



Year 3 English Curriculum (Writing)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The Stone Age	India	Romans		Seven Wonders of the World	
Text Types	Instructions Descriptive writing	Adventure stories Newspaper reports	Recounts Myths and Legends	Non-chronological reports Plays into Drama	Explanation texts Adventure story	Persuasion Descriptive writing a particular setting
	Poetry to express emotions		Shape poems		Poems from around the world	
Suggested texts	How to wash a woolly mammoth?		The Roman News So You Think You've Got It Bad? A Kid's life in Ancient Rome		Atlas of Adventures	
Progression of skills – Writing	Planning, Composing and Evaluating • Generate ideas for their writing • Use the structures, grammar and vocabulary of written texts to plan and write their own • Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary • Use ideas and content appropriate to the subject and text type • Signal sequence, place and time to give coherence to writing • Create settings using well chosen words and phrases • Collect and use suitable vocabulary for a text • Use expression, intonation and tone when reading aloud their writing		Planning, Composing and Evaluating • Generate ideas for their writing • Use the structures, grammar and vocabulary of written texts to plan and write their own • Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary • Plan and order texts logically • Use paragraphs to group related material • Create characters using well chosen words and phrases • Experiment with layout when writing non-fiction texts • Use headings and sub-headings • Use expression, intonation and tone when reading aloud their writing		Planning, Composing and Evaluating • Generate ideas for their writing • Use the structures, grammar and vocabulary of written texts to plan and write their own • Use their imagination to write engaging texts • Plan and organise texts logically • Create a coherent plot in a story • Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary • Use paragraphs to group related material • Use language to create an effect e.g. creating a mood • Use expression, intonation and tone when reading aloud their writing • Evaluate the work of others and suggest improvements • Evaluate their work effectively and make improvements based on this	



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	Words with the long /e/ / sound spelt with ei Words with the long /e/ / sound spelt with ey Words with the long /e/ / sound spelt with ai Words with / / sound spelt with ear Homophones & near Homophones Year 3 and 4 Common Exception Words	Creating adverbs using the suffix -ly (no change to root word) Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable) Creating adverbs using the suffix -ly (root word ends in 'le') Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al') Creating adverbs using the suffix -ly (exceptions to the rules) Statutory Spelling Challenge Words (<i>believe, appear, often, group, breath, continue, arrive, women, describe, height</i>)	Words with short /i/ sound spelt with 'y' Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable Creating negative meanings using prefix mis-	Common Exception Words:	Common Exception Words:	Common Exception Words: recap previously taught words
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