

Newington Green Primary School Curriculum Map



Year 3	Autumn 1: Writing to inform		
	Strong Forces		
Core Text	Please Mrs Butler, Cops and Robbers, and Mrs Wobble the Waitress (Allan Ahlberg)		The Jolly Postman (Allan Ahlberg) & Dear Miss (Amy Husband)
Text Type	Book Review	Newspaper Report	Letter
Suggested Hook	Children learn and perform the Please Mrs Butler poem	Children to open their own Wobble Café	Children to receive a reminder letter for an important event
Writing Skills to Teach	<ul style="list-style-type: none"> • Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text • Planning their writing by recording ideas in note form • Organising their writing into paragraphs around a theme • Using the past/ present tense accurately in a piece of writing • Punctuating sentences correctly with capital letters, full stops, exclamation marks and question marks • Using co-ordinating conjunctions [or, and, but] • Using expanded noun phrases e.g. big, red dog • Spelling Y1 & Y2 common exception words correctly 	<ul style="list-style-type: none"> • Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text • Planning their writing by recording ideas in note form • Organising their writing into paragraphs around a theme • Using the past/ present tense accurately in a piece of writing • Punctuating sentences correctly with capital letters, full stops, exclamation marks and question marks • Using co-ordinating conjunctions [or, and, but] • Using expanded noun phrases e.g. big, red dog • Spelling Y1 & Y2 common exception words correctly 	<ul style="list-style-type: none"> • Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text • Planning their writing by recording ideas in note form • Organising their writing into paragraphs around a theme • Using the past/ present tense accurately in a piece of writing • Punctuating sentences correctly with capital letters, full stops, exclamation marks and question marks • Using co-ordinating conjunctions [or, and, but] • Using expanded noun phrases e.g. big, red dog • Spelling Y1 & Y2 common exception words correctly
Skills to Consolidate	<ul style="list-style-type: none"> • Writing a complete sentence • Using and to join words and sentences • Using capital letters for names of people, places, days of the week and for the personal pronoun I • Using sentences with different forms • Using apostrophes to mark contracted forms 	<ul style="list-style-type: none"> • Writing a complete sentence • Using and to join words and sentences • Using capital letters for names of people, places, days of the week and for the personal pronoun I • Using sentences with different forms • Using apostrophes to mark contracted forms 	<ul style="list-style-type: none"> • Writing a complete sentence • Using and to join words and sentences • Using capital letters for names of people, places, days of the week and for the personal pronoun I • Using sentences with different forms • Using apostrophes to mark contracted forms.
Final Written Outcome	Children to write a book review on Allan Ahlberg	Children to write a newspaper report on the opening of Mrs Wobble's shop	Children to respond to their letter in the style of Dear Miss e.g. hugely exaggerated.
Audience & Purpose	Create an Author display in the new library	Reports to be collated into a whole class newspaper	Children's letters to be collated and published in the style of The Jolly Postman
Independent Writing	Narrative: retelling of one of Michael's adventures in Dear Miss		

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Year 3	Autumn2: Writing to entertain	
	The Big Dig	
Core Text	Romans on the Rampage: Chariot Champions by Jeremy Strong	
Text Type	Choral Poetry	Narrative
Suggested Hooks	Children re-enact a chariot race in the playground	Creating 'Top Trumps' cards for the different Roman gods.
Writing Skills to Teach	<ul style="list-style-type: none"> • Using the past/ present tense accurately in a piece of writing • Punctuating sentences correctly with capital letters, full stops, exclamation marks and question marks • Using co-ordinating conjunctions [or, and, but] and subordinating conjunctions [when, if, that, because] to join clauses • Using expanded noun phrases e.g. big, red dog • Spelling Y1 & Y2 common exception words correctly • Read aloud own writing using appropriate intonation, tone and volume 	<ul style="list-style-type: none"> • Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text • Planning their writing by recording ideas in note form • Organising their writing into paragraphs around a theme • Using the past/ present tense accurately in a piece of writing • Punctuating sentences correctly with capital letters, full stops, exclamation marks and question marks • Using co-ordinating conjunctions [or, and, but] • Using expanded noun phrases e.g. big, red dog • Spelling Y1 & Y2 common exception words correctly
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Final Written Outcome	Write a chant for chariot race	A Roman myth
Audience & Purpose	Children perform their poems – QR codes sent home to parents	Children's stories joined together to make a class book
Independent Writing	Recount of the trip to the Museum of London	

