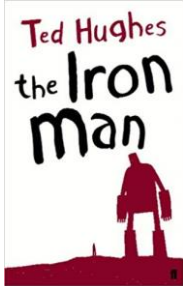



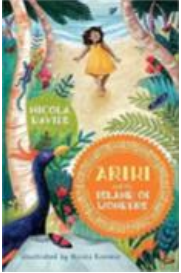
## Writing Curriculum: Year Three Autumn Term 1

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome	Educational Visits and Cross Curricular Links
1	To be able to use expanded noun phrases	To be able to classify words – nouns, adjectives and verbs	 <p>Ted Hughes the Iron Man</p> <p>The Iron Man by Ted Hughes</p>	Narrative; character or setting description	To be able to draft and write in narratives, creating settings, characters and plot	A piece of narrative linked to the text: <ul style="list-style-type: none"> <li>• Character description</li> <li>• Setting description</li> <li>• Next chapter</li> </ul>	
2	To be able to use the coordinating conjunction 'and' in multi-clause compound sentences	To be able to use the first two or three letters of a word to check its spelling in a dictionary.					
3	Extended Writing Week						
4	To be able to use the coordinating conjunction 'but' in multi-clause compound sentences	To be able to improve verbs and adjectives by choosing suitable synonyms		Newspaper report	To be able to 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;	Compose a newspaper article linked to a significant event in the story	
5	To be able to use the coordinating conjunction 'so' in multi-clause compound sentences	To be able to use expanded noun phrases					
6	Extended Writing Week						

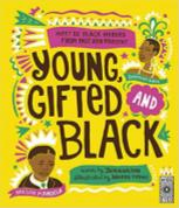
## Writing Curriculum: Year Three Autumn Term 2

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome	Educational Visits and Cross Curricular Links
1	Use the subordinating conjunction 'because' in multi-clause complex sentences	To be able to classify words – nouns, adjectives and verbs		Diary	To be able to draft and write in narratives, creating settings, characters and plot	You are Michael. You have just arrived in Trinidad from London. Write a diary explaining your thoughts and emotions. Write about your relationship with Shayla and remember, a diary is private so you can be honest!	
2	Use the subordinating conjunction 'if' in multi-clause complex sentences	To be able to spell further homophones					
3	Extended Writing Week						
4	To be able to use the subordinating conjunction 'when' in multi-clause complex sentences	To be able to use the first two or three letters of a word to check its spelling in a dictionary.	 <p>Granny Ting Ting By Patrice Lawrence</p>	Letter	To be able to draft and write in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	You are Shayla. Michael has gone home to London, England. As promised, you write to him a week or so after he has left Trinidad. Tell Michael all about what you've been up to and try to find out more about what he has been doing since returning to England.	
5	To be able to use the subordinating conjunction 'while' in multi-clause complex sentences	To be able to use expanded noun phrases					
6	Extended Writing Week						

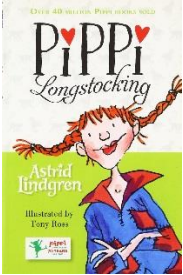
## Writing Curriculum: Year Three Spring Term 1

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome	Educational Visits and Cross Curricular Links
1	To be able to use the subordinating conjunction 'although' in multi-clause complex sentences	To use further prefixes and suffixes and understand how to add them (English Appendix 1 (Year 3/4)).		Non-chronological report	To be able to use headings and sub-headings to aid presentation.	This story has a strong message about endangered animals and human intervention. Write a non-chronological report about this topic.	
2	To be able to use the subordinating conjunction 'where' in multi-clause complex sentences	To use further prefixes and suffixes and understand how to add them (English Appendix 1 (Year 3/4)).					
3	Extended Writing Week						
4	To be able to use of the present perfect form of verbs instead of the simple past	To be able to write question sentences	Ariki and the Island of Wonders By Nicola Davies	Persuasive letter	To be able to evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Despite some animals being in danger of extinction, some scrupulous hunters continue to kill them for their own financial gain. Write a letter to the leader of Turtle Island aiming to persuade them to ban the hunting of endangered animals.	
5	To be able to use of the present perfect form of verbs instead of the simple past	To be able to write exclamation sentences					
6	Extended Writing Week						

