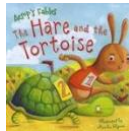
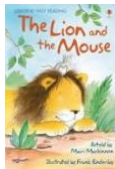
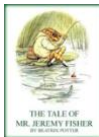
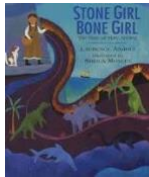
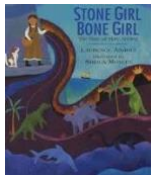


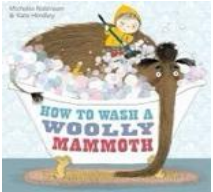
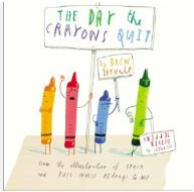
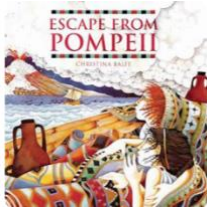
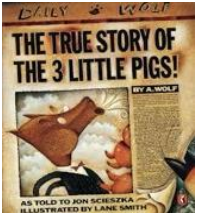
PENNINE WAY PRIMARY SCHOOL CURRICULUM FOR WRITING

• All new vocabulary will be displayed on Working Walls in the classroom environment. • WAGOLL to use for whole class teaching demonstrating the skills and vocabulary expectations.				• Learning is progressive and therefore texts and skills need to be taught in chronological order. • New ambitious vocabulary will be introduced and pre taught by staff weekly using a range of adjectives, verbs, nouns, adverbs.		
Autumn 1						
Science -Rocks			History		Geography -The United Kingdom	
Text and Genre	The Hare and the Tortoise – Retell. 	The Lion and the Mouse – Retell 	Recount of	The Spirit of the Fells – Diary Entry 	The Tale of Jeremy Fisher –  Retell	The Tale of Squirrel Nutkin –  Retell
Year 3 Genre Progression	title to make the reader want to read the story Detailed description of character OR setting	title to make the reader want to read the story Detailed description of character OR setting	Range of emotions to describe feelings Concluding paragraph	Experiment with future tense. Informal voice. Varied language to convey thoughts and feelings. Adverbs as openers. Addresses the diary directly. Includes opinions and facts. Informal, chatty language Ambitious words to describe people and settings. Talks about secret / private feelings and opinions. Includes events that are important to the writer.	title to make the reader want to read the story Detailed description of character OR setting	title to make the reader want to read the story Detailed description of character OR setting
Handwriting – Use the diagonally and horizontal strokes that are needed to join letters.						
Year 3 Grammar and Punctuation	Revision of openers. Use more exciting adjectives and expanded noun phrases to help the reader clearly see what I am describing. Use a comma to separate adjectives when describing a noun. Understanding what a noun, adjective, verb, adverb means (ongoing).	Revise contractions. Year 2 conjunctions (When, because, but, and, or, If). Use tense accurately most of the time.	Revise commas in a list.	Revision of conjunction If and or Use powerful verbs to make my writing more interesting. (Saw)	Revision of Possessive Apostrophe Use adverbs of manner as openers (fronted adverbials).	Use powerful verbs to make my writing more interesting. (choose 1 or 2 verbs to improve).
Year 3 Spelling	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023					

