

## MARSHLAND PRIMARY ACADEMY CURRICULUM FOR WRITING - YEAR 3

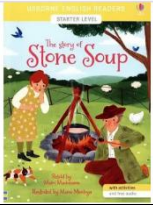



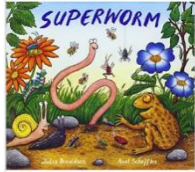
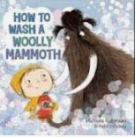
- All new vocabulary will be displayed on Working Walls in the classroom environment.
- WAGOLL to use for whole class teaching demonstrating the skills and vocabulary expectations.

- 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: Rocks and Soils

#### History- Stone Age to Iron Age


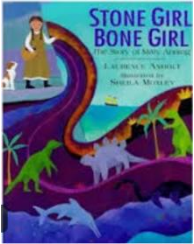
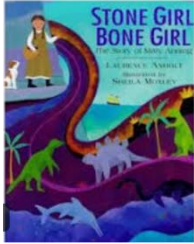
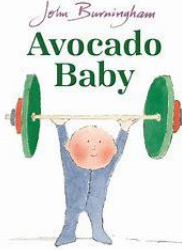
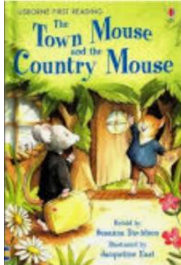

Text and Genre	Retell - Stone Soup	Retell -The Fox and Crow	Retell - Opening section-up to the point of meeting Om	Diary Entry - The Hunt	Retell - Super Worm	Instructions - How to Wash a Woolly Mammoth
Text and Genre						
Year 3 Genre Progression	Using paragraphs to organise my writing Detailed description of character and setting	Using paragraphs to organise my writing Detailed description of character and setting	Using paragraphs to organise my writing Detailed description of character and 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	Using paragraphs to organise my writing Detailed description of character and 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.
<b>Handwriting</b> – Use the diagonal and horizontal strokes that are needed to join letters.						
Year 3 Grammar and Punctuation	<i>Use a wider range of time words (time adverbial / time adverb) at the start of my sentences. Use a wider range of openers at the start of my sentences.</i>	Use more exciting adjectives and expanded noun phrases to help the reader clearly see what I am describing. Use a comma to separate adjectives when describing a noun.	<b>Use powerful verbs to make my writing more interesting.</b>	<i>Use when and if as openers/at the start of a sentence. Use an apostrophe to show contraction in my written work.</i>	<i>Use the conjunctions ‘because’, ‘that’, and and but.</i>	Use prepositions to express place. Use a question in a non-fiction introduction. Use a colon before a list in instructional writing (what you need:)
Year 3 Spelling	<p><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></p> <p style="text-align: center;">Follow the academy’s long-term plan for spellings</p>					

MARSHLAND PRIMARY ACADEMY CURRICULUM FOR WRITING - YEAR 3

Autumn 2

Science: Animals inc. Humans (Skeleton and Muscles)

Geography: Finding out about the UK

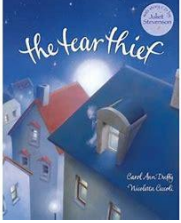
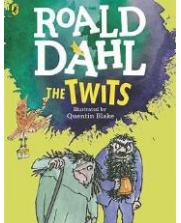
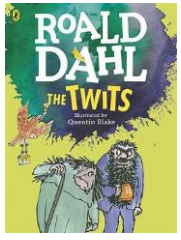
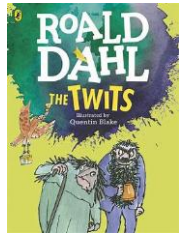
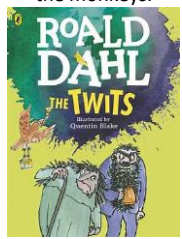