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Year 3	Spring 1: Writing to entertain the reader		
	Oceans and Seas		
Core Text	Lost and Found (Oliver Jeffers)	Flotsam (David Wiesner)	
Text Type	Recount	Setting Description	Narrative
Suggested Hook	Penguin toy appears in the classroom	Children bring in special objects from home	
Writing Skills to Teach	<ul style="list-style-type: none"> • Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text • Planning their writing by recording ideas in note form • Organising their writing into paragraphs around a theme • Punctuating sentences correctly with capital letters, full stops, exclamation marks and question marks • Using conjunctions [while], adverbs [suddenly] or prepositions [inside] at the start of sentences to convey time and cause • Using the correct determiner a or an • Using co-ordinating conjunctions [or, and, but] and subordinating conjunctions [when, if, that, because] to join clauses • Using a mixture of pronouns and nouns to support cohesion within sentences • Including words from the Y3/4 wordlist • Read aloud own writing using appropriate intonation, tone and volume 	<ul style="list-style-type: none"> • Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text • Planning their writing by recording ideas in note form • Organising their writing into paragraphs around a theme • Punctuating sentences correctly with capital letters, full stops, exclamation marks and question marks • Using conjunctions [while], adverbs [suddenly] or prepositions [inside] at the start of sentences to convey time and cause • Using the correct determiner a or an • Using co-ordinating conjunctions [or, and, but] and subordinating conjunctions [when, if, that, because] to join clauses • Using a mixture of pronouns and nouns to support cohesion within sentences • Including words from the Y3/4 wordlist • Read aloud own writing using appropriate intonation, tone and volume 	<ul style="list-style-type: none"> • Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text • Planning their writing by recording ideas in note form • Organising their writing into paragraphs around a theme • Punctuating sentences correctly with capital letters, full stops, exclamation marks and question marks • Using conjunctions [while], adverbs [suddenly] or prepositions [inside] at the start of sentences to convey time and cause • Using the correct determiner a or an • Using co-ordinating conjunctions [or, and, but] and subordinating conjunctions [when, if, that, because] to join clauses • Using a mixture of pronouns and nouns to support cohesion within sentences • Including words from the Y3/4 wordlist • Read aloud own writing using appropriate intonation, tone and volume
Skills to Consolidate	<ul style="list-style-type: none"> • Using capital letters for names of people, places, days of the week and for the personal pronoun I • Using the past/ present tense accurately in a piece of writing • Using and to join words and sentences • Using expanded noun phrases e.g. big, red dog • Using sentences with different forms • Using apostrophes to mark contracted forms 	<ul style="list-style-type: none"> • Using capital letters for names of people, places, days of the week and for the personal pronoun I • Using the past/ present tense accurately in a piece of writing • Using and to join words and sentences • Using expanded noun phrases e.g. big, red dog • Using sentences with different forms • Using apostrophes to mark contracted forms 	<ul style="list-style-type: none"> • Using capital letters for names of people, places, days of the week and for the personal pronoun I • Using the past/ present tense accurately in a piece of writing • Using and to join words and sentences • Using expanded noun phrases e.g. big, red dog • Using sentences with different forms • Using apostrophes to mark contracted forms
Final Written Outcome	Writing in role as the penguin on the day he arrived	A description of one of the scenes from book	A narrative continuing the story
Audience & Purpose	Children to perform their recount to the class	A gallery display of pictures alongside the children's descriptions	Children's stories collated to create a whole class book for the reading corner.
Independent Writing	Letter: Using the BFI clip 'Lucky Dip' as a stimulus, children write a letter about their day at the beach		

Newington Green Primary School Curriculum Map



Year 3	Spring 2: Writing to entertain	
	Our Island Home	
Core Text	Way Home (Libby Hathorn)	
Text Type	Setting Description	Narrative
Suggested Hook		
Writing Skills to Teach	<ul style="list-style-type: none"> • Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text • Planning their writing by recording ideas in note form • Organising their writing into paragraphs around a theme • Punctuating sentences correctly with capital letters, full stops, exclamation marks and question marks • Using conjunctions [while], adverbs [suddenly] or prepositions [inside] at the start of sentences to convey time and cause • Using the correct determiner a or an • Using co-ordinating conjunctions [or, and, but] and subordinating conjunctions [when, if, that, because] to join clauses • Using a mixture of pronouns and nouns to support cohesion within sentences • Spelling some words from the Y3/4 wordlist 	<ul style="list-style-type: none"> • Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text • Planning their writing by recording ideas in note form • Organising their writing into paragraphs around a theme • Punctuating sentences correctly with capital letters, full stops, exclamation marks and question marks • Using conjunctions [while], adverbs [suddenly] or prepositions [inside] at the start of sentences to convey time and cause • Using the correct determiner a or an • Using co-ordinating conjunctions [or, and, but] and subordinating conjunctions [when, if, that, because] to join clauses • Using a mixture of pronouns and nouns to support cohesion within sentences • Spelling some words from the Y3/4 wordlist
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Final Written Outcome	Description of an illustration from Way Home	Retelling the story from Shane's point of view
Audience & Purpose	Displayed alongside images taken from the book	Present on the English display board
Independent Writing	Writing in role as an Anglo-Saxon who has recently arrived.	