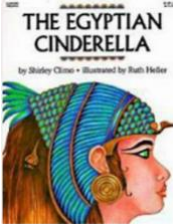
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Science -Light		History -Pre-Historic Britain		Geography		
Text and Genre	Biography – Simone Biles 	Retell – Superworm 	Stone Girl, Bone Girl -Retell 	Stone Girl, Bone Girl – Diary Entry – The day she finds the fossil 	Free Verse Poem – Cumbria 	Stone Age Boy – Retell (section) 
Year 3 Genre Progression	In the past tense Third person Opening sentence to summarise life Facts and accomplishments about the person Details about family	title to make the reader want to read the story Detailed description of character OR setting	title to make the reader want to read the story Detailed description of character OR setting	Experiment with future tense. Informal. Varied language to convey thoughts and feelings. Adverbs as openers. Addresses the diary directly. Includes opinions and facts Informal, chatty language Ambitious words to describe people and settings. Talks about secret / private feelings and opinions. Includes events that are important to the writer.	Free Verse poems tell a story, describe something or explain an emotion These poems do not need to rhyme or use a structure. Figurative language linked to the topic. Capital letters at the beginning of each line. Free verse poems do not have a certain number of syllables per line. They do not rhyme, and other language devices may be used. Lines can be single words, phrases or sentences Own vocabulary choices	Title to make the reader want to read the story Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech Detailed description of character OR setting
Handwriting - Use the diagonally and horizontal strokes that are needed to join letters.						
Year 3 Grammar and Punctuation	Begin to extend sentences to add more detail by using a variety of subordinating conjunctions at the start of a sentence to write a complex sentence. Before, After, While, As (+ Year 2) Non-fiction writing	Use similes to add description to my writing. Write compound sentences by including co-ordinating conjunctions (or, and, but, so, yet).	Begin to extend sentences to add more detail by using a variety of subordinating conjunctions at the start of a sentence to write a complex sentence. Before, After, While, As (+ Year 2)	Use show don't tell to convey a character's emotions. Consolidating conjunctions (first person).	Use of a comma to list expanded noun phrases.	Use inverted commas at the start and end of speech. Put the reporting clauses at the end of speech. Use a comma, an exclamation mark or a question mark before the closing inverted commas when the reporting clause is at the end of the speech. Use ellipses to build suspense.
	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023					

PENNINE WAY PRIMARY SCHOOL CURRICULUM FOR WRITING

Year 3 Spelling					
Spring 1					
History		Science: Organisms		Geography: Volcanoes	
Text and Genre	How to Wash a Woolly Mammoth – Instructions 	The Day the Crayons Quit– Retell  ons Quit: Amazon.co.uk: Dawwalt. Drew	Escape from Pompeii – Diary 	Persuasive Leaflet -To Visit Pompeii 	The True Story of the 3 Little Pigs!– Retell 
Year 3 Genre Progression	Persuasive introduction. Subheadings – Equipment and method. Openers (time adverbials, imperative verbs, -ly adverbs +subordinating conjunctions). use a range of openers. Equipment subheading will be followed by a colon and bullet points. Technical vocabulary / scientific vocabulary. Prepositional phrases Top tips / safety tips / handy hints at the end.	title to make the reader want to read the story Detailed description of character OR setting Consistently use an apostrophe to show possession and use apostrophes in my writing to show singular possession. Begin to build cohesion by choosing the right nouns and pronouns to avoid repeating myself.	Experiment with future tense. Informal. Varied language to convey thoughts and feelings. Adverbs as openers. Addresses the diary directly. Includes opinions and facts. Informal, chatty language Ambitious words to describe people and settings. Talks about secret / private feelings and opinions. Includes events that are important to the writer.	Words / phrases might be used to advertise the product. Present tense. Catchy title and/or slogan. Appeals to the senses Use alliteration, rhyming words and word play to make it memorable and fun. Exaggerate positive points Pictures. Powerful verbs and ENP	Title to make the reader want to read the story Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech Detailed description of character OR setting
Handwriting- Ascenders and descenders do not interfere with writing on the line above and below.					
Year 3 Grammar and Punctuation	Use prepositions to express place. Use a colon before a list in instructional writing (what you need.	Use openers (fronted adverbials) as sentence openers: How (Manner), When (Time) and Where (Place). Start a new paragraph to show a change in time in narrative writing.	Use a variety of subordinating conjunctions in the middle of a sentence to write a complex sentence.	Use a question in a non-fiction introduction. Use verb tenses correctly most of the time (was/were) (is/are).	Use inverted commas at the start and end of speech. Put the reporting clauses at the end of speech. <u>Use a comma</u>, an exclamation mark or a question mark before the closing inverted commas when the reporting clause is at the end of the speech.

