



Outcome: Write a 'fantasy narrative' in the style of the author.

Week	Key Composition Objectives	Grammar & Punctuation	Spellings	Handwriting	Additional Texts	
					'Inside the bull's eye'	'Outside the bull's eye'
1	<p>Planning</p> <ul style="list-style-type: none"> - To identify the audience and purpose of the writing. - To develop initial ideas. <p>Drafting/ Writing</p> <ul style="list-style-type: none"> - To describe settings, characters, and atmosphere in narratives, and integrate dialogue to convey character and advance the action. 	To be able to form nouns using a range of prefixes, such as super-, anti-, auto- ;	long /a/ sound spelt 'ei' or 'eigh' eight, eighth, eighty, veil, vein, beige, weight, sleigh, freight, neighbour	c/C, a/A, o/O	Themes: Mechanisation, fear of the unknown, redemption, peace	
2	<p>Editing</p> <ul style="list-style-type: none"> - To assess the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning. 	To be able to form nouns using a range of prefixes, such as super-, anti-, auto- ;	long /a/ sound spelt 'ey' hey, they, obey, grey, prey, whey, survey, convey, disobey, purvey.	c/C, a/A, o/O	The Iron Woman by Ted Hughes – companion novel with environmental themes. The Wild Robot by Peter Brown – robot in nature, explores identity and empathy.	Beegu by Alexis Deacon – alien misunderstood by humans, themes of belonging. The Promise by Nicola Davies – redemption and environmental renewal. The Invention of Hugo Cabret by Brian Selznick – machines, mystery, and humanity.
3	<ul style="list-style-type: none"> - To ensure the consistent and correct use of tense throughout a piece of writing and ensure correct subject-verb agreement. - To proofread for spelling and punctuation errors. - To perform their own compositions using appropriate intonation, volume, and movement so that meaning is clear. 	Expressing time, place and cause using: Conjunctions (e.g. when, before, after, while, so, because) Adverbs (e.g. then, next, soon, therefore) Prepositions (e.g. before, after, during, in, because of)	long /a/ sound spelt 'ai' straight, campaign, contain, brain, faint, waist, claim, praise, complaint, afraid	d/D, g/G	Tin by Pádraig Kenny – robot children and questions of humanity. The Robot and the Bluebird by David Lucas – emotional tale of sacrifice and care.	