Newington Green Primary School Curriculum Map



Year 3	Summer 1: Writing to persuade		
	How does your garden grow?		
Core Text	The Great Kapock Tree (Lynne Cherry)	The Secret Garden (Abridged version)	
Text Type	Persuasive writing	Information Text	Letter
Suggested Hook	Trip to Kew Gardens		
Writing Skills to Teach	<ul style="list-style-type: none"> • Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text • Planning their writing by recording ideas in note form • Organising their writing into paragraphs around a theme • Punctuating sentences correctly with capital letters, full stops, exclamation marks and question marks • Using conjunctions [while], adverbs [suddenly] or prepositions [inside] at the start of sentences to convey time and cause • Using the correct determiner a or an • Using co-ordinating conjunctions [or, and, but] and subordinating conjunctions [when, if, that, because] to join clauses • Using a mixture of pronouns and nouns to support cohesion within sentences • Spelling some words from the Y3/4 wordlist • Read aloud own writing using appropriate intonation, tone and volume 	<ul style="list-style-type: none"> • Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text • Planning their writing by recording ideas in note form • Organising their writing into paragraphs around a theme • Punctuating sentences correctly with capital letters, full stops, exclamation marks and question marks • Using conjunctions [while], adverbs [suddenly] or prepositions [inside] at the start of sentences to convey time and cause • Using the correct determiner a or an • Using co-ordinating conjunctions [or, and, but] and subordinating conjunctions [when, if, that, because] to join clauses • Using a mixture of pronouns and nouns to support cohesion within sentences • Spelling some words from the Y3/4 wordlist • Read aloud own writing using appropriate intonation, tone and volume 	<ul style="list-style-type: none"> • Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text • Planning their writing by recording ideas in note form • Organising their writing into paragraphs around a theme • Punctuating sentences correctly with capital letters, full stops, exclamation marks and question marks • Using conjunctions [while], adverbs [suddenly] or prepositions [inside] at the start of sentences to convey time and cause • Using the correct determiner a or an • Using co-ordinating conjunctions [or, and, but] and subordinating conjunctions [when, if, that, because] to join clauses • Using a mixture of pronouns and nouns to support cohesion within sentences • Spelling some words from the Y3/4 wordlist •
Skills to Consolidate	<ul style="list-style-type: none"> • Using the past/ present tense accurately in a piece of writing • Using expanded noun phrases e.g. big, red dog • Using sentences with different forms • Using apostrophes to mark contracted forms 	<ul style="list-style-type: none"> • Using the past/ present tense accurately in a piece of writing • Using expanded noun phrases e.g. big, red dog • Using sentences with different forms • Using apostrophes to mark contracted forms 	<ul style="list-style-type: none"> • Using the past/ present tense accurately in a piece of writing • Using expanded noun phrases e.g. big, red dog • Using sentences with different forms • Using apostrophes to mark contracted forms
Final Written Outcome	Persuasive speech	Persuasive leaflet	Persuasive letter
Audience & Purpose	Children perform their speech trying to convince the man not to destroy the Kapock tree	Children write a travel leaflet encouraging children to visit Kew Gardens	Children write a letter to Mr Craven, as Mary, to convince him to open up the secret garden.
Independent Writing	Setting description of a hidden and magical world/place found in the style of The Secret Garden or The Lion, The Witch and The Wardrobe		

Newington Green Primary School Curriculum Map



Year 3	Summer 2 : Writing to inform	
	Light and Dark	
Core Text	The Man On The Moon (Simon Bartram)	Oscar and the Moth (Geoff Waring)
Text Type	Recount	Information Text
Suggested Hook	Space camp to become an astronaut	Children create shadow puppets
Writing Skills to Teach	<ul style="list-style-type: none"> • Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text • Planning their writing by recording ideas in note form • Organising their writing into paragraphs around a theme • Punctuating sentences correctly with capital letters, full stops, exclamation marks and question marks • Using conjunctions [while], adverbs [suddenly] or prepositions [inside] at the start of sentences to convey time and cause • Using the correct determiner a or an • Using co-ordinating conjunctions [or, and, but] and subordinating conjunctions [when, if, that, because] to join clauses • Using a mixture of pronouns and nouns to support cohesion within sentences • Spelling some words from the Y3/4 wordlist 	<ul style="list-style-type: none"> • Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text • Planning their writing by recording ideas in note form • Organising their writing into paragraphs around a theme • Punctuating sentences correctly with capital letters, full stops, exclamation marks and question marks • Using conjunctions [while], adverbs [suddenly] or prepositions [inside] at the start of sentences to convey time and cause • Using the correct determiner a or an • Using co-ordinating conjunctions [or, and, but] and subordinating conjunctions [when, if, that, because] to join clauses • Using a mixture of pronouns and nouns to support cohesion within sentences • Spelling some words from the Y3/4 wordlist
Skills to Introduce	<ul style="list-style-type: none"> • To use expanded noun phrases modified by prepositions • Organisational devices e.g. headings and sub-headings & captions, bullet or numbered points 	<ul style="list-style-type: none"> • To use expanded noun phrases modified by prepositions • Organisational devices e.g. headings and sub-headings & captions, bullet or numbered points
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Final Written Outcome	Writing a 'factual' recount in role about Life on the Moon	Children write an information text about animals create their own light
Audience & Purpose	Children write a report log to send to the space station E.g. 07.06.20: Today I met an alien	Children to publish these and share with Y2 children
Independent Writing	Using the 'The Man on the Moon' as inspiration, children write a persuasive travel leaflet encouraging people to visit the moon.	