

ORMSKIRK WEST END CURRICULUM FOR WRITING YEAR 3

- All new vocabulary will be displayed on Working Walls in the classroom environment.
- WAGOLL to use for whole class teaching demonstrating the skills and vocabulary expectations.

- Learning is progressive and therefore texts and skills need to be taught in chronological order.
- New ambitious vocabulary will be introduced and pre taught by staff weekly using a range of adjectives, verbs, nouns, adverbs.

Autumn 1

Ongoing Skills - Understanding what a noun, adjective, verb, adverb means. *Use the present and past tense correctly.* Use tense accurately most of the time. Use verb tenses correctly most of the time (was/were) (is/are). Begin to build cohesion by choosing the right nouns and pronouns to avoid repeating myself.

Year 2 Key Indicator Skills

Use a wider range of time words (time adverbial / time adverb) at the start of my sentences.

Use a wider range of openers at the start of my sentences.

Use an expanded noun phrase (noun phrase) using one or more adjectives.

Use the conjunctions 'because', 'that', and and but.

Use the present and past tense correctly.

Use an apostrophe to show contraction in my written work.

Use commas in a list (to list adjectives in a sentence).

Use when and if as openers/at the start of a sentence.

Use the conjunction 'or'.

Understanding what a noun, adjective, verb, adverb means.
Use more exciting adjectives and expanded noun phrases to help the reader clearly see what I am describing.
Use a comma to separate adjectives when describing a noun.
Use similes to add description to my writing.
Use powerful verbs to make my writing more interesting.
Begin to build cohesion by choosing the right nouns and pronouns to avoid repeating myself.

Use adverbs of manner as openers (fronted adverbials)
Write compound sentences by including co-ordinating conjunctions (or, and, but, so, yet).
Use a comma before some co-ordinating conjunctions (or, but, so)
Begin to extend sentences to add more detail by using a variety of subordinating conjunctions at the start of a sentence to write a complex sentence. Before, After, While, As (+ Year 2)
Use prepositions to express place.

Use a question in a non-fiction introduction.
Use a colon before a list in instructional writing (what you need:)
Use tense accurately most of the time.
Use verb tenses correctly most of the time (was/were) (is/are).
Use of a comma to list expanded noun phrases.
Use show don't tell to convey a character's emotions.
Consistently use an apostrophe to show possession and use apostrophes in my writing to show singular possession.

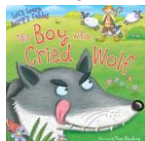
Science – Skeletons and nutrition

History – Stone Age

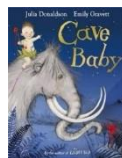
Geography:

Text and Genre

Aesops Fable – The Boy Who Cried Wolf



Cave Baby – Retell



Stone Age Boy – Retell (first half)



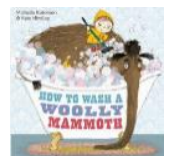
Stone Age boy – diary entry (second half) – hunt and celebration



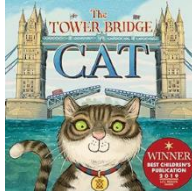
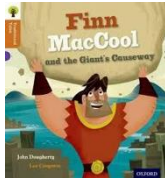
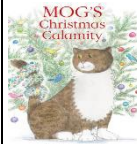
Retell – The Legend of stone henge (WAGOLL)



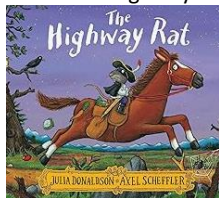
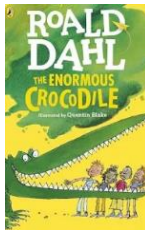
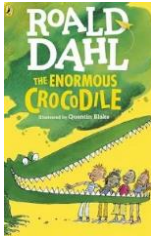
How to wash a woolly Mammoth – Instructions



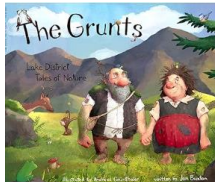
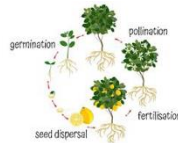
ORMSKIRK WEST END CURRICULUM FOR WRITING YEAR 3

