

Writing Curriculum Map

Year 3

Term (Weeks)	Autumn 1 (7)			Autumn 2 (7)	
Shared Reading (Key Text)	The Owl and the Pussycat by Edward Lear	The Iron Man by Ted Hughes		How The Grinch Stole Christmas by Dr. Seuss	
Genre and Weeks	Poetry (2)	Narrative Short Burst Write (1)	Non-Fiction (4)	Narrative (5)	Non-Fiction Short-Burst Write (2)
	Type: Nonsense Purpose: To entertain the reader	Type: Finding tale Focus: Characterisation / description Purpose: To create a character that sounds real and that the reader can imagine	Type: Recount Form: Newspaper report Purpose: To recount an event	Type: Character flaw Focus: Openings + endings Purpose: To create openings and endings that hook the reader	Type: Information Form: Fact file Purpose: To inform the reader
Hook (Examples)	Enter the classroom to find feathers and cat pawprints scattered around How strange! This reminds me of a very peculiar poem...	Open a special delivery – inside is a copy of the book and some outlines of body parts on card. Listen to Chapter 1 where The Iron Man puts himself back together. Children then choose up to 6 body parts and glue them together. Write descriptions of the body parts (from the book) inside. Hang string from the top to make a mobile. Compare: what do our Iron Men look like?	"Junior Journalists" write to invite the children to craft a newspaper report. On completion, all junior journalists will be awarded a badge and the chance to watch The Iron Man in film!	Animated video from "Grinch Watch UK." With Christmas fast-approaching, we're always on the lookout to make sure nothing spoils the festivities. Sadly, there have been reports about other cantankerous creatures who are trying to ruin Christmas! What could they be?	Animated video from "Grinch Watch UK" – goodness me! We certainly ought to be on the lookout for those creatures (name some of the children's story characters). What else should we know about them?
Journey (Examples)	Imitation and model text: The Owl and the Pussycat Innovation: The Bee and the Pelican Independent application: Own nonsense poem (animal with 1 syllable and animal with 3 syllables)	Imitation and model text: N/A Innovation: Wanted poster: The Steel Girl Independent application: Wanted poster: The Iron Man	Imitation and model text: Newspaper report about the first sighting of the Iron Man Innovation: Newspaper report about the first sighting of an alien Independent application: Newspaper report about the sighting of the space-bat-angel-dragon	Imitation and model text: How The Grinch Stole Christmas Innovation: How the Snarkle Stole Christmas Independent application: How the Stole Christmas (children's own choice of character e.g. The Gratchy, The Snibber, The Grooblin, The Crudge)	Imitation and model text: N/A Innovation: Non-chronological report about The Snarkle Independent application: Non-chronological report about children's chosen character (from character descriptions)
Toolkit and Planning Tool (T4W) <small>NB: Toolkits include important objectives for oral retelling and for impacting the reader but may include elements beyond your year group's expectations for GPS. Journeys must reflect the GPS objectives below.</small>	Generate toolkit based upon cohort-specific needs (what GPS do children need support with?) Planning tool: box up plan	Toolkit: Characterisation Planning tool: box up plan	Toolkit: Recount Planning tool: box up plan	Toolkit: Openings and endings Planning tool: box up plan	Toolkit: Information Planning tool: box up plan

= new GPS (other objectives need regularly revisiting and consolidating)

