



Heartwood Federation Writing Curriculum Map

Year 3

Y3	Summer 1		Summer 2	
Genre	Non-chronological report	Spaced Learning	Explanation	Spaced Learning
Writing outcome	Information report about 'mashed up' animals		Explanation text about a gadget	
Model text	Animal Mash Up		Cyclomatic 3000	
SPAG focus	Adverbs of time, place and manner: <i>usually, occasionally, interestingly</i> How the adverb modifies the verb.		Subordinate clause Subordinating conjunctions, comma, Main clause, clause at start and end of sentence. <i>If you pull the lever, the door will open.</i> <i>Revisit time conjunctions</i>	
Oracy	Talk partners, collaborative work, sharing ideas with the class		Discuss pros and cons of Wallace and Gromit's contraptions. Collaborative work, talk partners. Read work aloud to the class.	
Composition				
Explicit terminology to be taught	Adverbs, time, manner, place Suffix, verb		Subordinate clause, subordinating conjunction, main clause, comma, commands	
Class novel/ text	Coming to England		Varjak Paw	



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Summer Term			
Spelling	Handwriting	Punctuation	Grammar
ELS Spelling and Word Knowledge Unit 15-Unit 34	<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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