



## Overview of texts to support Writing curriculum

Year 3											
	Autumn 1		Autumn 2	Spring 1		Spring 2		Summer 1		Summer 2	
<b>Progression of Core Texts</b> <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i>	<b>Ask Dr K Fisher about animals – Non Fiction (letter)</b>  Talk 4 Writing	<b>Tear Thief – Fiction (story 3<sup>rd</sup> person)</b>  Talk 4 Writing	<b>Until I met Dudley – Non-Fiction (explanatory text)</b>  Talk 4 Writing	<b>Poetry</b>	<b>Fantastically Great Women Who Saved The Planet – Non Fiction (Biography)</b> Talk 4 Writing	<b>Arthur and the Gold rope –Fiction (story 3<sup>rd</sup> person)</b>  Talk 4 Writing	<b>Marvin and Milo –Non Fiction (Science experiment instructional)</b> Experiential	<b>Newspaper Report - Boudica</b>  Experiential	<b>100 Most Deadly – Non-Fiction (non-chronological report)</b>  Talk 4 Writing	<b>The Lighthouse (diary writing)</b>	<b>A First Book of Nature – Poetry</b>  Talk 4 Writing
<b>Links to Wider Curriculum</b>	Geography – My Local Area	PSHE – Growing and Changing. Healthy Relationships	Science – Forces and Magnets	Geography – Erosion	Science - Rocks and soils	History- Stone Age to Bronze Age	Science - Rocks and soils	Romans - Boudica	Science – Humans and animals	PSHE – Emotions	Science – Plants
<b>Composition</b>  Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.  Write using a rich and varied vocabulary.  In narrative, create simple settings, characters and plot.  Begin to use direct speech with narratives.  Use paragraphs as a way of grouping related material.  Evaluate the effectiveness of writing and suggest improvements.  Proofread for spelling and punctuation.	<u>Imitate</u> Read Tadpole letter and emphasise that it is from their point of view. Features of a letter. Learn the way ideas are joined with conjunctions. Revisit basic grammar and sentence structures.  <u>Innovate</u> Pupils write to Dr Fisher from point of view of a caterpillar becoming a butterfly.  <u>Invent</u> Pupils write to Dr Fisher from point of view of animal of choice.	<u>Imitate</u> Read all of Tear Thief and familiarise with story structure Consider how adverbials help ideas flow together.  <u>Innovate</u> Pupils write about the 'Anger Thief'. Pupils will write 1/2 paragraphs to rehearse grammar.  <u>Invent</u> Pupils write about another type of emotion thief.	<i><b>I thought I knew how a fridge worked...</b></i>  <u>Imitate</u> Familiarise with unusual style and how it counters two different ways of making something Pupils write about how magnet works  <u>Innovate</u> Pupils write about how to make a tie dye kite.	Consider the expanded noun phrase choices and why they are so specific.  Pupils write poem about water.	<u>Imitate</u> Read about Gertrude Ederle. This is the imitation text. Read biography and learn structure and how conjunctions, adverbials and subordinate clauses join ideas together.  <u>Innovate</u> Pupils write biography about Mary Anning ( <i>read about her in Fantastically Great Women Who Saved The World – different book same author!))</i> who used fossils to prove the world was millions of years old.  <u>Invent (Short Piece)</u> Pupils choose another female Scientist to write biography about	<u>Imitate</u> Learn text and significance of the rope for advancing the narrative.  <u>Innovate</u> Pupils write similar story to model text but with Stone Age theme.  <u>Invent</u> Pupils write their own story about a magical object.	Chosen science experiment. Children write instructions about how to do it (informal).  Children write paragraph about the science behind the experiment (formal).  Publishing Opportunity.	Learn the style of text and how the structure promotes meaning.  Pupils to write about a Roman Event and write newspaper report as a Roman (Claudius' Invasion). Pupils to write a newspaper report as a Celt.	Poison Dart Frog – learn text, familiarise with sentence constructions  Consider the layout's impact and introduce concept of shifting formality through the 'Did you know' boxes Pupils write about Anaconda using learning from Imitate stage Pupils to write about jungle animal of their choice	Look at the features of a diary.  What emotions does the Lighthouse Keeper show?  Create a blank diary plan. Pupils write the diary for the Lighthouse Keeper.  Pupils write their own diary linked to Romans.	<u>Imitate</u> Read selection of poems including  <i>Fungi Flowers Honey Planting seeds Cherry Blossom Dandelions Bulbs</i>  Consider how the author weaves knowledge into the poems. Consider impact of similes and verb choices  <u>Innovate</u> Pupils write about a sunflower linking to science topic.  <u>Invent</u> Some pupils will... Pupils write about own plant/aspect of nature
<b>Grammar and punctuation</b>	Simple past tense  Precise verb, noun and adjective	Inverted commas for direct speech  Prepositional phrases  Paragraphs	Paragraphs Headings and Subheadings  noun phrases,	Expanded noun phrases,  Similes and personification	Conjunctions  Subordinate clauses	Conjunctions  Subordinate clauses  Past tense revision	Conjunctions  Subordinate clauses	Simple past tense	Conjunctions to join ideas  Adverbial phrases using a	Paragraphs  Expressing time, place and cause (using	Simple past tense  Present perfect tense



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	choices  Expanded noun phrases  Capital letters and full stops	Adverbial phrases using a comma to demarcate	nouns,  expanded noun phrases,  prepositions,  prepositional phrases  adverbial phrases using a comma to demarcate	n	Past tense revision	Inverted commas for direct speech	Past tense revision  Apostrophes for possession.	Present perfect tense (grammar fluency)  Use conjunctions to join ideas.  Expressing time, place and cause (using prepositions)  Paragraphs Headings and Subheadings –	comma to demarcate  Paragraphs Headings and Subheadings –  Expressing time, place and cause (using adverbs)	prepositions and adverbs)  Emotive language  Adverbial Phrases  Use apostrophes for contraction and singular possession correctly.	Figurative Language
Spellings	Spell correctly words that have been previously taught, including... <ul style="list-style-type: none"><li>- Common exception words from KS1;</li><li>- Previously taught homophones;</li><li>- Those with known prefixes and suffixes</li></ul> Use and spell correctly many words from the Year 3/Year 4 spelling list. Use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly.										
Handwriting	Use joined up writing consistently and independently.										
Opportunities for GDS	Making purposeful scientific vocabulary choices to convince worried animal. Actively think carefully about how the formality of Dr K Fisher impacts persuasiveness of his suggestions. Show a different level of formality between the first letter and the reply.	. Using dialogue to develop character through varying dialect. Independently decide the best place for the dialogue and use it to advance the action.	Shifts in formality. Write to an adult. Use scientific vocabulary and think about whether their non-fiction text would be a reliable source.	Write a poem to a different age group. Purposeful choices of vocabulary and relevant use of figurative language.	Deliberate shift between formal and informal styles of writing.  Careful consideration of structure/layout.	1. When writing dialogue, show characters using different dialect. E.g. Thor speaks very differently to the townsfolk. 2. Narrating story and writing to the reader. 3. Match the layout to the event.	Shifts in formality. Write to an adult. Use scientific vocabulary and think about whether their non-fiction text would be a reliable source.	Deliberate shift between formal and informal styles of writing.  Careful consideration of structure/layout.	Careful positioning of subordinate conjunctions and the impact this has on the reader.	Creating suspense through the conscious choice of information delivery.	To elaborate and add extra detail at points keeping to the style of a traditional. Use of metaphors.