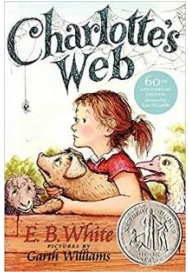
## Writing Curriculum: Year Three Spring Term 2

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome	Educational Visits and Cross Curricular Links
1	To be able to express time using adverbs	To be able to use commas in a list sentence	 <p>Young, Gifted and Black By Jamia Wilson</p>	Biography	To be able to draft and write in narratives, creating settings, characters and plot	Choose someone whose life is detailed in the book. Someone who you're inspired by. Write a biography for this person, detailing their life and times.	Organise a careers day; invite aspirational BAME guests into school to discuss their career path and achievements.
2	To be able to express place using adverbs	To be able to use apostrophes for contraction					
3	Extended Writing Week						
4	To be able to express cause using adverbs	To be able to use apostrophes for possession		Newspaper article	To be able to draft and write by organising paragraphs around a theme	Once again choose an inspirational person from the book. Travel back in time to the day they achieved their biggest accomplishment. Write a newspaper article about this event. The newspaper would have been published the day after the event.	
5	To be able to express time, place and cause using adverbs	To be able to use apostrophes for contraction or possession					
6	Extended Writing Week						

## Writing Curriculum: Year Three Summer Term 1

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome	Educational Visits and Cross Curricular Links	
1	To be able to use expanded noun phrases	To be able to form nouns using a range of prefixes, such as super-, anti-, auto- ;	 <p>Pippi Longstocking Astrid Lindgren Illustrated by Tony Ross</p>	Diary	To be able to evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements	Write a diary entry from the POV of Pippi. Include tales from her varied and rich adventures.		
2	To be able to use of the present perfect form of verbs instead of the simple past	To be able to form nouns using a range of prefixes, such as super-, anti-, auto- ;						
3	Extended Writing Week							
4	To be able to write paragraphs based around a related topic	To be able to use the forms a or an according to whether the next word begins with a consonant or a vowel		Pippi Longstocking by Astrid Lindgren	Stories with a theme	To be able to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.		Children write a story about an adventure that they shared with Pippi.
5	To be able to write paragraphs based around a related topic	To be able to spell words that are often misspelt						
6	Extended Writing Week							

## Writing Curriculum: Year Three Summer Term 2

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome	Educational Visits and Cross Curricular Links	
1	To be able to use dialogue and inverted commas in narrative	To be able to write statements, questions, exclamations and commands	 <p>Charlotte's Web E.B. White Illustrated by Garth Williams</p>	Narrative; character or setting description	To be able to draft and write in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	A piece of narrative linked to the text: <ul style="list-style-type: none"> <li>• Character description</li> <li>• Setting description</li> <li>• Next chapter</li> </ul>	Visit a farm and experience farm life first hand.	
2	To be able to use dialogue and inverted commas in narrative	To be able to write statements, questions, exclamations and commands						
3	Extended Writing Week							
4	To be able to use commas in a list	Revise year 3 spelling objectives		Charlotte's Web by E.B. White	Non-chronological report	To be able to draft and write in narratives, creating settings, characters and plot		Write a non-chronological report about agriculture and farms.  Or create a brochure for the county fair. Include an itinerary, advertisements, interviews and an overview of the events taking place.
5	To be able to use apostrophes for contraction or possession	Revise year 3 spelling objectives						
6	Extended Writing Week							

