



## Writing – Year 3 National Curriculum Coverage

### Year 3 English Units of Work

		Stone Age Boy – Talk for Writing Pie Corbett	All About Me Autobiographies- Hamilton Trust	Halloween/Fireworks – Performance Poetry Hamilton Trust	All about the Romans Using talk for writing approaches Pie Corbett	Myths and Legends - Dragon Slayer Using talk for writing/literacy shed Literacy Shed	Shape Poems Spring Term Shape Poems Hamilton	Ancient Egypt - Who killed Tutankhamun? Newspaper report Plan Bee and Word smith	Monster debate – Top trumps/Monster facts Pie Corbett	Ottoline and the Yellow Cat Mystery Wordsmith	Shape poems Summer term shape poems Hamilton	Cross Curricular Work	Spelling & Grammar Sessions
		Planning, Writing and Editing	To begin to use ideas from their own reading and modelled examples to plan their writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
To proofread their own and others’ work to check for errors (with increasing accuracy) and to make improvements.	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
To begin to organise their writing into paragraphs around a theme.	✓		✓		✓	✓		✓	✓	✓		✓	✓
To compose and rehearse sentences orally (including dialogue).	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Awareness of Audiences, Purpose and Structure	To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
	To begin to use the structure of a wide range of text types (including the use of simple layout devices in non-fiction).		✓	✓	✓		✓	✓	✓		✓		
	To make deliberate ambitious word choices to add detail.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	To begin to create settings, characters and plot in narratives.	✓				✓				✓			
Sentence Construction and	To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.	✓	✓		✓	✓		✓	✓	✓		✓	✓

	To use 'a' or 'an' correctly throughout a piece of writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use of Phrases and Clauses	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.	✓	✓		✓	✓		✓	✓	✓			✓
	To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Punctuation	To use the full range of punctuation from previous year groups.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	To punctuate direct speech accurately, including the use of inverted commas.	✓	✓		✓	✓		✓	✓	✓			✓
Use of Terminology	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	✓	✓		✓	✓		✓	✓	✓			✓

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.