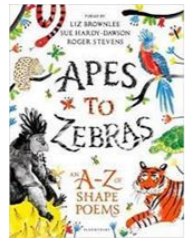


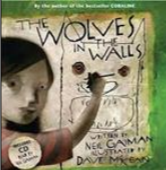
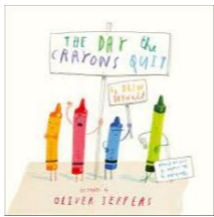

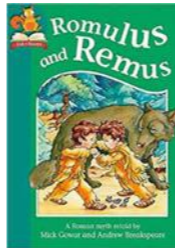
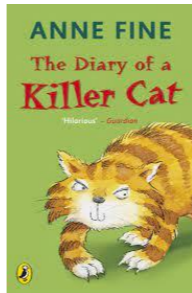
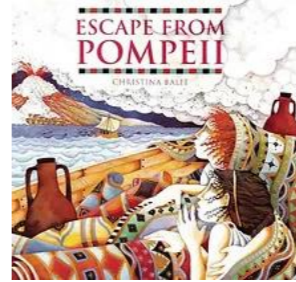
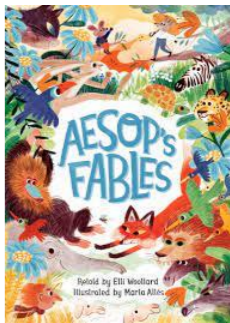













Swalecliffe Community Primary School
Child First, Pupil Second

Writing Curriculum – Year 3 Overview

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Genre:	Welcome Project	Poetry – shape poems and calligrams	Adventure	Report	Stories with Familiar Settings	Persuasive Letter	Myths and Legends (Roman)	Diary	Journalism	Mystery	Fables	Personal Project
Purpose:		Paint a picture	Entertain	Inform	Entertain	Persuade/Influence	Entertain	Reflect	Make a record	Entertain	Entertain	Child-initiated
Key Knowledge /Skills for Purpose & Genre:		*presented in the shape of the animal which it is describing *words inside the shape	*written in first or third person *past tense, with occasional present tense *chronological plots through the use of adverbials and prepositions. *descriptions, character and setting, are developed through use of adverbials *dialogue begins to be used to convey characters' thoughts Precise language choices	*planned into sections *headings and sub-headings *range of conjunctions to join information and give reasons. *present perfect tense *some word choices to match information texts	*written in first or third person *past tense, with occasional present tense *chronological plots through the use of adverbials and prepositions. *descriptions, character and setting, are developed through use of adverbials *dialogue begins to	*introduction to paragraphs as a way to group related material *express time, place and cause using conjunctions *although predominantly past tense, some use of present form	*written in first or third person *past tense, with occasional present tense *chronological plots through the use of adverbials and prepositions. *descriptions, character and setting, are developed through use of adverbials *dialogue begins to be used to convey characters' thoughts *Precise language choices	* adverbs and preposition to sequence events * word choices and developed structures to suit personal tone *express time, place and cause using conjunctions, adverbs and prepositions. *exclamation sentences for feelings	*planned in sections, using adverbs and preposition to sequence events * word choices and developed structures to suit genre. *express time, place and cause using conjunctions, adverbs and prepositions. *inverted commas for direct speech	*written in first or third person *past tense, with occasional present tense *chronological plots through the use of adverbials and prepositions. *descriptions, character and setting, are developed through use of adverbials *dialogue begins to be used to convey characters' thoughts *Precise language choices	*written in first or third person *past tense, with occasional present tense *chronological plots through the use of adverbials and prepositions. *descriptions, character and setting, are developed through use of adverbials *dialogue begins to be used to convey characters' thoughts *Precise language choices	

	Autumn 1		Autumn 2		Spring 1	Spring 2		Summer 1		Summer 2	
					be used to convey characters' thoughts *Precise language choices						
Hook: (text, film or event)	This will vary year-to-year. Whole school hook	Apes to Zebras: An A-Z of Shape Poems by Roger Stevens, Liz Brownlee & Sue Hardy-Dawson 	Stone Age Boy by Satoshi Kitamura 	History: Stone Age Day 	The Wolves in the Walls by Neil Gaiman 	The Day the Crayons Quit by Oliver Jeffers  The Paperbag Prince 	Romulus & Remus 	Diary of a Killer Cat by Anne Fine 	Escape from Pompeii by Christina Balit 	Aesop's Fables, Retold by Elli Woollard 	Child-Initiated
Sentence Menu:	Green Sentence Menu					Blue Sentence Menu					
FANTASTICs											

All of Years 1 – 6 will:

- Start the year with a welcome project.
- With the exception of Year 6, also do their poetry unit at the start of the year.
- Finish the year with a personal project.
- Each year group will cover 2 units a term.

Other units to be covered:

- This leaves nine other units to be covered across the year.
- This should be 5 fiction and 4 non-fiction.

- A * notes where this unit is a STAR Writing Assessment unit.

Purpose:

We will cover six purposes of writing as a school – entertain, paint a picture, reflect, inform, make a record and persuade/influence.

Hooks:

These may include - a text, image or artefact, film, real-life event.

Welcome Project:

These will be a three-week project that help to settle the children into the routines of writing for the year ahead. Children learn best in reassuringly consistent classrooms and so these yearly welcome projects give teachers time to teach the structures and strategies that will be followed in their writing community throughout the year. This block of time allows teachers time to get to know their new writers and establish their writing routines. As part of this, the class will decide on the rights and responsibilities of the writer in their class. We will use a whole-school stimulus for this.

Poetry: Poetry is the mother of all genres! It's a versatile medium which informs and aids all other types of writing. Therefore, if we develop children as poets, they can also turn out to be excellent writers. Hence, this is why it's a particularly good idea to have poetry at the start of the year, since because of the compactness of a poem, children may complete several different pieces early on in the year which they will find an immediate and motivating way into writing.

Personal Project:

The personal project at the end of the year is central to being a 'real-world writer'. Personal projects give children freedom, time and space to write then publish pieces of writing. They should be purposeful (informative, reflective, poetic, etc). They may be experimental, maybe strange, and memorable pieces of writing that give something to the children and the community of writers that they belong to. Reading them gives teachers a sense of motivation and pleasure themselves. Most importantly, children bring their own purposes, ideas, intentions, audiences, and all that they have learnt about the craft of writing but away from the demands of class writing. Children can use the writing processes more spontaneously.

Year 3Narrative x 5:

- Story with a familiar setting (entertain)
- Mystery story (entertain)
- Adventure story (entertain)
- Fable (entertain)
- Roman myth or legend (entertain)

Non-Fiction x 4:

- Diary – fictional (reflect)
- Journalism - (make a record)
- Persuasive letter (persuade/influence)
- Report - (inform or make a record)

Poetry:

Shape Poetry and Calligrams – Pets and Animals (paint with words)