* = above what is expected in Appendix 2 of the NC

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Term (Weeks)		Autumn 1 (7)			Autumn 2 (7)	
Shared Reading (Key Text)		The Owl and the Pussycat by Edward Lear	The Iron Man by Ted Hughes		How The Grinch Stole Christmas by Dr. Seuss	
Grammar, Punctuation and Spelling (National Curriculum)	Word	Spell most Year 2 Common Exception Words Use present and past tense consistently (simple and progressive – ing) Use the suffixes -er and –est (e.g. slow – slowest, quick – quickest)	Spell most Year 2 Common Exception Words Adverbs: use the suffix -ly Use present and past tense consistently (simple and progressive – ing)	Spell most Year 2 Common Exception Words Use present and past tense consistently (simple and progressive – ing) Use the suffixes -er and –est (e.g. slow – slowest, quick – quickest) Determiners – use the forms a / an, depending on whether the word begins with a consonant or a vowel	Spell most Year 2 Common Exception Words Spell some Year 3 / Year 4 words Use present and past tense consistently (simple and progressive – ing) Use the suffixes -er and –est (e.g. slow – slowest, quick – quickest) Determiners – use the forms a / an, depending on whether the word begins with a consonant or a vowel	Spell most Year 2 Common Exception Words Spell some Year 3 / Year 4 words Use present and past tense consistently (simple and progressive – ing) Determiners – use the forms a / an, depending on whether the word begins with a consonant or a vowel
	Sentence	Use expanded noun phrases to describe and specify	Use expanded noun phrases to describe and specify Use coordination (and, but, so, or) Use subordination (when, if, that, because) Identify the subordinate clause Use fronted adverbials to show how a character feels (cautiously... anxiously... carefully...)*	Use expanded noun phrases to describe and specify Use coordination (FANBOYS – for, and, nor, but, or, yet, so) Use subordination (when, if, that, because)	Use expanded noun phrases to describe and specify Use coordination (FANBOYS – for, and, nor, but, or, yet, so) Use subordination (when, if, that, because, as, although) Use fronted adverbials to show time (late one night...)*	Use coordination (FANBOYS – for, and, nor, but, or, yet, so) Use subordination (when, if, that, because, although) Use fronted adverbials to create emotion (intriguingly, weirdly, reassuringly, sadly, incredibly)*
	Punctuation	Punctuate sentences, names, dates and places using a capital letter (including the personal pronoun 'I') Punctuate sentences using a capital letter and full stop or exclamation mark or question mark	Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks) Use commas to separate items in a list Use apostrophes to show possession (singular nouns)	Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks) Use commas to separate items in a list Use apostrophes to show possession (singular nouns)	Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks) Use commas to separate items in a list Use apostrophes to show possession (singular nouns)	Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks) Use commas to separate items in a list Use apostrophes to show possession (singular nouns)
Handwriting (RWI)	Stage 3 – joins (x2 joins per week) Arm to sun – revise ab + ah, ak + al, at + eb, eh + ek, el + et, ib + ik			Stage 3 – joins (x2 joins per week) Arm to sun – teach il + it, al + ch, mb + th and da Arm to sister – teach ic + ka, ko + la		
Spelling (Ed. Shed)	Stage 2 – Summer 2 and Stage 3 Autumn 1 1. Step 34 – words with an apostrophe for contraction 2. Step 35 – words with an apostrophe for possession 3. Step 1 – words with ou (ow) and Step 2 – words with ou (u) 4. Step 3 – words where y makes an 'i' sound 5. Step 4 – words ending in -sure and Step 5 – words ending in -ture 6. Step 6 – challenge words (actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular)			Stage 3 – Autumn 2 1. Step 7 – words with prefix re- 2. Step 8 – words with prefix dis- 3. Step 9 – words with prefix mis- 4. Step 10 – words where suffixes are added to multisyllabic words (-ing, -er and -ed) 5. Step 11 – words where suffixes are added to multisyllabic words (-ing, -en and -ed) 6. Step 12 – challenge words (centre, disappear, heart, minute, regular, decide, early, learn, notice, therefore)		

