

Year 3 Reading and Writing Curriculum Overview

Each Term: Narrative, Poetry and Non-Fiction			
	<u>Narrative</u>	<u>Poetry</u>	<u>Non-Fiction</u>
<u>Autumn Term</u>	<p>Study a range of traditional and fractured fairy tales including:</p> <ul style="list-style-type: none"> • Princess and the Pea Vs Princess and the Poison Pea • The Three Little Pigs Vs The Three Little Wolves and the Big Bad Pig • Little Red Riding Hood Vs Little Red Reading Hood • Goldilocks and the Three Bears vs Goldilocks and Just The One Bear • Hansel and Gretal <ul style="list-style-type: none"> • Identifying the common elements of a fairy tale • Identifying the Boxing Clever story elements within a fairy tale • Oral re-telling of fairy tales • Oral re-telling of fairy tales with one element changed <p><u>Writing Outcomes</u></p> <ul style="list-style-type: none"> • Sentence structure and conjunctions • Alan Peat Sentences: 2A, 2pairs and emotion word, comma sentences • Inverted commas • Character Descriptions 	<p>Acrostic Poetry</p> <ul style="list-style-type: none"> • Christmas Acrostic Poems <p><u>Writing Outcomes</u></p> <ul style="list-style-type: none"> • Poetry structure • Building vocabulary • Word classes • Understanding rhyme • Understand and write their very own acrostic poem 	<p>Sport</p> <ul style="list-style-type: none"> • Identify the features (and their benefits) of a non-chronological report. • Research and identify key information (note taking) • Research one sport: Create a non-fiction piece with subheadings about their chosen sport for a children's book about sport. <p><u>Writing Outcomes</u></p> <ul style="list-style-type: none"> • Alan Peat Sentences: Noun, which/who/where and De: De (Description: Details) sentences • Understanding fact vs opinion • Paragraphing/Grouping information using headings and subheadings

	<ul style="list-style-type: none"> • Paragraphs • Tense <p>Write their own fractured version of one of the traditional fairy tales studied changing the who, where or the what goes wrong.</p>		
<u>Spring Term</u>	<p>Roald Dahl Author Focus</p> <p>The Twits/ Fantastic Mr Fox/ Esio Trot (though can vary to suit cohort interests)</p> <ul style="list-style-type: none"> • Write a new trick for Mr and Mrs Twit • Write a new chapter of the story (continuation of the story from the end or during the book e.g. for James midway through the journey to NY) • Writing from a different character's point of view (e.g. Esio Trot from the tortoise's point of view) • Persuasive writing (e.g. in Fantastic Mr Fox) • Character Profiles • Letter writing from the farmers to the council (Fantastic Mr Fox) • Setting Descriptions (developing vocabulary and descriptive writing) • Conversation (e.g. between James and the Aunts) – Inverted Commas focus • Prediction work • Book Blurb Writing 	<p>Poem</p> <ul style="list-style-type: none"> • Eco Poets (Nature Link) • Benjamin Zephaniah Nature Poems • Joseph Coelho Performance Aloud • Riddles – read various • Shape Poems – read various • List poems – explore a range • Acrostics – read various • Kennings – read various <p><u>Writing outcomes</u></p> <ul style="list-style-type: none"> • Understand the key elements of poetry • Read, analyse the structure of and write a range of poetry types • Write their own free verse/rhyming nature poem, shape poems, acrostics, kennings, riddles • Explore Alliteration • AP Similes Sentence Type • Explore Word Classes (adverbs/adjectives/nouns/verbs) <p>Performance opportunities too of poetry</p>	<p>Biography</p> <ul style="list-style-type: none"> • Biography writing about Roald Dahl <p><u>Writing Outcomes</u></p> <ul style="list-style-type: none"> • Sentence structure and conjunctions • Consolidate prior Alan Peat Sentences and add further relevant Sentence Types (e.g Outside (Inside)). • Paragraphs • Tense and person

	<p><u>Writing outcomes (Text dependent)</u></p> <ul style="list-style-type: none"> • Sentence structure and conjunctions • Consolidate prior Alan Peat Sentences and add further relevant Sentence Types (e.g Outside (Inside)). • Inverted Commas • Paragraphs • Tense 		
<p><u>Summer Term</u></p>	<p>Narrative– The Fox and The Ghost King (Michael Morpurgo)</p> <ul style="list-style-type: none"> • Narrative writing - continue the story from the end of Chapter 3. <p><u>Writing Outcomes</u></p> <ul style="list-style-type: none"> • Alan Peat Sentences: The more, the more, Outside (Inside) and consolidate all other previously taught relevant sentence types. • Inverted commas • Character Descriptions • Paragraphs • Tense and Person • Conjunctions 		<p>Book/Topic – Fur and Feathers – African animals</p> <ul style="list-style-type: none"> • Research and write about an African animal for 'Fur and Feathers' magazine – features of information texts • Instructions – how to draw an African animal (follows practical activity learning how to draw a class chosen animal) <p><u>Writing Outcomes</u></p> <ul style="list-style-type: none"> • Alan Peat – Double – ly ending and revision of all other previously taught sentence types (as relevant) • Tense/Person • Fact vs Opinion • Grouping information using headings and subheadings
<p><u>Shared Reading Texts</u></p>	<ul style="list-style-type: none"> • The Boy Whose Wishes Came True • Harry The Poisonous Centipede 	<p><u>Reading For Pleasure Books</u></p>	<p>To be decided on a class by class basis – as chosen by children, recommended by the teacher or</p>

1 term per text	<ul style="list-style-type: none"> • Stig of the Dump 		linked to an interest sparked by classroom learning.
<u>Some of the many cross curricular writing opportunities</u>	<ul style="list-style-type: none"> • DPC: Weather – How to Build a Weather Station, History – Recount of a hunting expedition in the Stone Age, Diary of Howard Carter, Lascaux Cave Discovery Rainforest – Fact file about the rainforest layers, persuasive poster about rainforest products. • Science: Rocks and Soil – Describe a journey through soil, Explanation – how fossils are formed Various formal experiment write ups • Art: Description/explanation of artworks and expressing preferences • RE: Explanations and persuasive writing • DT: Instructional writing of methods • Black History Month Research and write a fact file on a person of their choice and share these as a class. 		