Year 3 Genre Progression	title to make the reader want to read the story Using paragraphs to organise my writing Detailed description of character OR setting	title to make the reader want to read the story Using paragraphs to organise my writing Detailed description of character OR setting	title to make the reader want to read the story Using paragraphs to organise my writing Detailed description of character OR setting	Past perfect and present progressive tenses. Experiment with future tense. Informal voice. Paragraphs for events. Varied language to convey thoughts and feelings. Adverbs as openers. Addresses the diary directly. Includes opinions and facts Informal, chatty language Ambitious words to describe people and settings. Talks about secret / private feelings and opinions Includes events that are important to the writer. Use paragraphs to organise events	title to make the reader want to read the story Using paragraphs to organise my writing Detailed description of character OR setting	Persuasive introduction. Subheadings – Equipment and method. Openers (time adverbials, imperative verbs, -ly adverbs +subordinating conjunctions). use a range of openers. Equipment subheading will be followed by a colon and bullet points. Technical vocabulary / scientific vocabulary. Prepositional phrases Top tips / safety tips / handy hints at the end.
Handwriting – Use the diagonally and horizontal strokes that are needed to join letters.						
Year 3 Grammar and Punctuation	Use a wider range of time words (time adverbial / time adverb) at the start of my sentences. Use a wider range of openers at the start of my sentences.	Use an expanded noun phrase (noun phrase) using one or more adjectives. Use of a comma to list expanded noun phrases.	Use the conjunctions ‘because’, ‘that’, and, or and but.	Use when and if as openers/at the start of a sentence.	Use powerful verbs to make my writing more interesting. Use commas in a list (to list adjectives in a sentence).	Use a question in a non-fiction introduction. Use a colon before a list in instructional writing (what you need:)
Year 3 Spelling	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023					
Autumn 2						
Science: Magnets		History:			Geography – UK - land use	
Text and Genre	Firework poetry – onomatopoeia 	Retell: Katie in Scotland 	Retell – The Tower Bridge Cat 	Retell – Finn McCool (WAGOLL) 	Setting Description – Coming Home (Use the John Lewis Advert) 	Retell- Mog’s Christmas Calamity (Also use sainsburies Advert)  

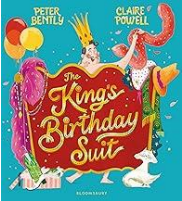
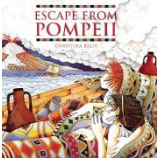
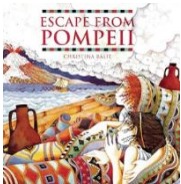
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Year 3 Genre Progression	Onomatopoeia to create immersive auditory imagery Begin to establish rhythm Includes: Repetition Playful language	title to make the reader want to read the story Using paragraphs to organise my writing Detailed description of character OR setting	title to make the reader want to read the story Using paragraphs to organise my writing Detailed description of character OR setting	title to make the reader want to read the story Using paragraphs to organise my writing Detailed description of character OR setting	Similes and metaphors Fronted adverbials for place and manner Adjective, adjective Powerful verbs	Title to make the reader want to read the story Using paragraphs to organise my writing Limited Speech
Handwriting - Use the diagonally and horizontal strokes that are needed to join letters.						
Year 3 Grammar and Punctuation	Understanding what a noun, adjective, verb, adverb means. Use more exciting adjectives and expanded noun phrases to help the reader clearly see what I am describing. Use a comma to separate adjectives when describing a noun.	Use adverbs of manner as openers (fronted adverbials)	Write compound sentences by including co-ordinating conjunctions (or, and, but, so, yet). Use a comma before some co-ordinating conjunctions (or, but, so)	Begin to extend sentences to add more detail by using a variety of subordinating conjunctions at the start of a sentence to write a complex sentence. Before, After, While, As (+ Year 2)	Use similes to add description to my writing.	Consistently use an apostrophe to show possession and use apostrophes in my writing to show singular possession.
Year 3 Spelling	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023					
Spring 1						
Use openers (fronted adverbials) as sentence openers: How (Manner), When (Time) and Where (Place) Use short sentences to make key points. Change the place of the adverb in the sentence. Use a variety of subordinating conjunctions in the middle of a sentence to write a complex sentence.		Use inverted commas at the start and end of speech. Put the reporting clauses at the end of speech. Use a comma, an exclamation mark or a question mark before the closing inverted commas when the reporting clause is at the end of the speech.		Beginning to vary the range of verbs used in the reporting clause to avoid repeating, ‘said’. Use ellipses to build suspense. Organise similar ideas into paragraphs in non-fiction writing. Use a subheading to guide the reader. Start a new paragraph to show a change in time in narrative writing.		
History- Crime & Punishment in Lancashire		Science: Rocks & Soils			Geography:	
Text and Genre	Winter poetry – Acrostic (WAGOLL) 	Retell- The Highway Rat 	Retell- Stone Girl, Bone Girl (Beginning of the story) 	Diary Entry- Finding the sea monster 	Retell- The Enormous Crocodile (One trick.) 	Character Description- The Enormous Crocodile 