Text and Genre	<p>Explanation - How a fossil is formed</p> 	<p>Retell - The opening section of the story.</p> 	<p>Dairy Entry - the discovery of the sea creature</p> 	<p>Retell - Avocado Baby</p> 	<p>Retell - The Town Mouse and the Country Mouse</p> 	<p>Free Verse Poetry inspired by Coming Home Waitrose Christmas Advert</p> 
Year 3 Genre Progression	<p>Use how or why in the title                  Persuasive question in the introduction                  More detailed introduction                  Closing statement                  Facts given by the teacher                  Very directed research                  Given subheadings                  Conjunctions for cause because / as / so /since</p>	<p>Using paragraphs to organise my writing                  Detailed description of character and setting</p>	<p>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</p>	<p>Using paragraphs to organise my writing                  Detailed description of character and setting</p>	<p>Using paragraphs to organise my writing                  Detailed description of character and setting</p>	
<p><b>Handwriting</b> - Use the diagonal and horizontal strokes that are needed to join letters.</p>						
Year 3 Grammar and Punctuation	<p><b>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)</b></p>	<p><b>Use adverbs of manner as openers (fronted adverbials)</b></p>	<p>Use show don't tell to convey a character's emotions.</p>	<p>Use of a comma to list expanded noun phrases.</p>		<p>Use similes to add description to my writing.</p>
Year 3 Spelling	<p>*"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</p> <p style="text-align: center;">Follow the academy's long-term plan for spellings</p>					

MARSHLAND PRIMARY ACADEMY CURRICULUM FOR WRITING - YEAR 3

Spring 1

Science: Light

Geography: Mapping the world


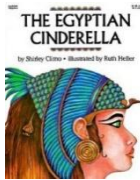
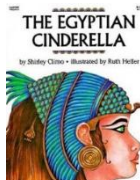



Text and Genre	<p>Retell - The Tear Thief (Retell a section)</p> 	<p>Character Description - Mr and Mrs Twit</p> 	<p>Retell - one of the tricks</p> 	<p>Retell - another trick</p> 	<p>Persuasive Letter to the RSPCA- Why they should come and rescue the monkeys.</p> 	<p>Information Page - How to stay safe in the sun</p> 
Year 3 Genre Progression	<p>Using paragraphs to organise my writing Detailed description of character and setting</p>	<p>Past tense. More ambitious vocabulary choices. Range of prepositional phrases as openers. Similes and metaphors.</p>	<p>Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech Detailed description of character and setting</p>	<p>Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech Detailed description of character and setting</p>	<p>Opening sentence to hook the reader. An introduction with a strong position or point of view. Paragraphs which each have their own point. Each point has an argument (facts and evidence) to support it. Emotive language to influence the reader. Exaggeration Rhetorical questions.</p>	<p>Teacher led research (content provided by teacher) Begin to use the 5w's in the introduction Provided reason for processes</p>
<p><b>Handwriting-</b> Ascenders and descenders do not interfere with writing on the line above and below.</p>						
Year 3 Grammar and Punctuation	<p><b>Write compound sentences by including co-ordinating conjunctions (or, and, but, so, yet).</b></p>	<p><b>Consistently use an apostrophe to show possession and use apostrophes in my writing to show singular possession.</b></p>	<p>Use inverted commas at the start and end of speech. Put the reporting clauses at the end of speech. 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.</p>	<p>Beginning to vary the range of verbs used in the reporting clause to avoid repeating, 'said'.</p>	<p>Use short sentences to make key points.</p>	<p><b>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)</b> Use prepositions to express place. (Before you go out in the sun, apply lots of suncream.)</p>
Year 3 Spelling	<p><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></p> <p style="text-align: center;">Follow the academy's long-term plan for spellings</p>					

