



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

Curriculum Map: Writing Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text Types	<p>Write to entertain *A Series of Unfortunate Events by Lemony Snicket Character description</p> <p>Write to inform *Hidden Figures by Margaret Lee Shetterly *Fauja Singh Keeps Running by Simran Jeet Singh Biography</p>	<p>Write to entertain <i>Literacy Shed video - Le Petit Cordonnier</i> Story opening</p> <p>Write to entertain *When We Were Very Young- A.A Milne Poetry with an oracy outcome – performance poetry.</p>	<p>Write to entertain *Escape from Pompeii by Christina Balit Setting description and diary entry</p> <p>Write to Discuss Curriculum link - Roman invasion of Britain. Oracy outcome - debate leading into a written balanced argument. (Who was the best leader?)</p>	<p>Write to inform *Everest by Alexander Stewart Letter Non-chronological report</p> <p>Write to inform *Escape from Pompeii by Christina Balit Explanation – How/why does a volcano erupt?</p>	<p>Write to persuade *Jumanji by Chris Van Allsburg Advert for a board game.</p> <p>Write to persuade *Jumanji by Chris Van Allsburg Letter</p> <p>Write to entertain *Jumanji by Chris Van Allsburg 3rd person suspense narrative.</p>	<p>Write to inform *The Fastest Boy in the World by Elizabeth Laird Olympic information text</p> <p>Write to inform *The Invention of Hugo Cabret by Brian Selznick Newspaper report about the Montparnasse derailment 1895</p> <p>Write to entertain *River Stories by Meredith Hooper 1st person adventure/journey narrative.</p>

'Hooks' into writing expose children to high quality, vocabulary-rich texts or engaging visual stimulus which cover the 3 Cs – Contemporary, Classic & Cultural. Each of the hooks is a vehicle for providing children the opportunity to write a variety of text types which cover the 4 main purposes for writing: to entertain, to inform, to discuss and to persuade.

For progression in genres: Reasons to write and progressions in genres

For progression through spelling and grammar see: [English Appendix 1](#) and [English Appendix 2](#)

Writing	Handwriting and Presentation	Composition	Vocabulary, grammar & punctuation
<p>Spelling</p> <p>To use further prefixes and suffixes and understand how to add them (Spelling Appendix 3-4)</p> <p>To spell further homophones</p> <p>To spell words that are often misspelt (Spelling Appendix 3-4)</p> <p>To place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>To use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>To increase the legibility, consistency and quality of their handwriting.</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> 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 <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements 	<p>To develop their understanding of the concepts by:</p> <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although I using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause I using fronted adverbials learning the grammar for years 3 and 4 <p>To indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns using and punctuating direct speech <p>To use and understand the grammatical terminology in the English glossary</p>

		<ul style="list-style-type: none">proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>To proofread for spelling and punctuation errors</p> <p>To 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</p>	terms accurately and appropriately in discussing their writing and reading.
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