



Heartwood Federation Writing Curriculum Map

Year 3

Y3	Autumn 1		Autumn 2	
	Non-fiction	Spaced Learning	Fiction - narrative	Spaced Learning
Genre	Instructions	Traditional Tale	First person narrative	Instructions
Writing outcome	Instructions on how to make <i>something</i>	Story based on a traditional tale	First person narrative based on The Iron Man	Instructions on how to make <i>something</i>
Model text				
SPAG focus	Adverbs of manner (ly) Prepositions Commas in a list <i>Revisit commands: join, place, stick</i>	Following discussions about prior learning (traditional tales), chn write independent story. Chn can rewrite their version based on prior knowledge of Jack and the Beanstalk or challenge more able to write their own based on another tale. Those who are not ARE in transcription should work in an adult led group/ or complete captions and pictures	Present perfect/ past perfect tense <i>Where has he gone? I had been waiting for such a long time to spot him.</i> <i>Revisit Expanded noun phrases</i>	Following discussions about prior learning (instructions to make something), chn write independent instructions. Chn could design their own sandwich for a giant or from a more practical stimulus such as how to make a <i>Christingle</i>, adding detail about what the elements represent for more able.
Oracy	Instructional games; verbal instructions, reading instruction texts and recipes aloud	Collaborative group talk, talk partners	Read stories aloud, role play, use intonation to reads to an audience	Collaborative group talk, talk partners
Explicit terminology to be taught	Adverb, adverb of manner, suffix, preposition, commas		Determiner, adjective, noun, noun phrase doesn't make sense on its own. Expanded noun phrase. Present perfect, past perfect	
Class novel/ text	The Iron Man – Ted Hughes		Pugs of the Frozen North	



Heartwood Federation Writing Curriculum Map

Year 3

Autumn Term			
Spelling	Handwriting	Punctuation	Grammar
ELS Spelling and Word Knowledge Unit 1-Unit 7	<i>Ensure that children with weak dexterity and grip, have the opportunity to use finger gym or warm up activities prior to handwriting sessions in order to improve strength and stamina for writing.</i> Teachers must: Reference Handwriting Policy and school handwriting scheme Follow the 4 Ps rule: Posture: Sit correctly at a table, with a straight back and two feet flat on the floor. Position: slant paper/ book accordingly depending on right or left-handed. Pencil: Hold the pencil or pen comfortably using a tripod grip. Pressure: Pressure should be moderate and not too tight. Pupils should be taught to: • Begin to use the diagonal and horizontal strokes that are needed to join • Increase the legibility, consistency and quality of their handwriting <i>e.g. downstrokes are parallel and equidistant; that lines of writing are spaced sufficiently so that</i>	Pupils should be taught to: • Use capital letters to start a sentence and to know that a sentence starts following a full stop/ exclamation mark or question mark. • Use full stops consistently to finish a sentence and to explicitly understand when a sentence has finished. <i>The full stop indicates that a point has been made and that you are about to move on to further explanations or a related point.</i>	Pupils should be taught to: • Understand what a sentence is and how they are used (to state and join ideas or facts). Know that a simple sentence is made up of a subject and a verb (<i>Jack sat.</i>) and that we use other word classes to add detail. • Be increasingly aware of and understand function of basic word class <i>e.g. noun, adjective, verb, adverb</i> • Understand how to use some coordinating conjunctions (<i>and, but, so</i>) • Extend vocabulary by being able to select the best synonym • Identify adjectives in expanded noun phrases • Use expanded noun phrases to add purposeful detail or information • Use simple past tense • Know the exceptions when using past tense (<i>i.e said, went</i>) • Order events or information in writing by using time conjunctions • Identify sentences with different forms in their writing (eg. statements, exclamations, commands, questions)



Heartwood Federation Writing Curriculum Map

Year 3

	<i>ascenders and descenders of letters do not touch.</i>		
--	--	--	--