

Year 3 Map WRITING

		A story with a familiar setting—Sand Wizards	Information Texts Seaside Holidays	Playscript—A tune of lies	Instruction Texts	Science Fiction Story	Discussion Texts	Poetic Language	Explanations	Mystery Story—Smash and grab	Non-Chron Reports	Enchantress of the sands
Vocabulary, Grammar and punctuation	Active English Main Foci	ADVERB COORDINATING CONJUNCTION COMPOUND SENTENCE MAIN CLAUSE	SENTENCE OPENERS		PREPOSITIONS POSITION	COORDINATING CONJUNCTION COMPLEX SENTENCE COMPOUND SENTENCE MAIN CLAUSE DETERMINER		SIMILE PERSONIFICATION METAPHOR ONOMATOPEIA	PREPOSITIONS TIME PREPOSITIONS POSITION	RELATIVE CLAUSE		
	Conjunctions/ adverbs/ prepositions	Adverbs Then next soon therefore Conjunctions When, if, because, although	Adverbs Then next soon therefore Conjunctions When, if, because, although	Adverbs Then next soon therefore Conjunctions When, if, because, although	Position: on, behind, onto, outside, over, through, above, against, below, near	Use the forms of 'a' or 'an' Adverbs of time Then next soon therefore	Adverbs and adverbial phrases Some people think that... However... On the other hand... Another point of view is... To sum things up...		Prepositions before, after, during, in, because of Adverbs of time Then next soon therefore Conjunctions When., before, after, so, while, because	Adverbs and their word family e.g gentle, gently, gentlest	Conjunctions When, if, because, although Prepositions before, after, during, in, because of Adverbs and adverbial phrases Some people think that... However...	Prepositions before, after, during, in, because of Adverbs of time next meanwhile until after that before now finally Conjunctions When, if, because, although
	Punctuation	Inverted commas for direct speech		Punctuation associated with a playscript.		Inverted commas for direct speech		Use punctuation and line breaks to show how a poem should be read		Inverted commas for direct speech	Use of a comma to divide clauses	Inverted commas for direct speech
Writing Transcription	Sentence Level	Begin to extend the range of sentences with more than one clause, by using a wider range of conjunctions Use expanded noun phrases more consistently, incorporating modifying adjectives and nouns	Experiment with a greater range of sentences by using simple adverbs and additional conjunctions	Experiment with a greater range of sentences by using simple adverbs and additional conjunctions	Experiment with a greater range of sentences by using simple adverbs and additional conjunctions	Use a range of sentence structures and forms appropriately (simple, compound and complex) Use expanded noun phrases more consistently, incorporating modifying adjectives and nouns	Use a range of sentence structures and forms appropriately (simple, compound and complex)	Use expanded noun phrases more consistently, incorporating modifying adjectives and nouns	Use a range of sentence structures and forms appropriately statements, questions, exclamations and commands	Experiment with a greater range of sentences by using simple adverbs and additional conjunctions Use a range of sentence structures and forms appropriately (simple, compound and complex)	Use a range of sentence structures and forms appropriately (simple, compound and complex)	Use a range of sentence structures and forms appropriately (simple, compound and complex)
	Text Level	In narratives, create basic characters, settings and plot, based on their reading, using some simple description and conjunctions	In non-narrative material, use simple organisational devices Headings and sub-headings to aid presentation Begin to use paragraphs and understand that they should be organised around a theme	Begin to choose nouns or pronouns appropriately for clarity and cohesion In narratives, create basic characters, settings and plot, based on their reading, Recognise that writing often has a 'hook' to draw the reader in	In non-narrative material, use simple organisational devices [for example, paragraph headings]	Begin to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Sometimes use the present perfect form of verbs in contrast to the past tense Construct similes using 'like' or 'as' (e.g. He's as grumpy as a bear, She ran like the wind)	In non-narrative material, use simple organisational devices [for example, paragraph headings]	Begin to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Construct similes using 'like' or 'as' (e.g. He's as grumpy as a bear, She ran like the wind)	In non-narrative material, use simple organisational devices Write for a range of real purposes and audiences, as part of their work across the curriculum, and make some decisions, based on these, about the form the writing should take	In narratives, create basic characters, settings and plot, based on their reading, Construct similes using 'like' or 'as' (e.g. He's as grumpy as a bear, She ran like the wind)	In non-narrative material, use simple organisational devices Write for a range of real purposes and audiences, as part of their work across the curriculum, and make some decisions, based on these, about the form the writing should take	In narratives, create basic characters, settings and plot, based on their reading, using some simple description and conjunctions appropriate to Year 3, including beginning to use some dialogue Construct similes using 'like' or 'as' (e.g. He's as grumpy as a bear, She ran like the wind)