Holy Trinity

Church of England Primary Academy

English Curriculum

Autumn Term
Year Three



Class Text:
Fiction
The Iron Man,
by Ted Hughes

Week	Key Composition Objectives	Grammar & Punctuation	Spellings	Handwriting	Additional Texts		
					'Inside the bull's eye'	'Outside the bull's eye'	
4	<p>Planning</p> <ul style="list-style-type: none"> - To identify the audience and purpose of the writing. - To develop initial ideas. <p>Drafting/ Writing</p> <ul style="list-style-type: none"> - To describe settings, characters, and atmosphere in narratives, and integrate dialogue to convey character and advance the action. <p>Editing</p> <ul style="list-style-type: none"> - To assess the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning. - To ensure the consistent and correct use of tense throughout a piece of writing and ensure correct subject-verb agreement. - To proofread for spelling and punctuation errors. - To perform their own compositions using appropriate intonation, volume, and movement so that meaning is clear. 	<p>Expressing time, place and cause using:</p> <p>Conjunctions (e.g. when, before, after, while, so, because)</p> <p>Adverbs (e.g. then, next, soon, therefore)</p> <p>Prepositions (e.g. before, after, during, in, because of)</p>	<p>Words with the /ur/ sound spelt using 'ear'</p> <p>earth, early, learn heard, earn, unearth, earl, rehearse, search pearl, visit</p>	.	<p>d/D, g/G</p>	<p>Themes: Mechanisation, fear of the unknown, redemption, peace</p> <p>The Iron Woman by Ted Hughes – companion novel with environmental themes.</p> <p>The Wild Robot by Peter Brown – robot in nature, explores identity and empathy.</p> <p>Tin by Pádraig Kenny – robot children and questions of humanity.</p> <p>The Robot and the Bluebird by David Lucas – emotional tale of sacrifice and care.</p>	<p>Beegu by Alexis Deacon – alien misunderstood by humans, themes of belonging.</p> <p>The Promise by Nicola Davies – redemption and environmental renewal.</p> <p>The Invention of Hugo Cabret by Brian Selznick – machines, mystery, and humanity.</p>
5	<p>- To assess the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning.</p> <ul style="list-style-type: none"> - To ensure the consistent and correct use of tense throughout a piece of writing and ensure correct subject-verb agreement. - To proofread for spelling and punctuation errors. - To perform their own compositions using appropriate intonation, volume, and movement so that meaning is clear. 	<p>To be able to use coordinating conjunctions in multi-clause compound sentences</p>	<p>homophones and near homophones</p> <p>here, hear heel, heal main, mane mail, male knot, not</p>		<p>s/S, e/E</p>	<p>The Wild Robot by Peter Brown – robot in nature, explores identity and empathy.</p> <p>Tin by Pádraig Kenny – robot children and questions of humanity.</p> <p>The Robot and the Bluebird by David Lucas – emotional tale of sacrifice and care.</p>	<p>Beegu by Alexis Deacon – alien misunderstood by humans, themes of belonging.</p> <p>The Promise by Nicola Davies – redemption and environmental renewal.</p> <p>The Invention of Hugo Cabret by Brian Selznick – machines, mystery, and humanity.</p>



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Class Text:

Poetry

The Door by

Miroslav Holub

(Opening Doors)

Outcome: Write a poem with a similar theme.

Week	Key Composition Objectives	Grammar & Punctuation	Spellings	Handwriting	Additional Texts	
					'Inside the bull's eye'	'Outside the bull's eye'
1	<p>Planning</p> <ul style="list-style-type: none"> - To identify the audience and purpose of the writing. - To develop initial ideas. <p>Drafting/ Writing</p> <ul style="list-style-type: none"> - To describe settings, characters, and atmosphere in narratives, and integrate dialogue to convey character and advance the action. 	Formation of nouns using a range of prefixes (e.g. super-, anti-, auto-)	<p>creating adverbs with the -ly suffix (root word ends in - ic)</p> <p>basically, comically, dramatically, accidentally, frantically, actually</p> <p>magically, occasionally, tragically, eventually</p>	v/V, w/W	<p>Themes: Curiosity, possibility, metaphor, change</p> <p>The Listeners by Walter de la Mare – mysterious visitors and unanswered questions.</p>	<p>Journey by Aaron Becker – wordless picture book about stepping into the unknown.</p> <p>Cloud Tea Monkeys by Mal Peet & Elspeth Graham – magical realism and transformation.</p> <p>The Tunnel by Anthony Browne – metaphorical journey and sibling connection.</p>
2	<p>Editing</p> <ul style="list-style-type: none"> - To assess the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning. 	Use of "a" or "an" according to whether the next word begins with a consonant or vowel (e.g. a rock, an open box)	<p>Creating Adverbs Using the Suffix -ly (Exceptions to the Rule)</p> <p>truly, daily, publicly, slyly, duly, dryly</p> <p>wholly, shyly, fully, coyly</p>	u/U, j/J	<p>The Magic Box by Kit Wright – imaginative exploration of the unknown.</p> <p>The Door in the Wall by H.G. Wells (abridged/excerpt) – metaphorical and literal door to another world.</p>	
3	<ul style="list-style-type: none"> - To ensure the consistent and correct use of tense throughout a piece of writing and ensure correct subject-verb agreement. - To proofread for spelling and punctuation errors. - To perform their own compositions using appropriate intonation, volume, and movement so that meaning is clear. 	Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver)	<p>statutory spellings</p> <p>believe, appear, often, group, beneath, continue, arrive, women, describe, height</p>	u/U, j/J	<p>Where the Sidewalk Ends by Shel Silverstein – whimsical poetry that invites exploration.</p>	



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Year Three



Class Text:
Non-Fiction

The Illustrated
Encyclopaedia of
'Ugly' Animals by
Sami Bayly

Outcome: Write a 'non-chronological report' about an imagined creature.

