


Writing Curriculum Plan

Add overall intent in terms of end of primary expectation

'A writer from Bickleigh Down C of E Primary School will:

- **Be able to write legibly and across many genres, using correct grammatical structures and appropriate language features.**
- **At the end of KS2, writers will be confident in their writing ability and will therefore find that they can meet the expectations of KS3. They will be able to write in a clear and articulate manner in all curriculum areas.**
- **Writers will be able to spell most words correctly or will be able to use a dictionary efficiently to check spellings.**
- **Writers will develop a broad and varied vocabulary.**

Year 3												
	Aut 1		Aut 2		Spr 1		Spr 2		Summer 1		Summer 2	
Progression of Core Texts <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i>	The Beasties – Jenny Nimmo	Penguins - Penelope Arlon	Until I Met Dudley – Roger McGough	Mog's Christmas Calamity – visual text (simple clause focus)	Ratpunzel – Charlotte Guillain	Oliver and the Seawigs - Philip Reeve & Sarah McIntyre	A walk in London - Salvatore Rubbino Non-Fiction (multi clause)	Dare to Care: Pet Dragon - M.P. Robertson and Sally Symes	Rainforest Rough Guide – Paul Mason	Meerkat Mail – Emily Gravett	King of the Birds – Michael Scott	A River by Marc Martin
Independent purposeful writing outcomes	Write a 'Beastie story' in fewer than ten sentences	Non-Fiction – information text	Non-fiction – imaginary (and real) explanation	Write the story of a Christmas calamity	Write an expanded, animal version of a traditional tale	Write a story from a different point of view	Non-Fiction – information text about a place visited	Advice sheets on caring for an animal	Create a class 'Rough Guide' of an endangered habitat	Write a book based on a voyage and return plot pattern	Write a 'King of the ...' story	Poetry Write about a journey through different landscapes
Grammar and punctuation	description tools (adjectives, noun phrases), adverbials – when, where, how, before, after, while Complex sentences	organisation of a non-fiction text interesting sentence constructions writing an introduction using precise vocabulary	complex sentences and clause structure pronouns - use of first, second, third person verbs – past and present tense organisation of a non-fiction text brackets and exclamation marks	start to use inverted commas to punctuate direct speech using a variety of conjunctions sequencing a story main and subordinate clauses Complex sentences	use inverted commas to punctuate direct speech and vary the reporting clause adverbial phrases simile main and subordinate clauses more varied conjunctions expanded noun phrases	prepositions to start adverbials verbs and perfect verb form including speech in writing	sequencing of events cohesion - adverbials to link ideas combining factual information and personal opinion in a text	extend range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using conjunctions (when, before, after, while, so, because), adverbs (then, next, soon, therefore) and	extend range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs instead of the simple past tense (e.g. He has gone out to play contrasted with He went	revise simple and compound sentences use the present perfect form of verbs	inverted commas to punctuate speech fronted adverbials expanded noun phrases use the perfect form of verbs (past perfect in this text)	extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition using

								prepositions (before, after, during, in, because of) to express time, place and cause headings and subheadings to aid presentation	out to play headings and subheadings to aid presentation writing in paragraphs			conjunctions, adverbs and prepositions to express time, place and cause
Key grammatical vocabulary Year 3 terminology	Adverb; preposition; adverbial; fronted adverbial; noun; noun phrase; complex sentence; subordinating conjunction; cause and effect conjunctions; paragraph; verb; past tense; present perfect; main clause; subordinate clause				Direct speech; reporting clause; inverted commas ('speech marks')			Consonant; consonant letter vowel; vowel letter				
Spelling	 No Nonsense Spelling programme followed. See Supplementary pages below for overview of spelling rules taught.											
Handwriting	Use Letter-join planning to teach continuous cursive to all children. Pupils begin to join more of their writing legibly and consistently All pupils should be writing in pen.											

No Nonsense Spelling – Overview

Block 1 – autumn first half term

Week 1	Lesson 1 Revise Suffixes from Year 2: '-s', '-es', '-er', '-ed', '-ing'	Lesson 2 Practise Suffixes from Year 2: '-s', '-es', '-er', '-ed', '-ing'	Lesson 3 Revise/Teach Revise prefix 'un-' Teach prefix 'dis-' (<i>disappoint, disagree, disobey</i>)
Week 2	Lesson 4 Practise/Apply Practise prefix 'dis-' Apply prefix 'un-'	Lesson 5 Revise From Year 2: apostrophe for contraction	
Week 3	Lesson 6 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 7 Revise/Teach Strategies at the point of writing: Have a go	
Week 4	Lesson 8 Teach Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (<i>vein</i>), 'eigh' (<i>eight</i>), 'aigh' (<i>straight</i>) or 'ey' (<i>they</i>)	Lesson 9 Practise Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (<i>vein</i>), 'eigh' (<i>eight</i>), 'aigh' (<i>straight</i>) or 'ey' (<i>they</i>)	Lesson 10 Assess Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (<i>vein</i>), 'eigh' (<i>eight</i>), 'aigh' (<i>straight</i>) or 'ey' (<i>they</i>): dictation
Week 5	Lesson 11 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 12 Teach Homophones (<i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i>)	
Week 6	Lesson 13 Practise Homophones (<i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i>)	Lesson 14 Assess Homophones (<i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i>)	

