

Overview of Y3 Writing Curriculum

(Please refer to the whole school skills progression documents for end of year English objectives)

Autumn Term					
Rationale					
<p>This term the writing curriculum is based around quality texts which explore life for early humans. This allows the children to make links with their History topic of The Stone Age. The key texts used are 'Stone Age Boy' and 'The Wild Way Home'. Both of these books explore how a modern-day child would feel if they suddenly found themselves in a bygone time, the emotions they would feel, and the similarities and differences between being a child in those two very different eras of history. The texts also explore the intricacies of modern family life, and how friendship can be a powerful tool when dealing with life's difficult times. The children visit Palace Green library in Durham to view stone age artefacts, to bring the topic to life, and also take part in a school-based 'Stone age day'. A 3D paleolithic cave scene on MozaBook is used to show the children how daily life may have looked for stone age people. Opportunities are given for the children to write in role and to explore various genres of writing in more detail.</p>					
Key Stimuli	Key Purposes	Forms	Spelling	Grammar & Punctuation	Handwriting
Stone Age Boy by Satoshi Kitamura	To inform To entertain	Re-tell	Year 3/4 common exception words (from statutory word list).	Revision of basic sentence punctuation.	<p>Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>
The Wild Way Home by Sophie Kirtley	To explain To entertain	Informal letter in role Character description Story in role Poem	<p>Words containing the 'u' sound spelt 'ou'.</p> <p>The 'ay' sound spelt 'ei', 'eigh' or 'ey'.</p> <p>Endings sounding like 'zh' and 'ch'.</p>	<p>Use of expanded noun phrases.</p> <p>Determiners – a or an</p> <p>Adverbs of time, place, frequency and cause</p>	
Visit to Palace Green Library, Durham	To inform To report	Recount Non-fiction information page	<p>Homophones</p> <p>The suffix -ly.</p>	<p>Powerful verbs</p> <p>Similes and metaphors</p>	
How to wash a woolly mammoth by Michelle Robinson	To instruct To persuade	Instructions Advert	<p>Words containing the 'i' sound spelt 'y' elsewhere than at the end of words.</p> <p>Words with endings that sound like /ch/, often spelt –'ture'.</p>		
Paleolithic cave scene on MozaBook	To inform To explain To entertain	Scene description Story	The prefixes re, dis, mis, un & pre.		

Spring Term

Rationale

This term the writing curriculum is based around two texts which allow the children to make links with two of their Science topics of Light and Dark, as well as Plants and Growth. The story of 'The King who banned the Dark' allows the children to make links with their Science investigations about the need for Light and what it is and that darkness is the absence of light, as well as making links between fairy tales that the children may already know while at the same time giving the children the opportunity to persuade and take on the role of the King as he delivers his speeches on his views of the dark.

With our Plants and Growth topic the text, 'The Boy who grew Dragons', this allows the children through humour to discuss the pros and cons of being able to grow a real-life dragon and the consequences that come with it! This then allows them to create their own 'dragon' plants and to watch them grow each week. It continues the theme of friendship and making difficult decisions. Many other links are made through Art and creativity with this text.

Key Stimuli	Key Purposes	Forms	Spelling	Grammar & Punctuation	Handwriting
The King who banned the Dark by Emily Haworth Booth	To persuade To report	Speeches Leaflets Newspaper Report Interviews Persuasive letters	Year 3/4 common exception words (from statutory word list). Add suffixes beginning with vowel letters to words of more than one syllable e.g. Adding suffix 'ly'	Revision of basic sentence punctuation Paragraphs Express time, place and cause using co-ordinating and subordinating conjunctions	Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined.
The Boy who grew Dragons by Andy Shepherd	To entertain To explain To perform	Persuasive arguments for and against keeping a dragon Poetry- linked to Art Playscripts Recipes for a Dragon	Words with 'k' sound spelt ch Long vowel 'a' spelt 'ai'	Use the present perfect form of verbs Begin to use inverted commas to punctuate direct speech	Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
Growing Plants within School			Long vowel 'a' spelt 'ey'		
Communication between author and school via twitter.			'ow' sound spelt 'ou' The suffix 'ly'		
			Spell words ending in 'er' when the root word ends in (t)ch 's' sound spelt 'sc' Homophones		

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Summer Term

Rationale

This term the writing curriculum begins with work based on our class reading text, 'The Iron Man' by Ted Hughes. This allows the children to make links with their History topic 'Ironstone Mining' which centres on the impact of the discovery of iron in Teesside. They will explore the theme of what is significant to an area, looking at the ironstone mines, steel works and what has been produced from them. Through the text, they are able to explore the themes of friendship, guilt and taking responsibility for your actions.

Key Stimuli	Key Purposes	Forms	Spelling	Grammar & Punctuation	Handwriting
The Iron Man By Ted Hughes	To entertain To report To explore character	Poem Character description Wanted Poster Diary in role Newspaper Report Interviews	Y3/4 Statutory Spelling List (final 20 words) Words spelt like 'sion' sound like zhun Words with the 'sh' sound spelt 'ch' e.g. chef, machine	Revision of question marks and exclamation marks Sub-headings Paragraphs Similes	Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of handwriting.
Tees Valley Museums Ironstone Miners Videos	To inform	Diary in role Comparison	Use suffixes beginning with vowel letter (doubling) Words ending with the /l/ sound spelled -al Words ending with the /l/ sound spelled -le Adding the suffix -ly to -le words Revision of spelling rules taught previously in Y3	Inverted commas in direct speech	