Week	Key Composition Objectives	Grammar & Punctuation	Spellings	Handwriting	Additional Texts	
					'Inside the bull's eye'	'Outside the bull's eye'
1	<p>Planning</p> <ul style="list-style-type: none"> - To identify the audience and purpose of the writing. - To develop initial ideas. <p>Drafting/ Writing</p> <ul style="list-style-type: none"> - To describe settings, characters, and atmosphere in narratives, and integrate dialogue to convey character and advance the action. 	<p>Introduction to paragraphs to group related material.</p>	<p>ending in the /cher/ sound spelt 'ture'</p> <p>lecture, puncture mature, signature literature, sculpture, miniature, temperature mixture, texture</p>	h/H, b/B	<p>Themes: Biodiversity, challenging perceptions, conservation</p> <p>A First Book of Nature by Nicola Davies – poetic and factual nature writing.</p>	
2	<p>Editing</p> <ul style="list-style-type: none"> - To assess the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning. 	<p>Introduction to paragraphs to group related material.</p>	<p>silent letters</p> <p>island, knock write, doubt answer, thumb wrapper, half knife, calm</p>	f/F, q/Q	<p>The Ugly Five by Julia Donaldson – celebrates animals often overlooked.</p> <p>Creature Features by Steve Jenkins – animal adaptations and appearances.</p>	<p>Moth: An Evolution Story by Isabel Thomas – adaptation and survival.</p> <p>The Street Beneath My Feet by Charlotte Guillain – hidden worlds and overlooked life.</p>
3	<ul style="list-style-type: none"> - To ensure the consistent and correct use of tense throughout a piece of writing and ensure correct subject-verb agreement. - To proofread for spelling and punctuation errors. - To perform their own compositions using appropriate intonation, volume, and movement so that meaning is clear. 	<p>Use of headings and sub-headings to aid presentation.</p>	<p>silent letters</p> <p>build, honest guard, gnome guide, whirl wheat, gnaw whale, surprise</p>	x/X, z/Z	<p>The Big Book of the Blue by Yuval Zommer – marine life with quirky facts and illustrations</p>	<p>What If You Had Animal Teeth? by Sandra Markle – fun exploration of animal traits.</p>



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Non-Fiction
The Illustrated
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of 'Ugly'
Animals by
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Outcome: Write a 'non-chronological report' about an imagined creature.

Week	Key Objectives	Grammar & Punctuation	Spellings	Handwriting	Additional Texts	
					'Inside the bull's eye'	'Outside the bull's eye'
4	<p>Planning</p> <ul style="list-style-type: none"> - To identify the audience and purpose of the writing. - To develop initial ideas. <p>Drafting/ Writing</p> <ul style="list-style-type: none"> - To describe settings, characters, and atmosphere in narratives, and integrate dialogue to convey character and advance the action. <p>Editing</p> <ul style="list-style-type: none"> - To assess the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning. 	<p>Use of the present perfect tense instead of the simple past (e.g. He has gone out to play vs He went out to play)</p>	<p>statutory spellings believe, appear, often, group, beneath</p>	q/Q, u/U	<p>Themes: Biodiversity, challenging perceptions, conservation</p> <p>A First Book of Nature by Nicola Davies – poetic and factual nature writing.</p> <p>The Ugly Five by Julia Donaldson – celebrates animals often overlooked.</p> <p>Creature Features by Steve Jenkins – animal adaptations and appearances.</p> <p>The Big Book of the Blue by Yuval Zommer – marine life with quirky facts and illustrations</p>	<p>Moth: An Evolution Story by Isabel Thomas – adaptation and survival.</p> <p>The Street Beneath My Feet by Charlotte Guillain – hidden worlds and overlooked life.</p> <p>What If You Had Animal Teeth? by Sandra Markle – fun exploration of animal traits.</p>
5	<ul style="list-style-type: none"> - To ensure the consistent and correct use of tense throughout a piece of writing and ensure correct subject-verb agreement. - To proofread for spelling and punctuation errors. - To perform their own compositions using appropriate intonation, volume, and movement so that meaning is clear. 	<p>Use of the present perfect tense instead of the simple past (e.g. He has gone out to play vs He went out to play)</p>	<p>statutory spellings continue, arrive, women, describe, height</p>	q/Q, u/U		