Block 2 – autumn second half term

Week 1	Lesson 1 Revise Statutory words learnt last half term Strategies at the point of writing: Have a go	Lesson 2 Revise Homophones	Lesson 3 Revise Year 2 prefixes and suffixes
Week 2	Lesson 4 Teach Prefixes 'mis-' and 're-'	Lesson 5 Practise Prefixes 'mis-' and 're-'	
Week 3	Lesson 6 Apply Prefixes 'mis-' and 're-'	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	
Week 4	Lesson 8 Assess Words from statutory and personal spelling lists: pair-testing	Lesson 9 Teach The /ɪ/ sound spelt 'y'	Lesson 10 Practise/Apply The /ɪ/ sound spelt 'y'
Week 5	Lesson 11 Teach Proofreading	Lesson 12 Practise Proofreading	
Week 6	Lesson 13 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 14 Teach Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin)	

Block 3 – spring first half term

Week 1	Lesson 1 Revise/Teach From Year 2: suffixes '-ness' and '-ful' following a consonant	Lesson 2 Practise/Apply From Year 2: suffixes '-ness' and '-ful' following a consonant	
Week 2	Lesson 3 Teach Prefixes 'sub-' and 'tele-'	Lesson 4 Practise Prefixes 'sub-' and 'tele-'	Lesson 5 Apply Prefixes 'sub-' and 'tele-'
Week 3	Lesson 6 Practise From Year 2: apostrophe for contraction	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	
Week 4	Lesson 8 Apply Words from statutory and personal spelling lists: pair testing	Lesson 9 Teach Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'	Lesson 10 Practise Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'
Week 5	Lesson 11 Apply Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)': dictation	Lesson 12 Learn Strategies for learning words: words from statutory and personal spelling lists	
Week 6	Lesson 13 Revise/Teach Revise suffixes '-ness' and '-ful' Teach suffixes '-less' and '-ly'	Lesson 14 Practise Suffixes '-less', '-ness', '-ful' and '-ly'	Lesson 15 Assess Suffixes '-less', '-ness', '-ful' and '-ly': spelling test

Block 4 – spring second half term

Week 1	Lesson 1 Practise/Revise Strategies at the point of writing: Have a go Elements from the previous half term that require practice	Lesson 2 Practise/Revise Strategies at the point of writing: Have a go Elements from the previous half term that require practice	Lesson 3 Practise/Revise Strategies at the point of writing: Have a go Elements from the previous half term that require practice
Week 2	Lesson 4 Teach Prefixes 'super-' and 'auto-'	Lesson 5 Practise Prefixes 'super-' and 'auto-'	
Week 3	Lesson 6 Apply Prefixes 'super-' and 'auto-'	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 8 Assess Words from statutory and personal spelling lists: pair testing
Week 4	Lesson 9 Teach Strategies at the point of writing: homophones	Lesson 10 Practise Strategies at the point of writing: homophones	
Week 5	Lesson 11 Apply Homophones	Lesson 12 Revise Proofreading	Lesson 13 Apply Proofreading
Week 6	Lesson 14 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 15 Teach/Apply Words with the /k/ sound spelt 'ch' (Greek in origin)	

Block 5 – summer first half term

Week 1	Lesson 1 Revise Previously taught suffixes (‘-ed’, ‘-ing’, ‘-s’, ‘-es’, ‘-ness’, ‘-ful’, ‘-less’ and ‘-ly’)	Lesson 2 Practise Previously taught suffixes (‘-ed’, ‘-ing’, ‘-s’, ‘-es’, ‘-ness’, ‘-ful’, ‘-less’ and ‘-ly’)	Lesson 3 Apply Previously taught suffixes: dictation
Week 2	Lesson 4 Teach Suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’	Lesson 5 Practise Suffix ‘-ly’	Lesson 6 Apply Suffix ‘-ly’
Week 3	Lesson 7 Revise From Year 2: apostrophe for contraction	Lesson 8 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 9 Assess Words from statutory and personal spelling lists
Week 4	Lesson 10 Teach Rare GPCs (/ɪ/ sound)	Lesson 11 Practise Rare GPCs (/ɪ/ sound)	
Week 5	Lesson 12 Apply Rare GPCs (/ɪ/ sound)	Lesson 13 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 14 Practise Strategies for learning words: words from statutory and personal spelling lists
Week 6	Lesson 15 Apply/Assess Words from statutory and personal spelling lists	Lesson 16 Revise From Years 1 and 2: vowel digraphs	

Block 6 – summer second half term

Week 1	Lesson 1 Revise Strategies at the point of writing: Have a go Spellings learnt in the last half term	Lesson 2 Revise Spellings learnt in the last half term	Lesson 3 Revise Spellings learnt in the last half term
Week 2	Lesson 4 Teach The /ʌ/ sound spelt ‘ou’	Lesson 5 Practise The /ʌ/ sound spelt ‘ou’	
Week 3	Lesson 6 Apply The /ʌ/ sound spelt ‘ou’: dictation	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 8 Assess Words from statutory and personal spelling lists: pair testing
Week 4	Lesson 9 Teach Homophones (including <i>heel/heal/he’ll, plain/ plane, groan/grown and rain/rein/reign)</i>	Lesson 10 Practise Homophones (including <i>heel/heal/he’ll, plain/ plane, groan/grown and rain/rein/reign)</i>	
Week 5	Lesson 11 Apply Homophones (including <i>heel/heal/he’ll, plain/ plane, groan/grown and rain/rein/reign)</i>	Lesson 12 Teach Proofreading	Lesson 13 Learn Strategies for learning words: words from statutory and personal spelling lists
Week 6	Lesson 14 Apply Words from statutory and personal spelling lists	Lesson 15 Revise Aspects from this half term	

