



Heartwood Federation Writing Curriculum Map

Year 3

Y3	Spring 1		Spring 2	
Genre	Diary	Spaced Learning	Narrative with dialogue	Spaced Learning
Writing outcome	Diary entry – empathetic recount based on <i>Voices in the Park</i> by Anthony Browne ‘Shen’s Diary’	First Person Narrative Based on perspective from a character from Pugs	First person story based on Edward Tulane	Diary in voice of Abalane
Model text	Charles’s Diary – Voices in the park		Adapted extract from Edward Tulane	
SPAG focus	Past progressive tense: <i>she was walking, they were going</i> <i>Revisit prepositions of time: in the morning, later, after, in the evening</i>	Following discussions about prior learning chn write a first person narrative.	Use inverted commas for direct speech Begin to understand the punctuation used within inverted commas. Speech rules: new speaker, new line.	Following discussions about prior learning chn write a diary in the voice of Abalane or Edward.
Oracy	Use talk partners and class talk to recount what you did last week, last weekend, yesterday. Hot seat character emotions and why.		Hot seating, talk partners, collaborative working.	
Composition	Discuss writing genre focus to understand and learn from its structure in order to inform planning. Organise paragraphs around a theme. Create settings, characters and plot in narratives. Use simple organisational devices such as headings and sub-headings.		Evaluate and edit: assess the effectiveness of their own and others’ writing and suggest improvements. Propose changes to grammar & vocab to improve consistency. Proof read for spelling and punctuation errors.	
Explicit terminology to be taught	Past progressive Subordinate clause, suffix, past tense of ‘to be’ was, were		Dialogue, inverted commas, speech marks, make chn aware of 4-point check,	
Class novel/ text	Pugs of the Frozen North		The Miraculous Journey of Edward Tulane	



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Spelling	Handwriting	Punctuation	Grammar
ELS Spelling and Word Knowledge Unit 8-Unit 14	<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)



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