



Year 3

English Curriculum Document

Developing Writing

Writing Curriculum Structure

The curriculum has been planned and structured at a variety of levels in order to maximise learning by ensuring there is sufficient time dedicated to new learning and pupils are given frequent opportunity to revisit learning. The considered structure provides familiarity to pupils and allows them clearly understand the focus of each learning session.

The structure is as follows:

- A yearly structure of knowledge and skills (which is progressive each year)
- A structure for each term which breaks down the knowledge and skills to be taught each week
- A weekly teaching structure which builds learning across a week
- A lesson structure which builds learning throughout the lesson

The weekly and lessons structure shifts throughout the year in order that pupils effectively apply their skills and knowledge with increasing creativity and focus on composition. This is as a result of the careful teaching of writing and composition skills across the year which sit together with a rich knowledge of texts and ability to understand language through Guided Reading.

Following the yearly overview, this curriculum document is divided into half terms. Each section contains:

- A structure for each term which breaks down the knowledge and skills to be taught each week
- A weekly teaching structure which builds learning across a week

Lesson structure for skills sessions

Lesson structure
Date and Marking Grid <ul style="list-style-type: none">• Independent transcription of date and sticking in of marking grid• Expectation that pupils add lesson subheadings
Formation <ul style="list-style-type: none">• Heading in books - <u>Formation</u>• Continued letter join rehearsal - --application in words not just individual letters
Word / sentence writing <ul style="list-style-type: none">• Heading in books – <u>Word Writing</u>• Recap of writing dictated words and sentences with known GPCS or spelling patterns• May be dictated words or may be labels to accompanying images
New Learning <ul style="list-style-type: none">• Teaching – I do The new skill or concept is introduced and explained by T with example.• Guided practice – we do Heading in books – <u>We do</u> In books pupils complete a further example guided by the teacher• Independent– you do Heading in books –<u>You do</u> In books pupils independently complete the task

Lesson structure for genre development sessions


Lesson structure
Date and Marking Grid <ul style="list-style-type: none">• Independent transcription of date and sticking in of marking grid• Expectation that pupils add lesson subheadings
Formation <ul style="list-style-type: none">• Heading in books - <u>Formation</u>

<ul style="list-style-type: none"> Continued rehearsal of joins –application in words not just individual letters
Skill review <ul style="list-style-type: none"> Heading in books – <u>Skill review</u> Quick review of skill taught within the unit of work– e.g punctuation application, word class identification, rehearsal of adding pre fix/ suffixes
New Learning <ul style="list-style-type: none"> Heading in books – <u>New learning</u> Genre related learning – e.g text exploration, planning, drafting etc.

Autumn 1 Structure

Autumn 1		
Genre- Fact File RWP – Crazy Creatures		
Week	Content	Additional notes
1	Retrieval: <ul style="list-style-type: none"> Handwriting Writing days and months Transcribing dictated sentences using known GPCs and punctuation 	<ul style="list-style-type: none"> Red Lane Way focus Teaching presentation expectations in books
2	Retrieval: <ul style="list-style-type: none"> Identifying nouns, adjectives and verbs Revise Alan Peat 2A, BOYS and simile sentences Transcribing dictated sentences using known GPCs and punctuation Composing own sentences using known GPCs and punctuation 	
	*written work every day	
3	Genre development focus Fact file: RWP <ul style="list-style-type: none"> Text deconstruction 	<ul style="list-style-type: none"> Word focus recap – Alan Peat sentence types/ prefixes and suffixes from Y2 Word focus recap – noun phrases, nouns, adjectives, verbs, adverbs
4	Genre development focus Fact file: RWP <ul style="list-style-type: none"> Text reconstruction 	<ul style="list-style-type: none"> Word focus recap – Alan Peat sentence types/ prefixes and suffixes from Y2 Which interrogative – why, when, where, which, why, how
5	Genre development focus Fact file: RWP <ul style="list-style-type: none"> Edit and redraft Perform and publish 	<ul style="list-style-type: none"> Word focus recap – Alan Peat sentence types/ prefixes and suffixes from Y2
6	Genre development focus: Who am I? Riddles <ul style="list-style-type: none"> Text deconstruction 	<ul style="list-style-type: none"> Word focus recap – Alan Peat sentence types/ prefixes and suffixes from Y2 Which interrogative – why, when, where, which, why, how

		<ul style="list-style-type: none"> Word focus recap – noun phrases, nouns, adjectives, verbs, adverbs
7	Genre development focus: Who am I? Riddles <ul style="list-style-type: none"> Text reconstruction 	<ul style="list-style-type: none">

Autumn 2		
Genre- Narrative Retell a story with speech		
		
Week	Content	Additional notes
1	Skills lesson: Handwriting <ul style="list-style-type: none"> Full stops, capital letters, question marks and exclamation marks. Noun phrases Conjunctions- and or but- coordinating conjunctions Conjunctions- because, if, when subordinating conjunctions. 	<ul style="list-style-type: none"> Red Lane Way focus Teaching presentation expectations in books
2	Skills lesson: New Learning <ul style="list-style-type: none"> Apostrophe for singular possession Alan Peat- More ... the more. Introduce paragraphs 	
3	Skills lesson: New Learning <ul style="list-style-type: none"> Alan Peat- Verb person sentence. Inverted commas 	
4	Genre development focus Narrative: Retell a story with speech <ul style="list-style-type: none"> Exploration of the cover and blurb, predictions about the story. Read the book. Exploring vocabulary as you go. Explore the Main character- role on the wall. 	Skill Review- <ul style="list-style-type: none"> Inverted commas Alan Peat sentences- 2A, Simile and more... the more.
5	Genre development focus Narrative: Retell a story with speech <ul style="list-style-type: none"> Main Character description- Descriptive sentences. 	Skill Review- <ul style="list-style-type: none"> Inverted commas Alan Peat- verb, person

	<ul style="list-style-type: none"> • Speech between characters- using inverted commas. • Planning- Create a story map (Talk for writing) 	<ul style="list-style-type: none"> • Word focus recap – Alan Peat sentence types/ prefixes and suffixes from Y2
6	<p>Genre development focus: Narrative: Retell a story with speech</p> <ul style="list-style-type: none"> • Drafting of the story with T modelling- my turn, your turn • Proof read and editing • Children to write final piece. 	<p>Skill Review-</p> <ul style="list-style-type: none"> • Inverted commas • Word focus recap – Alan Peat sentence types/ prefixes and suffixes from Y2 • Word focus recap – noun phrases, adjectives, verbs, adverbs, conjunctions
7	<p>Genre development focus: Poetry- Kennings</p> <ul style="list-style-type: none"> • Explore WAGOLLS • Unpick features • Descriptive phrases to describe an object or creature. (Christmas theme) 	<p>Skill Review-</p> <ul style="list-style-type: none"> • Descriptive- Noun phrases • Word focus recap – noun phrases, adjectives, verbs, adverbs, conjunctions
8	<p>Genre development focus: Poetry- Kennings</p> <ul style="list-style-type: none"> • Shared Write • Draft own kennings • Write up + Present 	<p>Skill Review-</p> <ul style="list-style-type: none"> • Descriptive- Noun phrases • Word focus recap – noun phrases, adjectives, verbs, adverbs, conjunctions