

Year 3 Writing Knowledge and Skills Curriculum Map

In every unit of writing lessons, children will be taught and continue to practise the following:

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;
- discussing and recording ideas.

Draft and **write** by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures;
- organising paragraphs around a theme;
- in narratives, creating settings, characters and plot;
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings].

Evaluate and **edit** by:

- assessing the effectiveness of their own and others' writing and suggesting improvements;
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors.

Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Skills are cumulative across the year and will be repeated and practised in many contexts. The following curriculum map outlines when specific knowledge and skills will be taught however each unit will often also practise previously taught skills in order to embed them. For example, direct speech is taught in Autumn 1 but will be practised and revisited in narratives throughout the year.

Handwriting, spelling and reading skills are also taught and practised within writing units but more explicitly taught in other lessons dedicated solely to these aspects.

Autumn 1	Spring 1	Summer 1
<p>Egyptian Times Recount:</p> <ul style="list-style-type: none"> expanded noun phrases to describe and specify [for example, the blue butterfly] (Y2 Revision); sentences with different forms: statement, question, exclamation, command (Y2 Revision); using subordination (using when, if, that, or because) and co-ordination (using or, and, or but) (Y2 Revision); use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel sound; features of a recount. <p>The Night Box Poetry:</p> <ul style="list-style-type: none"> Exploration of figurative language. expanded noun phrases to describe and specify [for example, the blue butterfly] (Y2 Revision); 	<p>Battle of the Solent Recount:</p> <ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense; use of prepositions for time and cause (e.g. shortly <i>after</i> the battle); Features of recount. <p>Arthur and the Golden Rope Narrative:</p> <ul style="list-style-type: none"> indicating possession by using the possessive apostrophe with plural nouns; extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although; using adverbs and conjunctions to express time. 	<p>The Secret Garden Suspense Narrative:</p> <ul style="list-style-type: none"> indicating possession by using the possessive apostrophe with plural nouns; features of suspense narratives. <p>Interview with a Tiger Interview:</p> <ul style="list-style-type: none"> using fronted adverbials; using commas after fronted adverbials; using the present perfect form of verbs in contrast to the past tense; headings and sub-headings to aid presentation; features of persuasion.
Autumn 2	Spring 2	Summer 2
<p>Stone Age to Iron Age Non-Chronological Report:</p> <ul style="list-style-type: none"> headings and sub-headings to aid presentation; using conjunctions to express cause; Features of non-chronological report. <p>Arabian Nights Narrative:</p> <ul style="list-style-type: none"> Introduction to paragraphs as a way to group related material; using and punctuating direct speech. 	<p>War Poetry (Charge of the Light Brigade and Dulce et Decorum Est):</p> <ul style="list-style-type: none"> using figurative language to develop a rich and varied vocabulary; exploring rhyme and rhythm patterns. <p>Boudicca and the Romans Persuasive Speech:</p> <ul style="list-style-type: none"> using fronted adverbials; using commas after fronted adverbials; using adverbs and conjunctions to explain cause; 	<p>By Ash Oak and Thorn Narrative:</p> <ul style="list-style-type: none"> using and punctuating direct speech; extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although. <p>Transition Projects:</p> <ul style="list-style-type: none"> combining and applying skills and knowledge in writing from across the year.

<ul style="list-style-type: none">• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	<ul style="list-style-type: none">• features of persuasive writing.	
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