

	Y3 Spring Term Writing Curriculum
Spring 1 Term Y3	<p>Write a new version of a folktale including setting detail and different sentence structures based on The Tin Forest by Helen Ward.</p> <p>Write an alternative ending to a narrative including simple dialogue and character detail based on The Tunnel by Anthony Browne</p>
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> • Identify clauses in sentences. • Explore and identify main and subordinate clauses in complex sentences. • Use the comma to separate clauses in complex sentences where the subordinate clause appears first. • Generate and select prepositions for where e.g. above, below, beneath, within, outside, beyond. To express time, place and cause. • Select, generate and extend the use of adverbs e.g. first, soon, next, later, yesterday, now, instantly, precisely, securely. • Identify and use inverted commas (speech marks), to punctuate direct speech • improvise a short exchange of dialogue between the main characters through role play that shows their relationship with each other • write and punctuate this speech using inverted commas using styles of language for the characters to show contrast between them. • Sequence of events to follow the structure of the model story using simple paragraphing. • Use 3rd person consistently and use tenses appropriately • Select powerful, evocative language including verbs for the settings and characters actions. • Explore and apply language that reflects the rhythm of the folk tale style • Use repetition of a significant line
Composition, drafting and writing	<ul style="list-style-type: none"> • Improvise, create and write dialogue using inverted commas (speech marks), synonyms for 'said' and, where appropriate, adverbs During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created • Group related material into paragraphs. • Use small details to describe characters • Include a setting to create atmosphere and where there is potential for adventure through a threat or danger. • Description adds to the sense of adventure or possible prediction at what could happen • Re-telling of a series of events leading up to a high impact resolution. • Build excitement and tension • Combine action, dialogue and description so that dialogue advances the action or create tension 'did you hear a noise?' • Setting of the Folk Tale is vague but imaginative.
Composition, planning and editing	<ul style="list-style-type: none"> • Identify purpose and audience for writing, • Discuss the vocabulary, grammar and structural organisation needed. • Discuss and record ideas for planning, • Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. • Discuss and propose changes with partners and improve writing in the light of evaluation.

Spring 2 Term Y3	Write a fictional recount as a diary entry including setting detail and dialogue based on Jack and The Baked Beanstalk by Colin Stimpson. Oral Outcome: Biography: Orally compose an explanation and recount based on History VIPs: Boudicca by Paul Harrison
Vocabulary , grammar and punctuation	<ul style="list-style-type: none"> • Use perfect form of verbs using have and has to indicate a completed action. • Identify clauses in sentences. • Explore and identify main and subordinate clauses in complex sentences. • Explore, identify and create complex sentences using a range of conjunctions e.g. if, although, so. To express time, place and cause. • Use the comma to separate clauses in complex sentences where the subordinate clause appears first. • Generate and select prepositions for where e.g. above, below, beneath, within, outside, beyond. • Select, generate and extend the use of adverbs e.g. first, soon, next, later, yesterday, now, instantly, precisely, securely. To express time, place and cause. • Identify and use inverted commas (speech marks), to punctuate direct speech. • improvise a short exchange of dialogue between the main characters through role play that shows their relationship with each other • write and punctuate this speech using inverted commas using styles of language for the characters to show contrast between them. • Explore and use opening paragraphs as a way introduce and answer questions (What? Who? When? Where?) and the final paragraph to round off a recount by indicating the conclusion and including a simple summary. • Use Headings and sub-headings to aid presentation and group related material.
Composition, Drafting and writing	<ul style="list-style-type: none"> • During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created • Group related material into paragraphs. • Include a setting to create atmosphere. • Continue to build banks of words supporting chronology, noting those that indicate specific timings e.g. at 3pm, after two hours. • Build banks of descriptive verbs to add detail and description; use well-chosen verbs in own recounts. • Use a balance of description and action. • Write in 1 st person. • Write an opening paragraph to set the scene. • Finish with a personal comment about hopes or concerns for the future.
Composition planning and editing	<ul style="list-style-type: none"> • Identify purpose and audience for writing. • Discuss the vocabulary, grammar and structural organisation needed. • Discuss and record ideas for planning. • Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. • Discuss and propose changes with partners and improve writing in the light of evaluation. • Ensure relevant details are included.
Handwriting	<ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one another. • Use upper case letters appropriately e.g. not always writing A as a capital, not using capitals within words. • Write upper case letters of the correct size relative to lower case letters. • Form and use the four basic handwriting joins. • Write legibly.