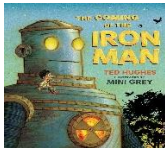
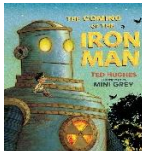
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Year 3 Genre Progression	Acrostic poems spell a word with the first letter of each line of the poem. The ideas in the poem are about the title.	Title to make the reader want to read the story Using paragraphs to organise my writing Limited Speech	Title to make the reader want to read the story Using paragraphs to organise my writing. Limited speech	Experiment with future tense. Informal voice. Paragraphs for events. Varied language to convey thoughts and feelings. Adverbs as openers. Addresses the diary directly. Includes opinions and facts. Informal, chatty language Ambitious words to describe people and settings. Talks about secret / private feelings and opinions. Includes events that are important to the writer.	Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech Detailed description of character or setting	Past tense. More ambitious vocabulary choices Range of prepositional phrases as openers Similes and metaphors Include speech to show personality
Handwriting- Ascenders and descenders do not interfere with writing on the line above and below.						
Year 3 Grammar and	Consolidation week – Use AFL to inform	Use inverted commas at the start and end of speech. Put the reporting clauses at the end of speech.	Use a comma, an exclamation mark or a question mark before the closing inverted commas when the reporting clause is at the end of the speech.	Use show don't tell to convey a character's emotions.	Beginning to vary the range of verbs used in the reporting clause to avoid repeating, 'said'.	Use prepositions to express place. (on his head, in his mouth etc)
Year 3 Spelling	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023					
Spring 2						
History:		Science: Plants			Geography: Lake District	
Text and Genre	Retell – Lake District Tales of Nature – the Grunts 	Retell- Omar and the Bees (First section of the story.) 	Diary Entry-from Maisie's perspective after seeing the flower corridor 	Retell- Too much Stuff 	Explanation – how a seed grows/ Seed Dispersal 	Instructions - Make sandwiches 