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Writing Curriculum Map

Year 3

		Spring 1 (6)		Spring 2 (6)	
Term and Weeks					
Shared Reading (Key Text)	This Morning I Met a Whale by Michael Morpurgo			The 13-Storey Treehouse by Andy Griffiths	
Genre and Weeks	Non-Fiction (3)		Narrative (3)		Narrative (4)
	Type: Discussion Form: Discussion text Purpose: To discuss a topic		Type: Diary entry Focus: Setting description (in diary entry form) Purpose: To create a setting that the reader can imagine		Type: Cumulative Focus: Dialogue Purpose: To create dialogue that sounds real, reflects characters and moves action forwards
Hook (Examples)	Animated video from "Michael's whale" – a bottlenose. I heard about places where whales are kept captive and I'm worried! Show children images of whales in captivity at Sea World etc. Michael tried to explain why it happens but I'm still not sure whether it should be allowed! Let's explore the topic and let him know reasons for and against.		Second animated video from "Michael's whale" – thank you for your discussion texts. I understand a lot more about the benefits and disadvantages now. I wondered if you're ready to write my diary entry for me? I don't have hands, you see!		Letter from Andy and Terry – we are BEHIND on our book! Can you write part of it for us?
Journey (Examples)	Imitation and model text: Should school uniforms be mandatory? Innovation: Should zoos exist? Independent application: Should whales be kept in captivity?		Imitation and model text: Diary entry describing a swallow's flight back from Africa (describe Africa + describe UK) – write in an excited tone Innovation: Diary entry describing a salmon's journey upriver (describe Atlantic ocean + describe river) – write in a worried tone Independent application: Diary entry describing a whale's journey up The Thames in London (describe North Atlantic ocean + describe river) – write in a worried, fearful tone		Imitation and model text: Chapter including dialogue between Andy / Terry and Mermaidia Innovation: Chapter including dialogue between Andy / Terry and the giant gorilla Independent application: Chapter including dialogue between Andy / Terry and children's own monster e.g. the killer kangaroo, the crazy-eyed wombat, the razor-toothed cockatoo
Toolkit and Planning Tool (T4W) <small>NB: Toolkits include important objectives for oral retelling and for impacting the reader but may include elements beyond your year group's expectations for GPS. Journeys must reflect the GPS objectives below.</small>	Toolkit: Discussion Planning tool: box up plan		Toolkit: Settings Planning tool: box up plan		Toolkit: Dialogue Planning tool: box up plan
					Non-Fiction Short-Burst Write (2) Type: Instructions Form: Set of instructions Purpose: To instruct the reader
					Parcel arrives from Andy and Terry – sea monkeys! Now, to help us hatch real sea monkeys (and not actual monkeys), we need your help! Tell us what to do so we hatch them properly.
					Imitation and model text: N/A Innovation: How to Feed Man-Eating Sharks Independent application: How to Hatch Sea Monkeys
					Toolkit: Instructions Planning tool: text map

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Year 3

Term and Weeks		Spring 1 (6)		Spring 2 (6)	
Shared Reading (Key Text)		This Morning I Met a Whale by Michael Morpurgo		The 13-Storey Treehouse by Andy Griffiths	
Grammar, Punctuation and Spelling (National Curriculum)	Word	<p>Spell most Year 2 Common Exception Words</p> <p>Spell some Year 3 / Year 4 words</p> <p>Determiners – use the forms a / an, depending on whether the word begins with a consonant or a vowel</p>	<p>Spell most Year 2 Common Exception Words</p> <p>Spell some Year 3 / Year 4 words</p> <p>Determiners – use the forms a / an, depending on whether the word begins with a consonant or a vowel</p> <p>Use the present perfect form of verbs instead of the simple past (I have... we have... he has... she has...)</p> <p>Use the present past form of verbs (I had... we had... he had... she had...)</p>	<p>Spell most Year 2 Common Exception Words</p> <p>Spell some Year 3 / Year 4 words</p> <p>Determiners – use the forms a / an, depending on whether the word begins with a consonant or a vowel</p> <p>Use the present perfect form of verbs instead of the simple past (I have... we have... he has... she has...)</p> <p>Use the present past form of verbs (I had... we had... he had... she had...)</p>	<p>Spell most Year 2 Common Exception Words</p> <p>Spell some Year 3 / Year 4 words</p> <p>Determiners – use the forms a / an, depending on whether the word begins with a consonant or a vowel</p> <p>Use prefixes to form nouns (super-, anti, auto-)</p>
	Sentence	<p>Use coordination (FANBOYS – for, and, nor, but, or, yet, so)</p> <p>Use subordination (when, if, that, because, as, although)</p> <p>Use fronted adverbials to create emotion (intriguingly, weirdly, reassuringly, sadly, incredibly)*</p> <p>Use adverbs to express time, place and cause e.g. then, next, soon, therefore</p>	<p>Use expanded noun phrases to describe and specify</p> <p>Use coordination (FANBOYS – for, and, nor, but, or, yet, so)</p> <p>Use subordination (when, if, that, because, as, although)</p> <p>Use fronted adverbials to create emotion (intriguingly, weirdly, reassuringly, sadly, incredibly)*</p> <p>Use adverbs to express time, place and cause e.g. then, next, soon, therefore</p>	<p>Use expanded noun phrases to describe and specify</p> <p>Use coordination (FANBOYS – for, and, nor, but, or, yet, so)</p> <p>Use subordination (when, if, that, because, as, although)</p> <p>Use fronted adverbials to create emotion (intriguingly, weirdly, reassuringly, sadly, incredibly)*</p> <p>Use adverbs to express time, place and cause e.g. then, next, soon, therefore</p>	<p>Use prepositions to express time and cause e.g. before, after, during, in, because of</p> <p>Use coordination (FANBOYS – for, and, nor, but, or, yet, so)</p> <p>Use subordination (when, if, that, because, as, although)</p> <p>Use adverbs to express time, place and cause e.g. then, next, soon, therefore</p>
	Punctuation	<p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to show possession (singular nouns)</p>	<p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to show possession (singular nouns)</p> <p>Begin to use paragraphs as a way of grouping related material</p>	<p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to show possession (singular nouns)</p> <p>Begin to use paragraphs as a way of grouping related material</p> <p>Begin to use inverted commas to punctuate direct speech</p>	<p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to show possession (singular nouns)</p>
Handwriting (RWI)	<p>Stage 3 – joins (x2 joins per week)</p> <p>Arm to sister – teach ld + lo</p> <p>Washing line to boat – teach vi + vu, wi + wr, wy + we, ri + rr, ry + re</p>		<p>Stage 3 – joins (x2 joins per week)</p> <p>Washing line to boat – teach fi + fr, fn + fu, fy + oy, or + ow, ou + oy</p>		
Spelling (Ed. Shed)	<p>Stage 3 – Spring 1</p> <ol style="list-style-type: none"> Step 13 – words with ai and aigh Step 14 – words with ei and eigh Step 15 – words with ey making 'ai' Step 16 – words with the suffix -ly Step 17 – words that are homophones Step 18 – challenge words (build, describe, imagine, library, natural etc.) 		<p>Stage 3 – Spring 2 and Summer 1</p> <ol style="list-style-type: none"> Step 19 – words ending in al and Step 20 – words ending in le Step 21 – words ending in -ly where the root word ends in le Step 22 – words ending in -ly where the root word ends in ic Step 23 – words ending in -ly exceptions e.g. truly, drily Step 24 – challenge words (address, mention, arrive, occasionally, certainly, probably etc.) Step 25 – words with the suffix -er 		

