

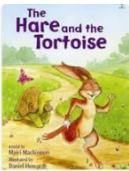
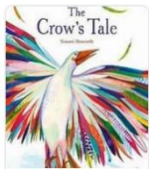

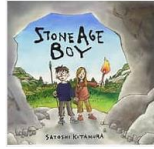

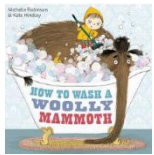
ADWICK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 3

- 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

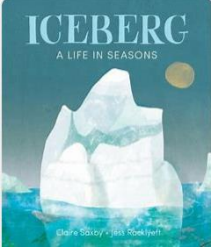
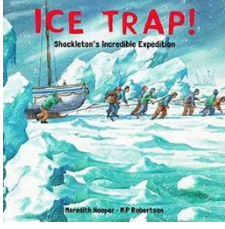
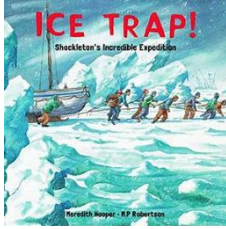
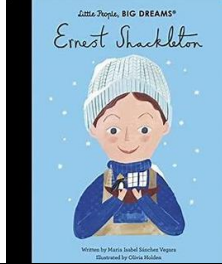
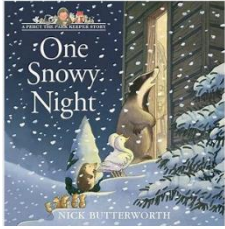
Science: Movement and Nutrition

History- Stone Age

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Text and Genre			Retell- The Hare and the Tortoise 	Retell- 	Retell- Beginning of the story (to pg17) 	Retell- Hunt/Party (pg19-21) 	Retell- Cave Section (pg 23-31) 	Instructions- How to Wash a Woolly Mammoth 
Year 3 Genre Progression			Title to make the reader want to read the story Using paragraphs to organise my writing Detailed description of character or setting	Title to make the reader want to read the story Using paragraphs to organise my writing Detailed description of character or setting	Title to make the reader want to read the story Using paragraphs to organise my writing Detailed description of character or setting	Title to make the reader want to read the story Using paragraphs to organise my writing Detailed description of character or setting	Title to make the reader want to read the story 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.
Handwriting – Use the diagonally and horizontal strokes that are needed to join letters.								
Year 3 Grammar and Punctuation	Handwriting gaps from handwriting tracker. Revision and consolidation of previous year group skills using dictation. Set expectations for handwriting, presentation and editing.	Use more exciting adjectives and expanded noun phrases to help the reader clearly see what I am describing. Use tense accurately most of the time.	Write compound sentences by including co-ordinating conjunctions (or, and, but, so, yet).	Use adverbs of manner as openers (fronted adverbials)	Use a comma to separate adjectives when describing a noun. 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 powerful verbs to make my writing more interesting.	Use a question in a non-fiction introduction. Use a colon before a list in instructional writing (what you need:) Use prepositions to express place. 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)	
Year 3 Spelling	<i>*"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</i>							
	ACE dictionaries	Book 2B; Unit 1: The r sound spelt wr	Book 2B; Unit 2: -er, -est	Book 2B; Unit 3: -er, -est	Book 2B; Unit 4: -er, -est	Book 2B; Unit 5: the sound ee spelt ey	Book 2B; Unit 6: -ness	Book 2B; Unit 7: -ness
LKS2 words			difficult, early, forward, increase (speed?), medal	purpose, affect, consider, heart, possible	bicycle (riding through the forest), meet, possession, though, women	opposite, breath, length, occasion, straight	materials, circle, complete, notice, appear	remember, knowledge, occasionally, often, experience


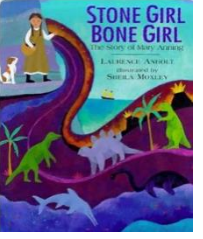
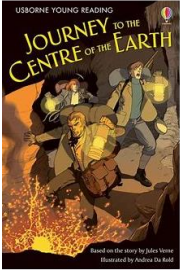
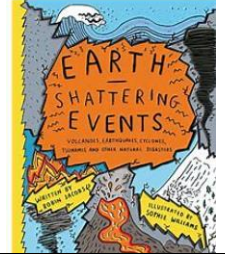