## Writing Curriculum: Sequence of Objectives

Year Three

Main Objectives in Sequential Order	Spelling Objectives in Sequential Order	Composition Objectives
<ol style="list-style-type: none"> <li>1. <b>To be able to use and recognise noun/expanded noun phrases</b></li> <li>2. <b>To be able to recognise verbs</b></li> <li>3. <b>To be able to improve verbs and adjectives by choosing suitable synonyms</b></li> <li>4. <b>To be able to recognise single clause/simple sentences</b></li> <li>5. <b>To be able to recognise multi-clause compound sentences</b></li> <li>6. <b>To be able to use the coordinating conjunction ‘so’ in multi-clause compound sentences</b></li> <li>7. <b>To be able to use the coordinating conjunction ‘but’ in multi-clause compound sentences</b></li> <li>8. <b>To be able to use the coordinating conjunction ‘or’ in multi-clause compound sentences</b></li> <li>9. <b>To be able to recognise multi-clause complex sentences</b></li> <li>10. <b>To be able to use the subordinating conjunction ‘because’ in multi-clause complex sentences</b></li> <li>11. <b>To be able to use the subordinating conjunction ‘when’ in multi-clause complex sentences</b></li> <li>12. <b>To be able to use the subordinating conjunction ‘while’ in multi-clause complex sentences</b></li> <li>13. <b>To be able to use apostrophes for contractions</b></li> <li>14. <b>To be able to dialogue and inverted commas in narrative</b></li> <li>15. <b>To be able to use the subordinating conjunction ‘if’ in multi-clause complex sentences</b></li> <li>16. <b>To be able to use the subordinating conjunction ‘although’ in multi-clause complex sentences</b></li> <li>17. <b>To be able to use the subordinating conjunction ‘where’ in multi-clause complex sentences</b></li> <li>18. <b>To be able to write paragraphs based around a related topic</b></li> <li>19. <b>To be able to express time, place and cause using adverbs</b></li> <li>20. <b>To be able to express time, place and cause using prepositions</b></li> <li>21. <b>To be able to use the forms a or an according to whether the next word begins with a consonant or a vowel</b></li> <li>22. <b>To be able to use of the present perfect form of verbs instead of the simple past</b></li> <li>23. <b>To be able to place the possessive apostrophe accurately in words with regular plurals</b></li> <li>24. <b>To be able to place the possessive apostrophe accurately in words with irregular plurals</b></li> </ol>	<ol style="list-style-type: none"> <li>1. To be able to spell most words from the year 3/4 spelling list</li> <li>2. To use further prefixes and suffixes and understand how to add them (English Appendix 1 (Year 3/4)).</li> <li>3. To be able to spell further homophones.</li> <li>4. To be able to spell words that are often misspelt. (English Appendix 1 (Year 3/4)).</li> <li>5. To be able to use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>6. To be able to form nouns using a range of prefixes, such as super-, anti-, auto- ;</li> <li>7. To know word families based on common words, showing how words are related in form and meaning</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>To be able to plan their writing by discussing and recording ideas.</b></li> <li>2. To be able to 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;</li> <li>3. To be able to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>4. To be able to plan their writing by composing and rehearsing sentences orally (including dialogue)</li> <li>5. To be able to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> <li>6. <b>To be able to draft and write in narratives, creating settings, characters and plot</b></li> <li>7. To be able to draft and write in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>8. To be able to draft and write by progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>9. To be able to evaluate and edit by assessing the effectiveness</li> </ol>

<p>25. To be able to place the possessive apostrophe accurately in words with irregular plurals</p>		<p>of their own and others' writing and suggesting improvements</p> <p>10. To be able to draft and write by organising paragraphs around a theme</p> <p>11. To be able to evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p><b>12. To be able to use headings and sub-headings to aid presentation.</b></p> <p><b>13. To be able to evaluate and edit by proof-reading for spelling and punctuation errors.</b></p>
<p>To increase the legibility, consistency and quality of their handwriting          To be able 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 unjoined.</p>		