MARSHLAND PRIMARY ACADEMY CURRICULUM FOR WRITING - YEAR 3

Spring 2

History: Ancient Egyptians

Science: Magnets and Forces

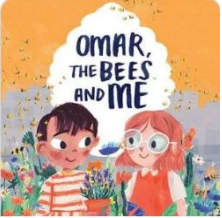

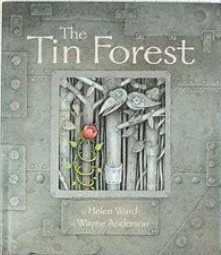


Text and Genre	Recount - trip to Weston Park Museum 	Retell - Opening section of the story 	Diary Entry -Final part of story 	Retell - Isis and Osiris 	Instructions - mummification 	Non- Chronological Report - Egyptian Inventions 
Year 3 Genre Progression	Present/past perfect tense Range of emotions to describe feelings Paragraphs for time order of events Concluding paragraph	Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech Detailed description of character and 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	Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech Detailed description of character and 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.	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
<b>Handwriting-</b> Ascenders and descenders do not interfere with writing on the line above and below.						
Year 3 Grammar and Punctuation	Use a variety of subordinating conjunctions in the middle of a sentence to write a complex sentence.	Use openers (fronted adverbials) as sentence openers: How (Manner), When (Time) and Where (Place)  Begin to use a comma after a fronted adverbial.	Revision of show don't tell.	Start a new paragraph to show a change in time in narrative writing.	Change the place of the adverb in the sentence.	Organise similar ideas into paragraphs in non-fiction writing. Use a subheading to guide the reader.
Year 3 Spelling	<p><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></p> <p style="text-align: center;">Follow the academy's long-term plan for spellings</p>					

MARSHLAND PRIMARY ACADEMY CURRICULUM FOR WRITING - YEAR 3

Summer 1

Geography- Greece

Science: Plants

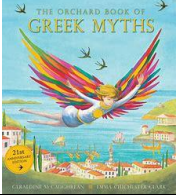
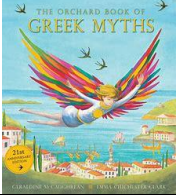
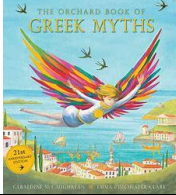



Text and Genre	Retell - Opening Section of the story 	Letter to local - Explaining what they need to do and why. 	Retell - The Tin Forest 	Setting Description - (Images of Crete) 	Non- Chronological Report - Crete 
Year 3 Genre Progression	Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech Detailed description of character and setting	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	Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech Detailed description of character and setting	Similes and metaphors Fronted adverbials for place and manner Adjective, adjective Powerful verbs	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
<b>Handwriting-</b> My handwriting style is consistent throughout my work.					
Year 3 Grammar and Punctuation	Start a new paragraph when the setting changes in narrative writing.	Use the Present Perfect Tense. Use conjunctions for cause (because, as, so)	Use conjunctions to show when something happened. (time - After, Before, While))	Use of a comma for rule of three.	Consolidation of skills.
Year 3 Spelling	<p><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></p> <p style="text-align: center;">Follow the academy's long-term plan for spellings</p>				

MARSHLAND PRIMARY ACADEMY CURRICULUM FOR WRITING - YEAR 3

Summer 2

Science: Animals including Humans (Nutrition)

History: The Ancient Greeks

Text and Genre	Character Description - Minotaur 	Retell - Theseus and the Minotaur 	Retell - Icarus and Daedalus 	Retell - Medusa 	Double page spread on How to Stay Healthy Or on Ancient Olympics to Modern Olympics  
Year 3 Genre Progression	Past tense. More ambitious vocabulary choices. Range of prepositional phrases as openers. Similes and metaphors.	Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech Detailed description of character and setting	Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech Detailed description of character and setting	Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech Detailed description of character and 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
<b>Handwriting-</b> My handwriting style is consistent throughout my work.					
Year 3 Grammar and	Revision of similes.	Use ellipses to build suspense.	Use adverbs to show when something happened (Time)	Consolidation of skills.	Revision of similes.
Year 3 Spelling	<p><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></p> <p style="text-align: center;">Follow the academy's long-term plan for spellings</p>				
Year 3					
Ongoing skills	<p><b>Use verb tenses correctly most of the time (was/were) (is/are).</b>  <b>Use tense accurately most of the time.</b>                  Begin to build cohesion by choosing the right nouns and pronouns to avoid repeating myself.                  Understanding what a noun, adjective, verb, adverb means.                  Choose the most appropriate nouns.                  Use adverbs to show when something happened (Time)</p>				
SPAG to be taught separately	<p>Use prepositions to express time.                  Use adverbs to show where something happened. (Place)                  Use conjunctions for place (Where and Wherever).</p>				