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Writing Curriculum Map

Year 3

Term and Weeks		Summer 1 (5)	Summer 2 (7)	
Shared Reading (Key Text)		The Egyptian Cinderella by Shirley Climo	Theseus and the Minotaur by Geraldine McCaughrean	
Genre and Weeks		Narrative (5)	Non-Fiction Short Burst Write (2)	Narrative (5)
		Type: Rags to riches Focus: Description Purpose: To create a description that the reader can imagine, making it sound real and using it to intrigue	Type: Information Form: Fact file Purpose: To inform the reader	Type: Defeating the monster Focus: Action Purpose: To generate pace, show how a character acts and reacts and develop atmosphere
Hook (Examples)		Book detectives: open a mystery bag containing evidence (e.g. Egyptian artefacts, a single shoe/glass slipper, papyrus, the picture of Cinderella from front cover without the title). Discuss the items. What clues do they give us about the text we are going to look at? Share the book cover. What can we tell about the character? How is she different from other Egyptians?	Parcel arrives from "Greek Geeks Co." – a card with a note, a circlet of leaves and a copy of Orchard Greek Myths by Geraldine McCaughrean. We've heard that you're learning all about the Ancient Greeks. You'll soon learn all about how they lived in your History lessons but they were also EXCELLENT storytellers. Settle down to read Theseus and the Minotaur, wearing the circlet of leaves in role as an ancient storyteller.	Children come into school to find a labyrinth (string laid out on the carpet / playground in a maze). At the centre, place pictures of children's invented Greek monsters. Invite children, in role as Ariadne to tell another (in role as Theseus) what awaits them in the centre of the labyrinth (some of the children's invented monsters) and give them their ball of string and sword.
Journey (Examples)		Imitation and model text: Cinderella (traditional tale) Innovation: The Japanese Cinderella Independent application: The Egyptian Cinderella	Imitation and model text: N/A Innovation: The Minotaur fact-file Independent application: Own monster fact-file e.g. the Drakonothor (half-dragon, half-man), the Arachlion (half-spider, half-lion), the Manticroth (half-scorpion, half-man), the Skelomorph (half-shadow beast, half-man), the Pyramane (half-horse, half-fire spirit)	Imitation and model text: Theseus and the Minotaur Innovation: Theseus and the Drakonothor (half-man, half-dragon) Independent application: Own defeating the monster story, using children's invented monsters – Theseus and the...
Toolkit and Planning Tool <small>NB: Toolkits include important objectives for oral retelling and for impacting the reader but may include elements beyond your year group's expectations for GPS. Journeys must reflect the GPS objectives below.</small>		Toolkit: Description Planning tool: box up plan	Toolkit: Information Planning tool: shared box up plan	Toolkit: Action Planning tool: box up plan

