

Hadley Wood Primary School

Year 3 Genre Map 2025-2026

Year 3	Autumn 1 (7 ½ weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Humanities Topics	Mountains	Volcanoes	Hunter Gatherers	Bronze Age and Iron Age	Shang Dynasty	Vegetation
Book study			The Stolen Spear by Saviour Pirotta		Charlie and the Chocolate Factory Roald Dahl	The Promise
Literary Spine:	Krindlekrax by Phillip Ridley	The Creakers by Tom Fletcher		Ways to Make Sunshine Renee Watson		The Demon Headmaster Gillian Cross
Spelling	The order of spellings being taught should be adapted to the needs of the class and writing being covered e.g common exception words may be taught on a more frequent basis. WAGOLLS and shared writing should cover the spelling rule being focussed on and previous learning where possible. https://assets.publishing.service.gov.uk/media/5a7de93840f0b62305b7f8ee/PRIMARY_national_curriculum_-_English_220714.pdf					
	Back to Basics reviewing key grammar and sentence structures taught in previous year groups: (4 weeks) For the Birds: > Correct and consistent use of present tense > Coordination using and but or Marshmallows: > Use of progressive forms of verbs in the past	Diary writing - based on The Creakers (3 weeks) > Express time, place and cause using conjunctions, e.g. when, before, after, so, while, because > Begin to use fronted adverbials using commas to demarcate them. >Expanded noun phrases for description and specification (reviewing year 2 objective)	Informal Letter to a friend – based on Wolf from The Stolen Spear (2 weeks) > Use of the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box Use of present perfect form of verbs e.g. He has gone out to play > Introduction to paragraphs to group related material	Recount – trip to Celtic Harmony (2 weeks) > Expressing time, place and cause using conjunctions, adverbs and prepositions > Commas to demarcate fronted adverbials > Use of the singular and possessive apostrophe > Extending the range of sentences with more than one clause using a wider range of conjunctions including: when, if, because, although	Narrative – story with a dilemma- based on Charlie and the Chocolate Factory (3 weeks) > Class teacher to select relevant grammar content for coverage based on teacher assessment Play scripts Children to write	Narrative – Defeating the Monster Tale based on The Demon Headmaster (3 Weeks) > Present perfect form of verbs > Use of the forms a or an according to whether the next word begins with a consonant or a vowel > Full range of punctuation taught up to the end of Y3 including: inverted commas,

	and present tense to mark actions for progress e.g. she is drumming, he is shouting > Expanded noun phrases for description and specification The Sky Ship: > Use of question marks to punctuate question sentences > Apostrophes for contractions The Dragon Slayer: > Subordination (using when, if, that, because) > Add suffixes using -ing > present tense				their own class assembly for Summer 1 (2 Weeks) apostrophes, commas in lists and to mark adverbials, capital letters, full stops, question marks and exclamation marks. > Figurative language (similes) > Class teacher to select any other grammar coverage for modelling
	Persuasive letter writing – based on Kindlekrax (2 weeks) > Use familiar punctuation including full stops, commas in a list, question marks and exclamation marks. > Apostrophes to mark singular possession in nouns e.g. The girls coat > Choose nouns or pronouns appropriately for clarity and cohesion to avoid repetition > Explore the use of persuasive sentence starters NB: This unit will only be taught if all the grammar and transcription basics are secure – if not the back-to-basics approach will be extended.	Explanation text – Teacher Pleaser Machine (3 weeks) > Present tense > Expressing chronological order using time conjunctions > Formation of nouns using a range of prefixes e.g. super-, anti-, auto- > Extending the range of sentences with more than one clause by using a wider range of conjunctions including: when, if, because, although	Direct speech (1 week) Short burst piece using Spy Fox (film) as a stimulus > introduction to inverted commas to punctuate direct speech	Information Text on the Iron Age (2 weeks) > Using paragraphs to group related material > Headings and subheadings to aid presentation > Choosing nouns or pronouns appropriately for clarity and cohesion	

	Setting description – based on the sewers in Kindlekrax (2 weeks) > Choose nouns of pronouns appropriately for clarity and cohesion to avoid repetition > Demonstrate an understanding of figurative language (similies) > Use prepositions	Poetry - Cinquin (1 week) > application of grammatical terminology: noun, verb, subject, adjective in the correct format for the poem	Narrative – Adventure Tale (3 weeks) > Powerful synonyms for verbs and adverbs > Continuation of understanding how to use paragraphs to group related material > Expressing time, place and cause using conjunctions e.g. when, before, after, so, while, because	Poetry - Kennings (2 weeks) > understanding of the use of a two-word phrase to replace a single noun e.g. noun and noun or noun and verb e.g sun-stealing, cold-maker		Persuasive Letter to the headteacher (3 weeks) > Expressing time, place and cause using conjunctions, adverbs or prepositions > Use antonyms and synonyms for effect > Select and apply appropriate punctuation taught up to and within Y3 > Class teacher to ensure coverage of any other grammar features as appropriate. (3 weeks)
Extended Writing in Wider Curriculum Books	Persuasive Letter – Why would you want to live in the Himalayas? - Geography	Explanation Text – Volcanic Eruption- Geography	Diary – My life in the Stone Age. History	Information Text – Bronze Age - History	Instructions – How to make a terracotta soldier. Art	Persuasive Letter – How to stay healthy - Science

NB: These units may change due to the needs and interests of the cohort

The grammar noted within each unit will be focused on through both grammar teaching and modelling throughout writing. Throughout each unit a wider range of grammar will be covered within teaching and learning, as part of the writing process e.g. previously taught punctuation and grammar. Appropriate genre features will be covered within each unit.

All longer units of work adhere to the national curriculum by providing pupils with opportunities 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
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- 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.

This is further detailed in the *Hadley Wood Approach to Writing* which can be found on the website.