

Goldsmith Primary Academy

Year 3 Writing Overview

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Topics	History Detectives 1: The story of my local town influenced by the 19th Century	What a wonderful world: Geography: Build bridges not walls.	Aspire Aspirations	Historical Detectives 2: A local history study	Magic Moments: Art	Global Current Affairs: Identity and diversity/ human rights/Social justice and equity
WCR texts	The BFG	The Nothing to See Here Hotel	Goth Girl	The Akimbo Adventures	Wind in the Willows My Family and Other Ghosts	The Railway Children
<p>These do not need to link to Writing lessons. This is the teacher's decision and only applicable where inspiring and quality links are made and the WCR text serves as a high quality stimulus/model.</p>						
Writing opportunities and suggested genres/outcomes	<p>Character description: Sophie and/or BFG</p> <p>Recounts: diary entry from the perspective of Sophie when she met the BFG.</p> <p>Recount: Black history month or a significant person from history linked to the theme.</p> <p>Narrative from a character's perspective: Rewrite key events from a different character's point of view.</p>	<p>Instructional/explanatory texts: How to look after a Pygmy dragon. How to create a disgusting meal for a magical creature.</p> <p>Linked to WCR text.</p> <p>Instructional writing: Linked to Christmas DT project</p> <p>Narrative; Setting descriptions: Write a detailed setting description.</p> <p>Non-Chronological report: Geography link</p> <p>Letters to inform: Write a letter/email to a school in another country location to inform them of life in Walsall, UK.</p>	<p>Non-Chronological reports: science links to rocks or other themes.</p> <p>Letters to persuade/inform: Letters of application for a job role.</p> <p>Poetry: linked to ASPIRE values.</p> <p>Poetry: list poems linked to a setting.</p> <p>Character description: linked to WCR text.</p>	<p>Narrative: adventure stories from a character's perspective: Create their own short adventure story to entertain.</p> <p>Spring poetry</p> <p>Literacy shed visual literacy: Narrative or setting description.</p> <p>Persuasive posters/advertisements promoting our local area. Link to History topic.</p>	<p>Autobiographies and biographies to inform: linked to theme.</p> <p>Famous artist or musician.</p> <p>Persuasive speech: protecting the environment: linked to WCR text.</p> <p>Narrative: retell part of a narrative to create atmosphere.</p>	<p>Persuasive letters: write a letter to an MP or other significant figure relating to current affairs.</p> <p>Persuasive speeches to inform: Linked to theme.</p> <p>Recounts to inform: Write a letter from the perspective of a character of the Railway Children to inform.</p>

		Geography link.				
Grammar, punctuation and language skills	<p>Uses adjectives and adverbs to describe including expanded noun phrases</p> <p>Simple and compound sentences</p> <p>Subordinate clauses to extend a main clause. (beginning to use complex structures) 10</p> <p>Use of pronouns for clarity and cohesion</p> <p>Capital letters and full stops</p> <p>Commas for a list</p>	<p>Fronted adverbials</p> <p>Commas to separate subordinate clause from a main clause.</p> <p>Develops characters and/or setting</p> <p>Extends sentences using a wider range of conjunctions to clarify relationships between points and ideas, (e.g. when, because, if, after, while, also, as well)</p> <p>Question marks and questions</p>	<p>Adverbial phrases</p> <p>Powerful verbs</p> <p>Extends sentences using a wider range of conjunctions to clarify relationships between points and ideas, (e.g. when, because, if, after, while, also, as well)</p> <p>exclamation marks.. Commands exclamations</p>	<p>Apostrophes for contractions</p> <p>Emotive language</p> <p>Begin to use dialogue</p>	<p>Links and relates events, including past, present and future, sensibly, (afterwards, before, also, after a while, eventually...).</p>	<p>Revision and consolidation of all skills as and when required.</p>
<p>Writing Grid objectives: These are not limited to the list.</p>	<p>New skills explicitly taught: 6, 8, 9, 10, 13, 15</p>	<p>New skill explicitly taught: 21, 14 (setting and characters) 15, 17 (?)</p>	<p>New skills explicitly taught: 21 (building on Fronted adverbials) and 9 (complex structures) 10 (build upon Autumn 1), 17 (!)</p>	<p>New skills explicitly taught: 16 14: character's feelings and emotions. 16</p>	<p>New skills explicitly taught 22</p>	<p>Revision and consolidation of all skills as and when required.</p>
<p>The following objectives should be Interwoven and modeled to the highest standards through every writing lesson as well as in the wider curriculum including phonics, handwriting, spelling and GPS: 1,2,3,4,5,7, 11,12, 18, 10 19 20,23,24</p> <p>The above guidance is a suggestion only and each half-term, the previously taught skills should be built upon and embedded. Children should always have the opportunity to apply them to their writing where appropriate. Where further teaching of a skill is required, this should be prioritised.</p>						
Useful links	<p>Writing for Purpose LKS2 WAT Genre coverage document Assessment sheets for Writing GPA</p>					