



English Writing Curriculum Map
Class 3 – Autumn Term 2023-2024

In no particular order apart from Bridging Unit – Loch Ness Monster

Topic	Curriculum Objectives	
	Year 3	Year 4
<p>Non-Fiction – Loch Ness Monster</p> <p>Information text: article for a children’s magazine Information text: infographic for a children’s magazine</p> <p>3 weeks</p>	<ul style="list-style-type: none"> • Listening to and discussing a wide range of non-fiction • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Composing and rehearsing sentences orally (including dialogue) • Progressively building a varied and rich vocabulary and an increasing range of sentence structures • Organising paragraphs around a theme • Using conjunctions, adverbs and prepositions to express time and cause • Retrieve and record information from non-fiction 	<ul style="list-style-type: none"> • Use commas to mark clauses in complex sentences (using Y3 skill – using a range of conjunctions) • Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it • Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction (magazines) • Use paragraphs to organise writing in non-fiction texts. • Use organisational devices in non-fiction writing, e.g. captions, text boxes. • Proofread to check for errors in spelling, grammar and punctuation. • Improve writing in light of evaluation.
<p>Narrative - Matilda</p> <p>3 weeks</p>	<ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction • Reading for a range of purposes/identifying themes and conventions in a wide range of books/participate in discussion • Can read for themselves, taking turns and listening to what others say/ • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition/ learning the grammar for years 3 • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Discussing words and phrases that capture the reader’s interest and imagination • Identifying main ideas drawn from more than one paragraph and summarising these • Organising paragraphs around a theme • Using the present perfect form of verbs in contrast to the past tense 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas - using the present perfect form of verbs in contrast to the past tense • using and punctuating direct speech



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	<ul style="list-style-type: none"> • Creating settings, characters and plot 	
<p>Poetry – Limericks</p> <p>Vocabulary building 2 weeks</p>	<ul style="list-style-type: none"> • listening to and discussing a wide range of poetry that are structured in different ways • identifying themes and conventions in a wide range of books /learning the grammar for years 3 and 4 (all poetry units) • Identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> • listening to and discussing a wide range of poetry that are structured in different ways • identifying themes and conventions in a wide range of books /learning the grammar for years 3 and 4 (all poetry units) Identifying how language, structure, and presentation contribute to meaning • Generate and select from vocabulary banks • Use appropriate intonation, tone and volume to present their writing to a range of audiences.
<p>Narrative</p> <p>Play-scripts 2 weeks</p>	<ul style="list-style-type: none"> • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • Using conjunctions, adverbs and prepositions to express time and cause 	<ul style="list-style-type: none"> • Use nouns for precision • Create complex sentences with adverb starters • Use apostrophes for singular and plural possession
<p>Biography – Charles Dickens</p> <p>2 weeks</p>	<ul style="list-style-type: none"> • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • Using conjunctions, adverbs and prepositions to express time and cause 	<ul style="list-style-type: none"> • Use nouns for precision • Create complex sentences with adverb starters Use apostrophes for singular and plural possession
Spellings	Phonics related spellings – dependent on group Conjunctions – when, before, after, while, so, because Contractions	
Grammar	Inverted commas Difference between clause and phrase Knowing when to use “a” and “an” Identify all the word classes of a simple sentence Knowing when to use “a” and “an”	