

## KS2 Writing Curriculum Map Document Year 3 Autumn Term (1)

Spelling	Handwriting	Punctuation	Grammar
<p><b>Pupils should revise and be secure:</b></p> <ul style="list-style-type: none"> <li>Revise patterns: 'ou' sounding 'u', 'ow', 'oo' (Y2)</li> <li>Revise patterns: 'ei', 'eigh', 'ey'(Y2)</li> <li>Revise patterns: 'ure'(Y2)</li> <li>Revise patterns: 'ow' 'ew'(Y2)</li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Use prefixes and understand how to add them route words</li> <li>Use suffixes and understand how to add them –ing</li> <li>–ed, –er, –ion,</li> <li>Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed e.g. forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation</li> <li>Spell words that are often misspelt (English Appendix 1)</li> <li>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>Pupils should learn to spell new words correctly and have plenty of practice in spelling them e.g. keep a spelling log</li> <li>Learn first two column of Y3 and Y4 words list</li> </ul>	<p><b>Pupils should be secure:</b></p> <ul style="list-style-type: none"> <li>Sit correctly at a table, with a straight back and two feet flat on the floor. (R) Paper slightly slanted. (Y1)</li> <li>Use spacing between words that reflects the size of the letters (Y1)</li> <li>Hold a pencil comfortably and correctly with a tripod grip (R)</li> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined (Y2)</li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</li> </ul>	<p><b>Pupils should be secure:</b></p> <ul style="list-style-type: none"> <li>Use capital letters and full stops to demarcate sentences accurately (Y1)</li> <li>Use capital letters for the personal pronoun I (Y1)</li> <li>Use question marks correctly (Y1)</li> <li>Use exclamation marks correctly (Y1)</li> <li>Learn the possessive apostrophe (singular) (Y2)</li> <li>Use apostrophes for possession (Y2)</li> <li>Use apostrophes for contraction (Y2)</li> <li>Use commas for lists (Y2)</li> <li>Use brackets for parentheses (Y2)</li> <li>Use inverted commas to demarcate direct speech (Y2)</li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Use capital letters for all proper nouns</li> <li>Use colons to introduce a list</li> <li>Use colons to introduce an example</li> </ul>	<p><b>Pupils should be secure:</b></p> <ul style="list-style-type: none"> <li>Use apostrophes for contractions correctly (Y2)</li> <li>Use correct and consistent tense structures when writing e.g. present tense, past tense (Y2) and future tense</li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Use conjunctions, adverbs and prepositions to express time and cause</li> <li>Use paragraphs to organise in time sequence</li> </ul>
Composition		Text Types	Terminology
<p><b>Pupils should be secure:</b></p> <ul style="list-style-type: none"> <li>Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (Y2)</li> <li>Evaluate and edit by:</li> <li>Assessing the effectiveness of their own and others' writing and suggesting improvements (Y2)</li> <li>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. (Y2)</li> </ul> <p><b>Pupils should be taught to plan and organise their writing by:</b></p> <ul style="list-style-type: none"> <li>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Discussing and recording ideas in planning format using seven step process</li> <li>Organising paragraphs around a theme</li> <li>Use poetry as a vehicle for learning imaginative and figurative language</li> <li>In mythical stories build plot, characters, paragraphs and integrate dialogue to convey actions</li> <li>In non-chronological report linked to theme, use simple organisational devices [for example, headings and sub-headings]</li> <li>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>Proof-read for spelling and punctuation errors</li> </ul>		<p>Descriptions Poetry Mythical stories Characters / settings Recount</p>	<ul style="list-style-type: none"> <li>Preposition</li> <li>Conjunction</li> <li>Word family</li> <li>Prefix</li> <li>Clause, subordinate clause</li> <li>Direct speech</li> <li>Consonant / vowel</li> <li>Inverted commas</li> <li>Noun</li> <li>Adjective</li> <li>Adverb / verb</li> <li>Pronoun</li> <li>Tense</li> <li>Apostrophe</li> <li>Homophone</li> </ul>

