



Sandhurst Primary School Sequential Writing Curriculum: Pankhurst Class, Year 3.



Topic	Through the Ages		Rocks, Relics and Rumbles		Emperors and Empires	
Key Texts and Contexts	Stig of the Dump – Clive King	Stone Age to Iron Age (The History Detective Investigates)- Clare Hibbert  The Secrets of Stonehenge- Mick Manning	The Firework-Maker's Daughter – Philip Pullman	Firework poems.  Volcanoes (Usborne Beginners)- Stephanie Turnbull  Earthquakes and Volcanoes (Fascinating Facts)- Collins	Roman Tales: The Goose Guards – Terry Deary  Roman Tales: The Fatal Fire (Terry Deary's Historical Tales)  Roman biographies	Roman Tales: The Captive Celt (Terry Deary's Historical Tales)  DK find out: Ancient Rome
Term Focus and Genre	<b>Term 1 (Fiction and Non-Fiction)</b>  Recount / report  Imaginative story e.g. adventure  Letter with a purpose, based on shared model  <b>Children can...</b>	<b>Term 2 (Fiction and Non-Fiction)</b>  Autobiographies  Diary entries  Newspaper reports  Instructions  <b>Children can...</b>	<b>Term 3 (Fiction and Non-Fiction)</b>  Story in the style of another culture  Persuasive advert  Imaginative story e.g. adventure  <b>Children can...</b>	<b>Term 4 (Non-Fiction, poetry, performance of a playscript)</b>  Poetry e.g. shape poem, scaffolded poem  Newspaper reports  Playscript  <b>Children can...</b>	<b>Term 5 (Fiction and Non-Fiction)</b>  Non-chronological report- Biographies.  Roman invasion of Britain – Letters  <b>Children can...</b>	<b>Term 6 (Fiction and Non-Fiction)</b>  Imaginative story- Myths  Diary entries  <b>Children can...</b>
Handwriting	Lower case letters are distinct from capital letters, including those of same shape e.g. cC, sS, wW		Join lower case letters using school's chosen style		Maintain even-sized lettering  Descenders and ascenders are appropriate and parallel to each other	
Phonics into Spelling	<ul style="list-style-type: none"> <li>“v” sound at the end of words</li> </ul>	<ul style="list-style-type: none"> <li>The “a” sound before “l” and “ll” for example walk, ball etc</li> </ul>	<ul style="list-style-type: none"> <li>Introduce the suffix “-ment”</li> <li>Introduce the suffix “-ness”</li> </ul>	<ul style="list-style-type: none"> <li>Diagraph and trigraph focus</li> </ul>	<ul style="list-style-type: none"> <li>Revisit diagraphs and trigraphs</li> </ul>	<ul style="list-style-type: none"> <li>Introduce “k” for the “k” sound</li> <li>Revisit “ph” and “wh” words</li> </ul>



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	<ul style="list-style-type: none"> <li>• Adding “-ing” to the end of a word</li> <li>• Adding “-ed” to the end of a word</li> <li>• Words that end in “y”</li> <li>• Introduce the prefix “-un”</li> <li>• Introduce the prefix “-dis”</li> </ul>	<ul style="list-style-type: none"> <li>• Adding “-er” to a word</li> <li>• Adding “-est” to a word</li> <li>• New consonant spellings “wh” and “ph” words</li> <li>• Introduce the prefix “re”</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the suffix “-ful”</li> <li>• Introduce the suffix “-less”</li> </ul> <p>Introduce the suffix “-ly”</p>	<ul style="list-style-type: none"> <li>• Focus on words beginning with “w”</li> <li>• Introduce words with: “-le”, “-el”, “-al” and “-il” at the end</li> <li>• Adding “-es” to verbs and nouns ending in “y”</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit compound words</li> <li>• Words ending in “-tion”</li> <li>• Introduce the prefix “auto”</li> <li>• Introduce the prefix “sub”</li> <li>• Introduce the prefix “super”</li> </ul>	<ul style="list-style-type: none"> <li>• Words with the “k” sound spelt “ch”</li> </ul>
Grammar/Terminology	<ul style="list-style-type: none"> <li>• Nouns</li> <li>• Revise the function of statement, question, command and exclamation</li> <li>• Sentence structures</li> <li>• Past tense</li> <li>• Understand Standard English</li> <li>• Express time, place and cause using a range of conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce noun phrases</li> <li>• Revise the function of statement, question, command and exclamation</li> <li>• Irregular past tense</li> <li>• Begin to identify the main clause in a sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Revise Coordinating and subordinating conjunctions</li> <li>• Revisit commas in a list</li> <li>• Introduce prepositions</li> </ul>	<ul style="list-style-type: none"> <li>• Recap adverbials</li> <li>• To introduce prepositions</li> <li>• To use a variety of conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>• Recap a focus on exclamation marks</li> <li>• Revisit adverbials</li> <li>• Use consistent tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit standard English</li> <li>• Introduce commas to separate clauses</li> <li>• Consolidate conjunctions</li> </ul>
Sentence Building Punctuation	<ul style="list-style-type: none"> <li>• Identify and highlight direct speech in written texts</li> <li>• Model use of inverted commas to indicate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>• Revise use of comma to separate items in a list</li> <li>• Revise questions marks and exclamation marks and use reliably</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to use the apostrophe for regular plural nouns</li> <li>• Edit deliberate punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to use the comma before closing inverted commas, in direct speech</li> </ul>	<ul style="list-style-type: none"> <li>• Demarcate sentences with increasing security, including capital letters, full stops, exclamation marks and question marks</li> <li>• Use an apostrophe for omission and possession</li> </ul>	



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Sentence Building Construction	<ul style="list-style-type: none"> <li>•Writes questions</li> <li>•Uses the adult model of including dialogue in narratives</li> </ul>	<ul style="list-style-type: none"> <li>•Uses the adult model of fronted adverbials</li> <li>•Writes a variation of coordinating and subordinating sentences</li> </ul>	<ul style="list-style-type: none"> <li>•Maintains the tense e.g. simple past, present tense and progressive tense</li> </ul>
Text Building	<ul style="list-style-type: none"> <li>• Use adult model to begin to organise paragraphs, as a way to group related material</li> <li>• In story-writing create settings, characters and plot, using a shared text to gather ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence ideas chronologically, using a range of conjunctions to make the sequence clear</li> <li>• Using the adult model, begin to use fronted adverbials to vary sentence openings</li> <li>• Using a model, write poems in different forms e.g. shape poems / simple structure poems with scaffold</li> </ul>	<ul style="list-style-type: none"> <li>• Include headings and sub-headings in non-narrative writing</li> <li>• Maintain correct tense to achieve cohesion through the piece</li> <li>• Begin to recognise and use some features of the chosen genre</li> </ul>
Authorial Effect	Communicate coherently and effectively with the reader.		
	<ul style="list-style-type: none"> <li>• Talk with the adult about the purpose of the writing and who the audience will be</li> <li>• Plan and discuss what they are going to write about, and record ideas</li> <li>• Orally compose sentences to check for meaning and effect</li> <li>• Read aloud their own writing to check it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>• Use vocabulary which has an effect on the reader e.g. to frighten or surprise them</li> <li>• Play with words in different kinds of poems and talk about preferences</li> <li>• Draw on vocabulary and phrasing of books read aloud or independently</li> </ul>	<ul style="list-style-type: none"> <li>• In discussion with others, assess the effectiveness of their own writing for the audience</li> <li>• Consider the sound of varied sentences to interest the reader</li> </ul>