

The Piggott School: Charvil Primary



'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
Suggested Stimuli or Hooks	<p>A Series of Unfortunate Events by Lemony Snicket</p> <p>Hidden Figures by Margaret Lee Shetterly</p> <p>Fauja Singh Keeps Running by Simran Jeet Singh</p>	<p>Literacy Shed video - Le Petit Cordonnier - video</p> <p>When We Were Very Young- A.A Milne</p>	<p>Escape from Pompeii by Christina Balit</p> <p>Curriculum link - Roman invasion of Britain.</p>	<p>Everest by Alexander Stewart</p> <p>Escape from Pompeii by Christina Balit</p>	<p>Jumanji by Chris Van Allsburg</p>	<p>The Fastest Boy in the World by Elizabeth Laird</p> <p>The Invention of Hugo Cabret by Brian Selznick</p> <p>River Stories by Meredith Hooper</p>
<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.</p> <p>For progression in genres: Reasons to write and progressions in genres</p> <p>For progression through spelling and grammar see: English Appendix 1 and English Appendix 2</p>						
Writing	Handwriting and Presentation		Composition		Vocabulary, grammar & punctuation	
<u>Spelling</u>	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		Plan their writing by: <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand 		To develop their understanding of the concepts by: <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including 	

<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 increase the legibility, consistency and quality of their handwriting.</p>	<p>and learn from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> • 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 • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	<p>when, if, because, although I using the present perfect form of verbs in contrast to the past tense</p> <ul style="list-style-type: none"> • 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 terms accurately and appropriately in discussing their writing and reading.</p>
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