Blue = new

Green = already seen

**KS2 Writing Curriculum Map Document Year 3 Spring Term (2)**

Spelling	Handwriting	Punctuation	Grammar
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Learn second column of Y3 and Y4 words list</li> <li>Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</li> <li>Use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</li> <li>The /t/ sound spelt y elsewhere than at the end of words e.g. myth, gym, Egypt, pyramid, mystery</li> <li>The /n/ sound spelt ou e.g. young, touch, double, trouble, country</li> <li>Irregular tense change e.g. 'ing' to 'ang' in 'sing' to 'sang'</li> <li>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</li> <li>Use a dictionary regularly</li> <li>Spell common homophones ai/a_e/ ee/ ea/ st/ ssed</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Use joined handwriting throughout their independent writing.</li> <li>Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</li> <li>Handwriting should have increased legibility and letters like y,g and f joined appropriately</li> </ul>	<p><b>Pupils should be secure:</b></p> <ul style="list-style-type: none"> <li>Use capital letters and full stops to demarcate sentences accurately (Y1)</li> <li>Use capital letters for proper nouns (Y3)</li> <li>Use capital letters for the personal pronoun I (Y1)</li> <li>Use apostrophes for possession and contraction (Y2)</li> <li>Use question marks and exclamation marks correctly (Y1)</li> <li>Learn the possessive apostrophe (singular) (Y1)</li> <li>Use commas for lists (Y2)</li> <li>Use brackets for parentheses (Y2)</li> <li>Use inverted commas to demarcate direct speech (Y2)</li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Use commas alongside inverted commas to correctly punctuate</li> <li>Use colons to introduce a list</li> <li>Use colons to introduce an example</li> </ul>	<p><b>Pupils should be secure:</b></p> <ul style="list-style-type: none"> <li>Use paragraphs to organise in time sequence (Y3)</li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Indicate possession by using the possessive apostrophe with plural nouns</li> <li>Use conjunctions: when, if, although to express time and cause</li> <li>Use adverbs e.g. then, next, soon, therefore</li> <li>Use prepositions to express time and cause e.g. before, after, during, in, because of</li> <li>Use the present perfect form of verbs in contrast to the past tense e.g. she had have/has + past participle e.g. has walked</li> <li>Use fronted adverbials</li> <li>Use commas after fronted adverbials</li> </ul>
Composition		Text Types	Terminology
<p><b>Pupils should be secure:</b></p> <ul style="list-style-type: none"> <li>Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (Y2)</li> <li>Use poetry as a vehicle for learning imaginative and figurative language (Y3)</li> <li>Organising paragraphs around a theme (Y3)</li> <li>In non-narrative material, using simple organisational devices [for example, headings and sub-headings] Create an information text where paragraphs are organised around a theme (Y3)</li> <li>Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements, proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences (Y3)</li> <li>Proof-read for spelling and punctuation errors (Y3)</li> <li>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. (Y2)</li> </ul> <p><b>Pupils should be taught to plan and organise their writing by:</b></p> <ul style="list-style-type: none"> <li>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar (Y3)</li> <li>Discussing and recording ideas (Y3)</li> <li>Use diary writing to describe and inform</li> <li>In play-scripts use oral composition to lead to written outcome of writing dialogue for characters</li> </ul>		<p>Play scripts Explanation Newspaper article Poetry Diary Writing</p>	<p>Preposition Conjunction Word family Prefix Clause, subordinate clause Direct speech Consonant / vowel Inverted commas Noun Adjective Adverb / verb Pronoun Tense Apostrophe Homophone</p>

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**KS2 Writing Curriculum Map Document Year 3 Summer Term (3)**

Spelling	Handwriting	Punctuation	Grammar
<p><b>Pupils should be secure:</b></p> <ul style="list-style-type: none"> <li>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] (Y3)</li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Learn third and fourth column of Y3 and Y4 words list</li> <li>Learn and use prefixes Like un–, the prefixes dis– and mis– have negative meanings. dis–: disappoint, disagree, disobey mis–: misbehave, mislead, misspell (mis + spell) The prefix in– can mean both ‘not’ and ‘in’/‘into’. In the words given here it means ‘not’.</li> <li>Learn and use prefixes: super/ sub/ inter/ anti/non/auto/pre/de/re/in/im/imm</li> <li>Use and apply the suffix –ing</li> <li>Homophones and near-homophones e.g. accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he’ll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who’s (Y2 intro of basic homophones)</li> </ul>	<p><b>Pupils should be secure:</b></p> <ul style="list-style-type: none"> <li>Use joined handwriting throughout their independent writing (Y3)</li> <li>Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling. (Y3)</li> <li>Handwriting should have increased legibility and all letters that are joined are done so appropriately (Y3)</li> </ul>	<p><b>Pupils should be secure:</b></p> <ul style="list-style-type: none"> <li>Use capital letters and full stops to demarcate sentences accurately (Y1)</li> <li>Use capital letters for proper nouns (Y3)</li> <li>Use capital letters for the personal pronoun I (Y1)</li> <li>Use apostrophes for possession and contraction (Y2)</li> <li>Use question marks and exclamation marks correctly (Y1)</li> <li>Learn the possessive apostrophe (singular) (Y1)</li> <li>Use commas for lists (Y2)</li> <li>Use brackets for parentheses (Y2)</li> <li>Use inverted commas to demarcate direct speech (Y2)</li> <li>Use commas alongside inverted commas to correctly punctuate (Y3)</li> <li>Use colons to introduce a list (Y3)</li> <li>Use colons to introduce an example (Y3)</li> </ul>	<p><b>Pupils should be secure:</b></p> <ul style="list-style-type: none"> <li>Use fronted adverbials with a comma in the correct place (Y3)</li> <li>Use paragraphs to organise in time sequence (Y3)</li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Use apostrophes for contractions correctly and know the difference between apostrophes for possessives</li> <li>Understand that plurals do not need apostrophes</li> <li>Use opportunities to compare different forms of past tense e.g. progressive and simple</li> <li>Use a range of tenses to show changes in timing and sequence</li> <li>Use imperative verbs to convey urgency</li> <li>Use rhetorical questions to engage the reader</li> </ul>
<b>Composition</b>		<b>Text Types</b>	<b>Terminology</b>
<p><b>Pupils should be taught to plan and organise their writing by:</b></p> <ul style="list-style-type: none"> <li>Continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.</li> <li>Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops.</li> <li>Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.</li> <li>In narrative writing build plot, characters, paragraphs and integrate dialogue to convey actions – create an extended story</li> <li>Write persuasively to entertain and convince your audience</li> <li>Create instructions that have sequenced steps and use organisational devices</li> </ul>		<p>Letter Advertising Speech Poster Narrative Instructions</p>	<ul style="list-style-type: none"> <li>Preposition</li> <li>Conjunction</li> <li>Word family</li> <li>Prefix</li> <li>Clause, subordinate clause</li> <li>Direct speech</li> <li>Consonant / vowel</li> <li>Inverted commas</li> <li>Tense</li> <li>Apostrophe</li> <li>Imperative verbs</li> <li>Bullet points</li> <li>Sub-headings</li> </ul>

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