ADWICK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 3

Autumn 2

Science: Forces and Magnets			Geography: Who Lives in Antarctica?			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Text and Genre	Setting Description 	Retell- Arriving 	Diary Entry- Shackleton's Point of View 	Biography- Ernest Shackleton 	Assessment Week	Retell 
Year 3 Genre Progression	Similes and metaphors Fronted adverbials for place and manner Adjective, adjective Powerful verbs	Title to make the reader want to read the story 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	In the past tense Third person Opening sentence to summarise life Facts and accomplishments about the person Details about family		Title to make the reader want to read the story 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	Use similes to add description to my writing.	Use of a comma to list expanded noun phrases. Begin to build cohesion by choosing the right nouns and pronouns to avoid repeating myself.	Use show don't tell to convey a character's emotions. Consistently use an apostrophe to show possession and use apostrophes in my writing to show singular possession. Use verb tenses correctly most of the time (was/were) (is/are).	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)		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					
	Book 2B; Unit 8: words ending -le	Book 2B; Unit 9: words ending -el	Book 2B; Unit 10: words ending -al	Book 2B; Unit 11: -ful	Book 2B; Unit 12: -less *Please add these words to the model text either in the preceding or subsequent week.	Book 2B: Unit 13: -ment
LKS2 words	certain, great, interest, ordinary (anything but?), reign (of the sea)	seen, strength, arrive, perhaps, here	believe, difficult, occasionally, recent, thought	February (month of birth), exercise, experiment, therefore		NEED BOOK FOR WORDS

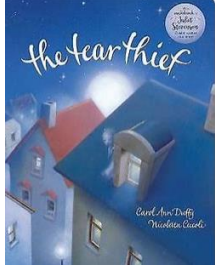

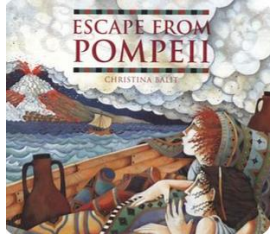

ADWICK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 3

Spring 1

		Science: Rocks and Solis		Geography: Why do People Live near Volcanoes?		
		Aut 2: Week 7	Week 1	Week 2 and 3	Week 4	Week 5
Text and Genre	Retell		Retell – Dog finding the creature 	Multiple Diary Entry 	Survival Guide- How to Survive an Earthquake 	Free Verse Poetry Volcanoes 
	Year 3 Genre Progression	Title to make the reader want to read the story. Using paragraphs to organise my writing. Detailed description of character OR setting	Title to make the reader want to read the story. 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	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- Ascenders and descenders do not interfere with writing on the line above and below.						
Year 3 Grammar and Punctuation	Use openers (fronted adverbials) as sentence openers: How (Manner), When (Time) and Where (Place)	Use a variety of subordinating conjunctions in the middle of a sentence to write a complex sentence.	Use ellipses to build suspense. Consolidation of using Show don't tell.	Use a subheading to guide the reader. Organise similar ideas into paragraphs in non-fiction writing. Use short sentences to make key points.	Change the place of the adverb in the sentence.	
Year 3 Spelling	<i>*"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</i>					
	Book 2B; Unit 14: -tion	Book 2B; Unit 15: -es	Book 2B - Special Focus 2 & 4 - Homophones	Book 2B - Special focus 3 - words ending in -il and words where s makes the zh sound.	Book 2B - Special focus 5 - The ir sound spelt or after w	Book 2B - Special focus 6 - Contractions and apostrophes
LKS 2 wor	effect, earth, natural, through, important	probably, often, various, surprise, describe	here, heel, separate, scene, centre	decide, occasion, question, therefore, whose	February, build, effect, medicine, weight	who's, believe, groan, minute, surprise

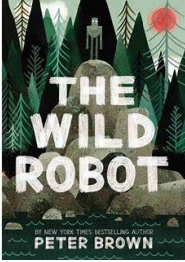
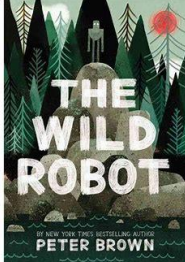
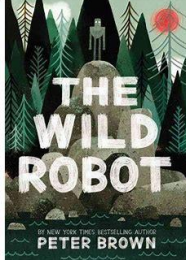