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Year 3 Genre Progression	Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech Detailed description of character or setting	Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech Detailed description of character or setting	Paragraphs for events. Varied language to convey thoughts and feelings. Adverbs as openers. Addresses the diary directly. Includes opinions and facts Informal, chatty language Ambitious words to describe people and settings. Talks about secret / private feelings and opinions Includes events that are important to the writer.	Using paragraphs to organise my writing Detailed description of character or setting	Use how or why in the title Persuasive question in the introduction More detailed introduction Closing statement Facts given by the teacher Very directed research Given subheadings Conjunctions for cause because / as / so /since	Persuasive introduction. Subheadings – Equipment and method. Openers (time adverbials, imperative verbs, -ly adverbs +subordinating conjunctions). use a range of openers. Equipment subheading will be followed by a colon and bullet points. Technical vocabulary / scientific vocabulary. Prepositional phrases Top tips / safety tips / handy hints at the end.
	Handwriting- Ascenders and descenders do not interfere with writing on the line above and below.					
Year 3 Grammar and	Use openers (fronted adverbials) as sentence openers: How (Manner), When (Time) and Where (Place)	Use ellipses to build suspense.	Use prepositions to express time Use a variety of subordinating conjunctions in the middle of a sentence to write a complex sentence.	Start a new paragraph to show a change in time in narrative writing.	Organise similar ideas into paragraphs in non-fiction writing. Use a subheading to guide the reader.	Consolidation week – Use Afl to inform
Year 3 Spelling	<i>*"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023</i>					
Summer 1						
Use two –ly adverbs in a sentence. Use adverbs to show when something happened (Time) Use of a comma for rule of three. Start a new paragraph when the setting changes in narrative writing.			Begin to use a comma after a fronted adverbial. Use conjunctions to show when something happened. (time - After, Before, While)) Use conjunctions for cause (because, as, so)		Use the Present Perfect Tense. Use prepositions to express time. Use adverbs to show where something happened. (Place) Use conjunctions for place (Where and Wherever).	
History- Romans			Geography:		Science: Light	
Text and Genre	Retell- The Kings Birthday Suit 	Retell - from when he meets Livia to the volcano erupting. 	Informal letter to a relative explaining what has happened 	Non-Fiction Report based on an aspect of the Romans 		Recount of Ribchester Visit 

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Year 3 Genre Progression	Using paragraphs to organise my writing Detailed description of character or setting	title to make the reader want to read the story Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech Detailed description of character OR setting	Include the sender's address Use an appropriate greeting Past tense, include future tense in the conclusion Present perfect tense. Write an introduction. Accurate use of tenses (explore future tense) Paragraphs for time / order Informal chatty language Questions sentences. Wider range of contractions. Greeting and signing off (own choice). Consider the audience	Teacher led research (content provided by teacher) Use given sub-headings but arrange information independently Generate captions for given images Begin to use the 5w's in the introduction Provided reason for processes	Present/past perfect tense Range of emotions to describe feelings Paragraphs for time order of events Concluding paragraph	
	Handwriting- My handwriting style is consistent throughout my work.					
Year 3 Grammar and Punctuation	Change the place of the adverb in the sentence. Start a new paragraph when the setting changes in narrative writing.	Begin to use a comma after a fronted adverbial. Use short sentences to make key points.	Use the Present Perfect Tense.	Non-fiction openers refer to progression documents a few examples – interestingly, surprisingly, Did you know...?	Use conjunctions to show when something happened. (time - After, Before, While)) Use adverbs to show when something happened (Time) Use conjunctions to show when something happened. (time - After, Before, While))	
Year 3 Spelling	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023					
Summer 2						
Science: Light		Geography: Catalonia – comparison with Liverpool and culture		History:		
Text and Genre	Retell – first section The Coming of the Iron Man 	Diary – first section The Coming of the Iron Man 	Retell – section George's Marvellous Medicine 	Informal Letter to Granny 	Tourist Leaflet - Why we should visit Spain 	Informal letter to their next teacher 