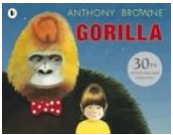
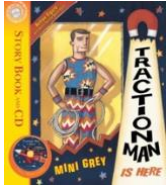
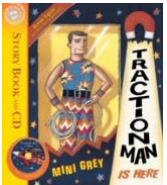
PENNINE WAY PRIMARY SCHOOL CURRICULUM FOR WRITING

Year 3 Spelling	**Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023				
Spring 2					
History: Ancient Egypt		Science: Plants			Geography
Text and Genre	The True Story of the Three Little Pigs – informal letter from the wolf when he is in prison 	After the Fall – How Humpty Dumpty got Back Up – Retell 	The Egyptian Cinderella– Retell 	Postcard- Ancient Pyramids 	Non-Chronological Report – Who were the Ancient Egyptians? Summary of History Learning 
Year 3 Genre Progression	Include the sender's address Use an appropriate greeting Past tense, include future tense in the conclusion Present perfect tense. Write an introduction. Accurate use of tenses (explore future tense) Paragraphs for time / order Informal chatty language Questions sentences. Wider range of contractions. Greeting and signing off (own choice). Consider the audience	Title to make the reader want to read the story Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech Detailed description of character OR setting	Title to make the reader want to read the story Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech Detailed description of character OR setting	Include the sender's address Use an appropriate greeting Past tense, include future tense in the conclusion Present perfect tense. Write an introduction. Accurate use of tenses (explore future tense) Paragraphs for time / order Informal chatty language Questions sentences. Wider range of contractions. Greeting and signing off (own choice). Consider the audience	Teacher led research (content provided by teacher) Use given sub-headings but arrange information independently Generate captions for given images Begin to use the 5w's in the introduction Provided reason for processes.
Handwriting- Ascenders and descenders do not interfere with writing on the line above and below.					

PENNINE WAY PRIMARY SCHOOL CURRICULUM FOR WRITING

Year 3 Grammar and Punctuation	Use short sentences to make key points.	Use conjunctions for cause (because, as, so)	Change the place of the adverb in the sentence.	Use the Present Perfect Tense.	Organise similar ideas into paragraphs in non-fiction writing. Use a subheading to guide the reader. Non-fiction openers. (QTP)	
Year 3 Spelling	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023					

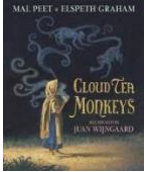
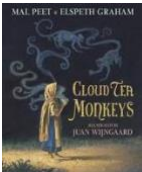
Summer 1

History		Geography: Looking at Europe			Science: Forces and Motion	
Text and Genre	Gorilla – Retell 	The Mystery of the Wonder  Flower – Retell	Omar, the Bees and Me –  Retell	Omar, the Bees and Me – Diary 	Traction Man is Here! – Retell 	Traction Man is Here! – Character Description 
Year 3 Genre Progression	Title to make the reader want to read the story Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech Detailed description of character OR setting	Title to make the reader want to read the story Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech Detailed description of character OR setting	Title to make the reader want to read the story Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech Detailed description of character OR setting	Past perfect and present progressive tenses. Experiment with future tense. Informal voice. Paragraphs for events. Varied language to convey thoughts and feelings. Adverbs as openers. Addresses the diary directly. Includes opinions and facts Informal, chatty language Ambitious words to describe people and settings. Talks about secret / private feelings and opinions Includes events that are important to the writer. Use paragraphs to organise events.	Title to make the reader want to read the story Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech Detailed description of character OR setting	Past tense. More ambitious vocabulary choices Range of prepositional phrases as openers Similes and metaphors Include speech to show personality

PENNINE WAY PRIMARY SCHOOL CURRICULUM FOR WRITING

Handwriting- My handwriting style is consistent throughout my work.						
Year 3 Grammar and Punctuation	Beginning to vary the range of verbs used in the reporting clause to avoid repeating, 'said'.	Use conjunctions to show when something happened. (time - After, Before, While))	Start a new paragraph when the setting changes in narrative writing.	Consolidate all skills /AFL	Use two –ly adverbs in a sentence.	Use of a comma for rule of three.
Year 3 Spelling	<i>*"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023</i>					

