>Before a root word starting with m or p, in- becomes im-</p>	<p>Before a root word starting with r, in- becomes ir-</p> <p>Homophones – accept/except, affect/effect, ball/bawl, berry/bury, brake/break</p>	<p>Re- means ‘again’ or ‘back’</p> <p>Sub- means ‘under’</p>	<p>Inter- means ‘between’ or ‘among’</p> <p>Super- means ‘above’</p>	<p>Anti- means ‘against’</p> <p>Auto- means ‘self’ or ‘own’</p>	<p>Suffix –ation to an verbs to form nouns e.g. information, adoration, sensation</p>





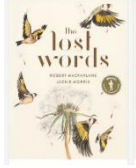
ALBOURNE CE PRIMARY SCHOOL YEAR 3 CURRICULUM FOR WRITING

Spring 2

		Science- Light			History- Ancient Egyptians	
Text and Genre	The scarab's Beetle I wasn't sure of the book	 Retell	 Kennings Poem- The Ancient Egyptians	 Explanation Shaduf	 Non – Chronological report Egyptian	
Year 3 Genre Progression	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.	A Kennings poem describes what a person, idea or object is or does. Each line is a simple phrase of a noun + noun or a noun + verb (noun + noun: Cheese – eater) The reader needs to guess what is being described. The language in the poem allows the reader to work out the theme. Kennings are understood best when they are read aloud.	Use how or why in the title. Persuasive question in the introduction. <i>How you ever wondered why a volcano erupts?</i> More detailed introduction. Closing statement. Facts given by the teacher. Very directed research. Given subheadings. Cause and effect conjunctions <i>If / because / as / since / consequently.</i>	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	Beginning to vary the range of verbs used in the reporting clause to avoid repeating, 'said'. Use ellipses to build suspense.	Consolidation of Skills	Consolidation of skills	Use a variety of subordinating conjunctions in the middle of a sentence to write a complex sentence.	Use openers (fronted adverbials) as sentence openers: <b>How (Manner)</b> , <b>When (Time)</b> and Where (Place)	
Year 3 Spelling	The suffix –ly is added to an adjective to form an adverb (sadly, completely). The suffix –ly starts with a consonant letter, so it is added straight on to most root words (usually, finally, comically)	If the root word ends in –ic, –ally is added rather than just –ly (recap Y2 drop the y add an l for angrily, gently, nobly) e.g. basically, frantically	'zhyure' spelt sure recap Y2 – treasure, pleasure, enclosure, measure  Teach –ture for creature, furniture, picture but ensure that the root word does not end in (t)ch with an er ending e.g. teacher, catcher, richer, stretcher	-sion for division, invasion (may want to recap –tion from Year 2)  Homophones – fair/fare, great/grate, groan/grown, here/hair, heel/heal/he'll	-ous- poisonous, tremendous, humorous (or is changed to or before ous)	A final 'e' of the root word must be kept if the 'g' sound of /g/ is to be kept e.g. courageous, outrageous. If there is an 'l' sound before the –ous, it is usually spelt l but a few have e e.g. serious, obvious, curious, hideous, spontaneous, courteous

ALBOURNE CE PRIMARY SCHOOL **YEAR 3** CURRICULUM FOR WRITING

Summer 1

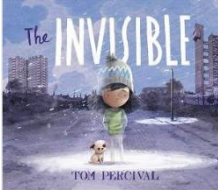



Summer 1					
Science- Plants			Geography- UK and the South Downs		
<b>Text and Genre</b>	 Retell a section of the story.	 Diary	 Persuasive letter to head asking for a wild flower area	 Formal Letter to garden centre requesting plants.	 Acrostic Poetry
<b>Year 3 Genre Progression</b>	Using paragraphs 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.	Includes address of the recipient. Include more formal sentence. Add more details organized into paragraphs. Begin to use a suitable tone – choose appropriate vocabulary (from a word bank). Conclusion – saying what needs to happen next. Finish with 'Yours Faithfully' if you don't know the recipient. Finish with 'Yours Sincerely' if you do know the recipient. Include a question for the recipient to reply to. Include a rhetorical question. Do you really want the children to have nowhere to play? Adverbs as openers. Choice of formal ending.	Includes address of the recipient. Include more formal sentence. Add more details organized into paragraphs. Begin to use a suitable tone – choose appropriate vocabulary (from a word bank). Conclusion – saying what needs to happen next. Finish with 'Yours Faithfully' if you don't know the recipient. Finish with 'Yours Sincerely' if you do know the recipient. Adverbs as openers. Choice of formal ending.	The letters of a word for the theme of the poem are written down like a string. Acrostic poems focus on a single subject. The poem does not have to rhyme.
<b>Handwriting-My handwriting style is consistent throughout my work.</b>					
<b>Year 3 Grammar and Punctuation</b>	Begin to use a comma after the opener (fronted adverbial)	Use adverbs to show when something happened (Time)	Use conjunctions to show cause.	Use the Present Perfect Tense.	Use two -ly adverbs in a sentence. Consolidation of previously taught skills.

**ALBOURNE CE PRIMARY SCHOOL YEAR 3 CURRICULUM FOR WRITING**

<b>Year 3 Spelling</b>	(Recap –tion again) -ssion is used if the root word ends in ss or –mit e.g. expression, discussion, confession, permission, admission -sion is used if the root word ends in d or se	-cian is used if the root word ends in c or cs e.g. musician, electrician, magician, politician, mathematician	/k/ sound spelt as ch (recapping Year 2) e.g. scheme, school, chorus, chemist, echo, character Apostrophe placed after the plural form of the word; -s e.g. girls', boys'	'sh' sound for /ch/ (recapping Year 2) chef, chalet, Charlotte, machine, brochure	-gue and –que League, tongue, antique, unique	's' sound spelt sc e.g. science, scene, discipline, fascinate, crescent
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**Summer 2**

<b>Science- Forces and Magnets</b>	<b>Geography- UK and the South Downs</b>
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<b>Text and Genre</b>	 Retell	 Myth linked South Downs	 Biography- Isaac Newton	 A guide to Year 3
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<b>Year 3 Genre Progression</b>	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.	In the past tense. Third person. Opening sentence to summarise life. Facts and accomplishments about the person. Details about family.	Using paragraphs to organise my writing. Use given sub-headings but arrange information independently. Informal, chatty language.
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**Handwriting-My handwriting style is consistent throughout my work.**

<b>Year 3 Grammar and</b>	Use adverbs to show where something happened. (Place)	Use conjunctions for place	Use prepositions to express time.	Use prepositions to express time. Use the possessive apostrophe in words with irregular plurals (children's)
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<b>Year 3 Spelling</b>	'ey' sound spelt ei, eigh or ey (recapping Year 2) vein, weigh, eight, neighbour, they, obey	Homophones – knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist	Homophones – peace/piece, plain/plane, rain/reigh, scene/seen, weather/whether, whose/who's	Recap as needed
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