Writing Composition	Plan	Building a setting Compose and rehearse sentences orally (including dialogue) Plan vocabulary with which to create settings, characters and plot in narrative writing	Plan to use paragraphs, by grouping relevant information. Compose and rehearse sentences orally	Discuss writing similar to that which they are planning to write in order to understand and learn from its sentence structure, vocabulary and ideas	Plan their writing by discussing and recording ideas, including using role play to develop and sequence ideas	Building a setting Compose and rehearse sentences orally (including dialogue) Plan vocabulary with which to create settings, characters and plot in narrative writing	Plan to use paragraphs, by grouping relevant information. Understand what is fact or opinion	Plan vocabulary with which to create settings, characters and plot in narrative writing Discuss writing similar to that which they are planning to write in order to understand and learn from its sentence structure,	Discuss writing similar to that which they are planning to write in order to understand and learn from its sentence structure, vocabulary Plan vocabulary with which to create settings, characters and plot in narrative writing	Plan vocabulary with which to create settings, characters and plot in narrative writing Discuss writing similar to that which they are planning to write in order to understand and learn from its sentence structure, vocabulary and ideas	Plan to use paragraphs, by grouping relevant information. Understand what is fact or opinion	Compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and a range of sentence structures
	Draft	Up-skill sentences Proof-read their writing for spelling and punctuation errors,	Evaluate and re-draft their work based on criteria. Proof-read their writing for spelling and punctuation errors,	Read aloud their own writing, to a group or the whole class, using appropriate intonation so that the meaning is clear	Evaluate and re-draft their work based on criteria. Proof-read their writing for spelling and punctuation errors,	Proof-read their writing for spelling and punctuation errors,	Begin to consider the intended effect of their writing on the reader Proof-read their writing for spelling and punctuation errors,	Begin to consider the intended effect of their writing on the reader	Evaluate and re-draft their work based on criteria. Proof-read their writing for spelling and punctuation errors,	Evaluate and re-draft their work based on criteria. Proof-read their writing for spelling and punctuation errors,	Evaluate and re-draft their work based on criteria. Proof-read their writing for spelling and punctuation errors,	Evaluate and re-draft their work based on criteria. Proof-read their writing for spelling and punctuation errors,
	Evaluate	Assess and discuss the effectiveness of their own writing,	Assess and discuss the effectiveness of their own writing,	Assess and discuss the effectiveness of their own writing, Use appropriate grammatical terminology in discussing writing	Use appropriate grammatical terminology in discussing writing	Use appropriate grammatical terminology in discussing writing	Assess and discuss the effectiveness of their own writing, Use appropriate grammatical terminology in discussing writing	Read aloud their own writing, to a group or the whole class, using appropriate intonation so that the meaning is clear	Read aloud their own writing, to a group or the whole class, using appropriate intonation so that the meaning is clear	Assess and discuss the effectiveness of their own writing, Use appropriate grammatical terminology in discussing writing	Assess and discuss the effectiveness of their own writing, Use appropriate grammatical terminology in discussing writing	Assess and discuss the effectiveness of their own writing, Use appropriate grammatical terminology in discussing writing
Terminology	Direct speech Dialogue Inverted commas Adverbs Character Setting	Headings Pictures Sub headings Captions	Action Dialogue Character Setting Stage Directions Scene	Adverbs	character dialogue narrative narrator Adverbs Clause Sub-ordinate clause	Statement Question Clause Sub-ordinate clause	Repetition alliteration tongue twister rhyme rhythm nonsense	Preposition Headings Pictures Sub headings Captions labels diagrams	character dialogue narrative narrator Adverbs Clause Sub-ordinate clause Preposition	Headings Pictures Sub headings Captions labels diagrams	character dialogue narrative narrator Adverbs Clause Sub-ordinate clause	