Summer 2

Science: Magnetism		Geography		History: Ancient Greece		
Text and Genre	The Cloud Tea Monkeys – Retell 	The Cloud Tea Monkeys – Diary  Entry	Retell – Wisp A story of hope. 	The Iron Man -Retell to Hogarth seeing him for the first time  (include a description of him).	Persuasive letter from the farmer 	List poem of what the Iron Man would eat. 
Year 3 Genre Progression	Title to make the reader want to read the story Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech Detailed description of character OR setting	Past perfect and present progressive tenses. Experiment with future tense. Informal voice. Paragraphs for events. Varied language to convey thoughts and feelings. Adverbs as openers. Addresses the diary directly. Includes opinions and facts Informal, chatty language Ambitious words to describe people and settings. Talks about secret / private feelings and opinions Includes events that are important to the writer. Use paragraphs to organise events.	Title to make the reader want to read the story Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech Detailed description of character OR setting	Title to make the reader want to read the story Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech Detailed description of character OR setting	A letter to request (persuasive letter). Includes address of the recipient. Include more formal sentence. Add more details organised into paragraphs	A 'list poem' gets its name from the fact that most of the poem is made up of a long list of things. A list poem usually has a few lines at the beginning, a list in the middle and a few lines at the end.

PENNINE WAY PRIMARY SCHOOL CURRICULUM FOR WRITING

Handwriting- My handwriting style is consistent throughout my work.						
Year 3 Grammar and Punctuation	Begin to use a comma after a fronted adverbial.	Consolidate all skills /AFL	Use adverbs to show when something happened (Time)	Consolidate all skills /AFL	Conjunctions for cause (nonfiction).	Consolidate all skills /AFL
Year 3 Spelling	<i>“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023</i>					

SPAG - Use prepositions to express time. SPAG

Use adverbs to show where something happened. (Place) SPAG

Use conjunctions for place (Where and Wherever). SPAG

Informal Letter	Retell	Diary	Setting	Persuasive Letter	Character description
Include the sender's address Use an appropriate greeting Past tense, include future tense in the conclusion Present perfect tense. Write an introduction. Accurate use of tenses (explore future tense) Paragraphs for time / order Informal chatty language Questions sentences. Wider range of contractions. Greeting and signing off (own choice). Consider the audience	Title to make the reader want to read the story Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech Detailed description of character OR setting	Past perfect and present progressive tenses. Experiment with future tense. Informal voice. Paragraphs for events. Varied language to convey thoughts and feelings. Adverbs as openers. Addresses the diary directly. Includes opinions and facts Informal, chatty language Ambitious words to describe people and settings. Talks about secret / private feelings and opinions Includes events that are important to the writer. Use paragraphs to organise events.	Similes and metaphors Fronted adverbials for place and manner Adjective, adjective Powerful verbs	Can take the form of an advert and may not even be written in complete sentences. Words / phrases might be used to advertise the product. Present tense. Catchy title and/or slogan. Appeals to the senses Use alliteration, rhyming words and word play to make it memorable and fun. Exaggerate positive points Pictures. Powerful verbs and ENPs	Past tense. More ambitious vocabulary choices Range of prepositional phrases as openers Similes and metaphors Include speech to show personality
Explanation	Biography	Non-chron.	Newspaper	Instructions	Recount
Use how or why in the title Persuasive question in the introduction More detailed introduction Closing statement Facts given by the teacher Very directed research	In the past tense Third person Opening sentence to summarise life Facts and accomplishments about the person Details about family	Teacher led research (content provided by teacher) Use given sub-headings but arrange information independently Generate captions for given images Begin to use the 5w's in the introduction		Persuasive introduction. Subheadings – Equipment and method. Openers (time adverbials, imperative verbs, -ly adverbs +subordinating conjunctions). use a range of openers.	Present/past perfect tense Range of emotions to describe feelings Paragraphs for time order of events Concluding paragraph

PENNINE WAY PRIMARY SCHOOL CURRICULUM FOR WRITING

Given subheadings Conjunctions for cause because / as / so /since		Provided reason for processes		Equipment subheading will be followed by a colon and bullet points. Technical vocabulary / scientific vocabulary. Prepositional phrases Top tips / safety tips / handy hints at the end.	
Formal Letter					
A letter to request (persuasive letter). Includes address of the recipient. Include more formal sentence. Add more details organized into paragraphs Begin to use a suitable tone – choose appropriate vocabulary (from a word bank) Conclusion – saying what needs to happen next. Finish with 'Yours Faithfully' if you don't know the recipient. Finish with 'Yours Sincerely' if you do know the recipient. Include a question for the recipient to reply to. Include a rhetorical question. Do you really want the children to have nowhere to play? Adverbs as openers Choice of formal ending					