

Writing Overview Year 3 (Cycle A Curriculum)

Non-Fiction

Fiction

Poetry

Significant Author



Curriculum Link























Writing for Pleasure

Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
<p>Fiction</p> <p>Romance</p> <p>PSHE – Friendship</p>  <p>Writing for Pleasure Unit</p> 	<p>Fiction</p> <p>Traditional Tale</p>  <p>Christmas Dessert Social Media Post</p> <p>Persuasion</p> <p>Presentational outcome / Oracy focus</p> <p>Seasonal</p>	<p>Fiction</p> <p>Comedy</p> <p>Significant Author – comparison with Roald Dahl texts (except BFG)</p>  <p>Poetry</p> <p>I asked the little boy who couldn't see</p> <p>PSHE – Respect/differences</p>	<p>Fiction</p> <p>Tragedy</p> <p>Science – Water Cycle</p>  <p>Writing for Pleasure Unit Non-Fiction</p> 	<p>Fiction</p> <p>History</p>  <p>Writing for Pleasure Unit</p> 	<p>The Gardener</p> <p>Letter</p> <p>Science – Living Things</p>  <p>The Colour Collector</p> <p>Science – Sound</p> <p>Presentational outcome / Oracy focus</p>

<p>Linked Texts:</p> <p>The Friendship Bench Charlotte's Web</p>	<p>Linked Texts:</p> <p>Traditional Christmas Tales – The Night Before Christmas, The Little Match Girl</p>	<p>Linked Texts:</p> <p>Charlie and the Chocolate Factory The Witches</p>	<p>Linked Texts:</p> <p>Once Upon a Raindrop Why Water's Worth It</p>	<p>Linked Texts:</p> <p>Pharaoh's Fate</p>	<p>Linked Texts:</p> <p>The Sound Collector</p>
<p>Cross-Curricular Writing Opportunities</p>					
<p>Descriptive writing – Europe / architecture</p>	<p>Poetry – WW1 / Remembrance Day</p>	<p>Presentation – Climate Crisis</p>	<p>Explanation – How were Egyptians mummified?</p>	<p>Instructions – Healthy recipe</p>	<p>Short story based on the Industrial revolution</p>

Grammar Overview Years 1-6

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils / Flipcharts
Regular plural noun suffixes -s or -es 	How words can combine to make sentences 	Sequencing sentences to form short narratives 	Separation of words with spaces 	Sentence, word, capital letter, full stop, singular, plural, question mark, exclamation mark
Suffixes added to verbs (helping, helped) 	How 'and' can join sentences and words 	The consistent use of present tense and past tense 	Introduction to the use of capital letters, full stops, questions marks and exclamation marks to demarcate sentences 	Verb. Tense, adjective, noun, suffix, apostrophe, comma
How the prefix -un changes the meaning of verbs and adjectives (unkind, undoing) 	Subordination (when, if, that, because) and Coordination (and, or, but)  	Use of continuous form of verbs in present and past tense to mark actions (she is drumming, he was shouting) 	Capital letters for names and the personal pronoun I 	Word family, conjunction, adverb, preposition, direct speech, inverted commas, prefix, consonant, vowel, clause, subordinate clause, determiner
Formation of nouns using suffixes (-ness or -er) 	Expanded noun phrases for description and specification (the blue butterfly, plain flour) 	Introduction to paragraphs as a way of grouping related material 	Capital letters, full stops, question marks and exclamation marks to demarcate sentences 	Pronoun, possessive pronoun, adverbial
Formation of adjectives using suffixes such as -less or -ful 	Sentences with different forms (commands, questions, exclamation, statement) 	Headings and sub-headings to aid presentation 	Commas to separate items in a list  	Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity

<p>Use of suffixes -er and -est for comparison</p> 	<p>Expressing time and cause with conjunctions (when, before after) adverbs (then, next, soon) or prepositions (in, during, because of)</p>  	<p>Use of the perfect form of verbs to mark relationship of time and cause (I have written it down so I can check what he said)</p> 	<p>Apostrophes to mark contracted forms</p> 	<p>Active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points</p>
<p>Formation of nouns using a range of prefixes such as super-, anti-, auto-</p> 	<p>Appropriate choice of pronoun or noun within a sentence to avoid repetition and ambiguity</p> 	<p>Use of paragraphs to organise ideas around a theme</p> 	<p>Introduction to inverted commas for direct speech</p> 	<p>Key</p> <p>Year 1</p> <p>Year 2</p> <p>Year 3</p> <p>Year 4</p> <p>Year 5</p> <p>Year 6</p>
<p>Use of the determiners a or an (a rock, an elephant)</p> 	<p>Fronted adverbials</p> 	<p>Appropriate choice of pronoun or noun across sentences</p> 	<p>Use of inverted commas to punctuate direct speech</p> 	
<p>Word families based on common words</p> 	<p>Relative clauses beginning with who, which, where, why, whose</p> 	<p>Devices to build cohesion within a paragraph (then, after, that, this, finally)</p>  	<p>Apostrophes to mark singular and plural possession (the girl's name, the boys' boots)</p> 	
<p>The grammatical difference between plural and possessive -s</p> 	<p>Modal verbs indicating degrees of possibility (might, should, could, will) or adverbs (perhaps, surely)</p> 	<p>Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly)</p> 	<p>Use of commas after a fronted adverbial</p> 	
<p>Standard English forms for verb inflections rather than local spoken forms (we were instead of we was)</p>	<p>Use of passive voice (The window was broken by...)</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices using adverbials (on the other hand,</p>	<p>Brackets, dashes or commas to indicate parenthesis</p>	

		<p>in contrast) repetition or elision</p> 	 	
<p>Converting nouns or adjectives to verbs using suffixes (-ate, -ise, -ify)</p> 	<p>Expanded noun phrases to convey complicated information (<i>the fact that it was raining meant that sports day was cancelled</i>)</p> 	<p>Layout devices such as headings, columns, bullets or tables to structure texts</p> 	<p>Use of commas to clarify meaning or avoid ambiguity (lets eat, Grandma / Let's eat Grandma)</p>  	
<p>Verb prefixes (dis-, de-, mis-, over-, re-)</p> 	<p>The difference between structures of typical informal speech and formal speech appropriate for writing. Using subjunctive form in very formal speech and writing.</p> 		<p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma</p>  	
<p>Vocabulary typical of informal speech and formal speech</p> 			<p>Punctuation of bullet points to list information</p>  	
			<p>How hyphens can be used to avoid ambiguity (man-eating shark / man eating shark)</p>  	