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Year 3 Genre Progression	title to make the reader want to read the story Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech Detailed description of character OR setting	Past perfect and present progressive tenses. Experiment with future tense. Informal voice. Paragraphs for events. Varied language to convey thoughts and feelings. Adverbs as openers. Addresses the diary directly. Includes opinions and facts Informal, chatty language Ambitious words to describe people and settings. Talks about secret / private feelings and opinions Includes events that are important to the writer. Use paragraphs to organise events	May create a story map or use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	Address and date (Given) Greeting (From a choice) Past tense Introduction (why you are writing) More details Final sentence written in the present tense (what the sender wants the recipient to do next) Signing off (given) Personal thoughts and feelings Informal (use contractions)	Can take the form of an advert and may not even be written in complete sentences. Words / phrases might be used to advertise the product. Present tense. Catchy title and/or slogan. Appeals to the senses Use alliteration, rhyming words and word play to make it memorable and fun. Exaggerate positive points Pictures. Powerful verbs and ENPs	Include the sender's address Use an appropriate greeting Past tense, include future tense in the conclusion Present perfect tense. Write an introduction. Accurate use of tenses (explore future tense) Paragraphs for time / order Informal chatty language Questions sentences. Wider range of contractions. Greeting and signing off (own choice). Consider the audience
Handwriting- My handwriting style is consistent throughout my work.						
Year 3 Grammar and	Use adverbs to show where something happened. (Place) Use conjunctions for place (Where and Wherever).	Consolidation week – Use Afl to inform	Use of a comma for rule of three.	Consolidation week – Use Afl to inform	Consolidation week – Use Afl to inform	Consolidation week – Use Afl to inform
Year 3 Spelling	<i>“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023</i>					

Informal Letter	Retell	Diary	Setting	Persuasive Letter	Character description
Include the sender's address Use an appropriate greeting Past tense, include future tense in the conclusion Present perfect tense. Write an introduction. Accurate use of tenses (explore future tense) Paragraphs for time / order Informal chatty language Questions sentences. Wider range of contractions. Greeting and signing off (own choice). Consider the audience	title to make the reader want to read the story Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech Detailed description of character OR setting	Past perfect and present progressive tenses. Experiment with future tense. Informal voice. Paragraphs for events. Varied language to convey thoughts and feelings. Adverbs as openers. Addresses the diary directly. Includes opinions and facts Informal, chatty language Ambitious words to describe people and settings. Talks about secret / private feelings and opinions Includes events that are important to the writer. Use paragraphs to organise events	Similes and metaphors Fronted adverbials for place and manner Adjective, adjective Powerful verbs	Can take the form of an advert and may not even be written in complete sentences. Words / phrases might be used to advertise the product. Present tense. Catchy title and/or slogan. Appeals to the senses Use alliteration, rhyming words and word play to make it memorable and fun. Exaggerate positive points Pictures. Powerful verbs and ENPs	Past tense. More ambitious vocabulary choices Range of prepositional phrases as openers Similes and metaphors Include speech to show personality
Explanation	Biography	Non-chron.	Newspaper	Instructions	Recount

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Use how or why in the title Persuasive question in the introduction More detailed introduction Closing statement Facts given by the teacher Very directed research Given subheadings Conjunctions for cause because / as / so /since	In the past tense Third person Opening sentence to summarise life Facts and accomplishments about the person Details about family	Teacher led research (content provided by teacher) Use given sub-headings but arrange information independently Generate captions for given images Begin to use the 5w's in the introduction Provided reason for processes		Persuasive introduction. Subheadings – Equipment and method. Openers (time adverbials, imperative verbs, -ly adverbs +subordinating conjunctions). use a range of openers. Equipment subheading will be followed by a colon and bullet points. Technical vocabulary / scientific vocabulary. Prepositional phrases Top tips / safety tips / handy hints at the end.	Present/past perfect tense Range of emotions to describe feelings Paragraphs for time order of events Concluding paragraph
Formal Letter	Free Verse Poetry				
A letter to request (persuasive letter). Includes address of the recipient. Include more formal sentence. Add more details organized into paragraphs Begin to use a suitable tone – choose appropriate vocabulary (from a word bank) Conclusion – saying what needs to happen next. Finish with 'Yours Faithfully' if you don't know the recipient. Finish with 'Yours Sincerely' if you do know the recipient. Include a question for the recipient to reply to. Include a rhetorical question. Do you really want the children to have nowhere to play? Adverbs as openers Choice of formal ending	Free Verse poems tell a story, describe something or explain an emotion. These poems do not need to rhyme or use a structure. Figurative language. language linked to the topic. Capital letters at the beginning of each line. Free verse poems do not have a certain number of syllables per line. They do not rhyme, and other language devices may be used. Lines can be single words, phrases, or sentences. Own vocabulary choices.				