Writing Curriculum: Sequence of Objectives

Year Three

Main Objectives in Sequential Order	Spelling Objectives in Sequential Order	Composition Objectives
<ol style="list-style-type: none"> 1. To be able to use and recognise noun/expanded noun phrases 2. To be able to recognise verbs 3. To be able to improve verbs and adjectives by choosing suitable synonyms 4. To be able to recognise single clause/simple sentences 5. To be able to recognise multi-clause compound sentences 6. To be able to use the coordinating conjunction 'so' in multi-clause compound sentences 7. To be able to use the coordinating conjunction 'but' in multi-clause compound sentences 8. To be able to use the coordinating conjunction 'or' in multi-clause compound sentences 9. To be able to recognise multi-clause complex sentences 10. To be able to use the subordinating conjunction 'because' in multi-clause complex sentences 11. To be able to use the subordinating conjunction 'when' in multi-clause complex sentences 12. To be able to use the subordinating conjunction 'while' in multi-clause complex sentences 13. To be able to use apostrophes for contractions 14. To be able to dialogue and inverted commas in narrative 15. To be able to use the subordinating conjunction 'if' in multi-clause complex sentences 16. To be able to use the subordinating conjunction 'although' in multi-clause complex sentences 17. To be able to use the subordinating conjunction 'where' in multi-clause complex sentences 18. To be able to write paragraphs based around a related topic 19. To be able to express time, place and cause using adverbs 20. To be able to express time, place and cause using prepositions 21. To be able to use the forms a or an according to whether the next word begins with a consonant or a vowel 22. To be able to use of the present perfect form of verbs instead of the simple past 	<ol style="list-style-type: none"> 1. To be able to spell most words from the year 3/4 spelling list 2. To use further prefixes and suffixes and understand how to add them (English Appendix 1 (Year 3/4)). 3. To be able to spell further homophones. 4. To be able to spell words that are often misspelt. (English Appendix 1 (Year 3/4)). 5. To be able to use the first two or three letters of a word to check its spelling in a dictionary. 6. To be able to form nouns using a range of prefixes, such as super-, anti-, auto- ; 7. To know word families based on common words, showing how words are related in form and meaning 	<ol style="list-style-type: none"> 1. To be able to plan their writing by discussing and recording ideas. 2. To be able to plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; 3. To be able to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 4. To be able to plan their writing by composing and rehearsing sentences orally (including dialogue) 5. To be able to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 6. To be able to draft and write in narratives, creating settings, characters and plot 7. To be able to draft and write in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 8. To be able to draft and write by progressively building a varied

<p>23. To be able to place the possessive apostrophe accurately in words with regular plurals</p> <p>24. To be able to place the possessive apostrophe accurately in words with irregular plurals</p> <p>25. To be able to place the possessive apostrophe accurately in words with irregular plurals</p>		<p>and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p>9. To be able to evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>10. To be able to draft and write by organising paragraphs around a theme</p> <p>11. To be able to evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>12. To be able to use headings and sub-headings to aid presentation.</p> <p>13. To be able to evaluate and edit by proof-reading for spelling and punctuation errors.</p>
<p>To increase the legibility, consistency and quality of their handwriting</p> <p>To be able to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p>		