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Year 3

Term and Weeks		Summer 1 (5)	Summer 2 (7)
Shared Reading (Key Text)		The Egyptian Cinderella by Shirley Climo	Theseus and the Minotaur by Geraldine McCaughrean
Grammar, Punctuation and Spelling (National Curriculum)	Word	<p>Spell most Year 2 Common Exception Words</p> <p>Spell some Year 3 / Year 4 words</p> <p>Determiners – use the forms a / an, depending on whether the word begins with a consonant or a vowel</p> <p>Use the present perfect form of verbs instead of the simple past (I have... we have... he has... she has...)</p> <p>Use the present past form of verbs (I had... we had... he had... she had...)</p> <p>Use prefixes to form nouns (super-, anti-, auto-)</p>	<p>Spell most Year 2 Common Exception Words</p> <p>Spell many Year 3 / Year 4 words</p> <p>Determiners – use the forms a / an, depending on whether the word begins with a consonant or a vowel</p> <p>Use prefixes to form nouns (super-, anti-, auto-)</p> <p>Word families based on common words, showing how words are related in form and meaning e.g. solve, solution, dissolve, insoluble</p> <p>Use the present perfect form of verbs instead of the simple past (I have... we have... he has... she has...)</p> <p>Use the present past form of verbs (I had... we had... he had... she had...)</p> <p>Use prefixes to form nouns (super-, anti-, auto-)</p> <p>Word families based on common words, showing how words are related in form and meaning e.g. solve, solution, dissolve, insoluble</p> <p>Identify different nouns (compound, proper, abstract, concrete)</p>
	Sentence	<p>Use expanded noun phrases to describe and specify</p> <p>Use coordination (FANBOYS – for, and, nor, but, or, yet, so)</p> <p>Use subordination (when, if, that, because, as, although)</p> <p>Use fronted adverbials to create emotion (intriguingly, weirdly, reassuringly, sadly, incredibly)*</p> <p>Use adverbs to express time, place and cause e.g. then, next, soon, therefore</p> <p>Use prepositions to express time and cause e.g. before, after, during, in, because of)</p>	<p>Use expanded noun phrases to describe and specify</p> <p>Use coordination (FANBOYS – for, and, nor, but, or, yet, so)</p> <p>Use subordination (when, if, that, because, as, although)</p> <p>Use fronted adverbials to create emotion (intriguingly, weirdly, reassuringly, sadly, incredibly)*</p> <p>Use adverbs to express time, place and cause e.g. then, next, soon, therefore</p> <p>Use prepositions to express time and cause e.g. before, after, during, in, because of)</p>
	Punctuation	<p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to show possession (singular nouns)</p> <p>Begin to use inverted commas to punctuate direct speech</p> <p>Begin to use paragraphs as a way of grouping related material</p>	<p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list and after fronted adverbials</p> <p>Use apostrophes to show possession (singular nouns)</p> <p>Begin to use inverted commas to punctuate direct speech</p> <p>Use paragraphs as a way of grouping related material</p>
Handwriting (RWI)	<p>Stage 3 – joins (x2 joins per week)</p> <p>Washing line to sun – teach wh + wl, rb + rh, rl + fl, ob + oh</p>	<p>Stage 3 – joins (x2 joins per week)</p> <p>Washing line to sun – teach ol + ot</p> <p>Washing line to sister – teach va + vo, wa + wo, ra + ro, rd + rg, fa + fo</p>	
Spelling (Ed. Shed)	<p>Stage 3 – Summer 1</p> <ol style="list-style-type: none"> Step 26 – words with ch making k Step 27 – words ending in -gue and -que Step 28 – words where sc makes s Step 29 – words that are homophones Step 30 – challenge words (accidentally, breathe, century, eight, consider, guard etc.) 	<p>Stage 3 – Summer 2</p> <ol style="list-style-type: none"> Step 31 – words ending in -sion Step 32 – challenge words (special, strange etc.) Step 33 – revision words (exactly, bravely, etc.) Step 34 – revision words (hourly, suppose, plaque etc.) Step 35 – revision words (teacher, scheme etc.) Step 36 – revision words (disappear, specifically etc.) 	

Word families based on common words, showing how words are related in form and meaning e.g. solve, solution, dissolve, insoluble = new GPS (other objectives need regularly revisiting and consolidating)

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