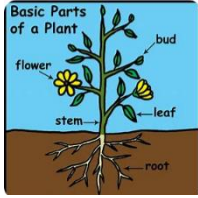

ADWICK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 3

Spring 2

History: Why did the Romans Settle in Britain			Science: Light and Shadows			
	Spr 1: Week 6	Week 1	Week 2, 3 and 4 (+ Assessment Week)			Week 5
Text and Genre	Retell- The Tear Thief 	Character Description of Boudicca 		Retell 		Non Chronological Report- Roman Army 
Year 3 Genre Progression	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 tense. More ambitious vocabulary choices Range of prepositional phrases as openers Similes and metaphors Include speech to show personality		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		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	Use inverted commas at the start and end of speech. Put the reporting clauses at the end of speech.	Beginning to vary the range of verbs used in the reporting clause to avoid repeating, 'said'.	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. Start a new paragraph to show a change in time in narrative writing.			Organise similar ideas into paragraphs in non-fiction writing.
Year 3 Spelling	<i>*"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</i>					
	Book 2B - Special Focus 1 - red words Book 2B - Special focus 7 - Possessive apostrophes.	Book 3; Unit 1: dis- in-	Book 3; Unit 2: im- prefix *Please add these words to the model text either in the preceding or subsequent week.	Book 3; Unit 3: -ous	Book 3; Unit 4: -ly	Book 3; Unit 5: -ture
Year 3 words	except, peace, breath, answer, accident	complete, knot, particular, though, great	eighth, quarter, rein, sentence, fare	various, disappear, notice, extreme	he'll, meddle, missed	exercise, often, position, forward

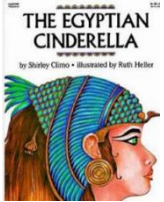



ADWICK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 3

Summer 1

Geography: Are All Settlements the Same			Science: Plant Reproduction			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Text and Genre	Retell- The opening  Section.	Setting Description- (pg 16) 	Informal Letter- (Roz or animals) 	Retell 	Information page- Functions of a plant 	Instructions- How to Make a Robot 
Year 3 Genre Progression	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	Similes and metaphors Fronted adverbials for place and manner Adjective, adjective Powerful verbs	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	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	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	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- My handwriting style is consistent throughout my work.						
Year 3 Grammar and Punctuation	Begin to use a comma after a fronted adverbial.	Use of a comma for rule of three.	Use the Present Perfect Tense.	Use conjunctions to show when something happened. (time - After, Before, While))	Use conjunctions for cause (because, as, so)	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					
	Book 3; Unit 6: -ation	Book 3; Unit 7: c sound spelt ch	Book 3; Unit 8: sh sound spelt ch	Book 3; Unit 9: -ion	Book 3; Unit 10: -ian	Book 3; Unit 11: re-
LKS2 words	arrive, address, business, recent, possible	natural, earth, island	plain, seen, difficult, certain	fruit, bury, berry, continue, appear	length, breathe, different,	experiment, affect, knowledge, purpose

ADWICK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 3

Summer 2

Science: Making Connections			History: What did the Ancient Egyptians Believe?			
	Week 1 and 2	Week 3	Week 4	Week 5	Week 6	
Text and Genre	Retell 	Assessment Week	The Myth of Isis and Osiris 	Instructions- Mummification 	Character Description- A god of their choice 	
Year 3 Genre Progression	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		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	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.	Past tense. More ambitious vocabulary choices Range of prepositional phrases as openers Similes and metaphors Include speech to show personality	
Handwriting- My handwriting style is consistent throughout my work.						
Year 3 Grammar and Punctuation	Use adverbs to show when something happened (Time) Start a new paragraph when the setting changes in narrative writing.		Consolidation of previously taught skills.	Use two –ly adverbs in a sentence.	Consolidation of previously taught skills.	
<p><i>These skills may need to be taught as stand-alone SPaG lessons at some point during the term:</i></p> <p align="center">Use prepositions to express time. Use adverbs to show where something happened. (Place) Use conjunctions for place (Where and Wherever).</p>						
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					
	Book 3; Unit 12: anti-	Book 3; Unit 13: super-	Book 3; Unit 14: sub- *Please add these words to the model text either in the preceding or subsequent week.	Book 3; Special focus 1: Orange words	Book 3; Special focus 2 and 4: Homophones	Book 3; Special focus 3: i spelt y
LKS2 words	not, meet, women	peculiar, strange, reign	library, grammar, perhaps	grown, opposite, remember	heal, material, possession, increase, history	male, strength, famous