Year 3 Literacy Map

Weeks	1	2	3	4	5	6	7
Autumn 1	**Narrative Writing** Focus on story structure (beginning, middle, end), character development, and descriptive language. Use simple narratives and fairy tales to introduce storytelling techniques.				**Diaries and Journals** Teach personal reflection and writing in the first person. Students write diary entries based on personal experiences or imaginative prompts.		
Autumn 2	**Poetry** Teach forms like acrostics, shape poems, and simple rhymes. Focus on sensory language and imagery to develop creativity.			**Argument and Discussion** Teach how to structure a balanced argument with pros and cons. Topics could include debating school rules or environmental issues.			
Spring 1	**Non-Chronological Reports** Teach how to organize facts with headings, subheadings, and bullet points. Topics could include animals, geography, or a science link.			**Letters** Cover formal and informal letter-writing conventions. Write thank-you letters or requests for support on class projects.			
Spring 2	**Journalism** Introduce news article structure (headlines, the 5 W's, and facts vs. opinions). Write mock newspaper articles about class or school events.			**Recounts** Teach recount writing based on past events (e.g., school trips, historical events). Focus on chronological order and including key details.			
Summer 1	**Myths and Legends** Study classic myths and legends, exploring their themes and cultural significance. Students write their own myth or legend using heroic characters and vivid settings.			**Persuasive Writing** Teach persuasive techniques like emotive language, rhetorical questions, and evidence. Tasks could include writing adverts or persuasive letters.			
Summer 2	**Traditional Tales** Explore well-known tales (e.g., fables or folktales) from different cultures. Encourage retellings or creative variations on traditional tales.		**Diaries and Journals** Write about one or two main events from the day. Pupils describe how they felt about what happened. Use adjectives to describe feelings, people, or events.		**Playscripts and Information Texts** Focus on playscripts: teach dialogue and stage directions, then perform short scenes. Include information texts: structured writing with clear organization and visuals.		

		Introduce time words like "first," "next," and "then" to order events.	

Genre	Texts
Narrative Writing	"Charlotte's Web" by E.B. White Why: A classic narrative with rich character development and themes of friendship and loyalty, offering a strong model for storytelling. "The BFG" by Roald Dahl Why: Full of imagination, vivid characters, and a clear narrative arc, this story is great for inspiring creativity in writing. "The Wild Robot" by Peter Brown Why: A modern story with elements of adventure and emotional depth, perfect for discussing narrative structure, character development, and themes of identity and survival.
Traditional Tales	"The Twelve Dancing Princesses" by Brothers Grimm Why: A beautiful, lesser-known fairy tale that allows students to explore traditional story structures and moral lessons. "The Little Mermaid" by Hans Christian Andersen Why: A fairy tale that introduces complex emotions, ideal for exploring character motivations and adapting classic stories. "The Frog Prince" by Brothers Grimm Why: A well-known traditional tale with clear moral lessons and character dynamics, perfect for retelling and adapting.
Poetry	"A Bad Case of the Stripes" by David Shannon Why: A humorous story that can be explored in a poetic way, encouraging students to write rhyming and descriptive poetry about emotions or transformations. "Where the Sidewalk Ends" by Shel Silverstein

	Why: A collection of poems with playful language and unexpected endings, ideal for inspiring Year 3 students to experiment with writing their own poems. "The Works" by Paul Cookson Why: A collection of fun and engaging poems that introduce students to a variety of poetic forms and styles.
Recounts	
Instructions	"How to Make an Apple Pie and See the World" by Marjorie Priceman Why: This book gives an adventurous twist to a recipe, illustrating how instructions can be both informative and fun. "How to Catch a Star" by Oliver Jeffers Why: A beautifully illustrated book where the protagonist uses instructions to try and catch a star, inspiring students to write their own instructions based on imaginative ideas. "If You Give a Mouse a Cookie" by Laura Joffe Numeroff Why: A fun, circular story that also lends itself well to discussing cause and effect, perfect for creating simple instructions and procedural writing.
Non-chronological reports	"National Geographic Kids: Weird But True!" by National Geographic Kids Why: An exciting and fact-filled book about strange and interesting facts, offering a perfect model for non-chronological report writing. "The Big Book of Bugs" by Yuval Zommer Why: A colorful and informative book on insects, ideal for exploring how to organize facts into sections and create a report-style text. "DK Eyewitness Books: Animal" Why: An informative and visually appealing book that organizes information about animals in a way that can be easily emulated by students in their own reports.
Diaries and Journals	"The Diary of a Wimpy Kid" by Jeff Kinney Why: This humorous and relatable diary-format book will engage students while teaching them how to structure journal entries and narratives.

	"The Secret Diary of Adrian Mole, Aged 13 3/4" by Sue Townsend Why: A classic example of a diary-based story, ideal for students to learn about writing from a first-person perspective and exploring character thoughts and feelings. "Dear Diary" by Lesley R. Adams Why: A great book for young readers to practice personal, reflective writing in the form of journal entries.
Information Texts	"The Human Body" by Steve Parker Why: A clear and informative book that explains the human body in an accessible way, perfect for students to model their own informational texts. "Look Inside: Animal Homes" by Usborne Why: A non-fiction text that introduces children to animal homes through well-organized facts, encouraging students to write reports on similar topics. "DK Eyewitness: Dinosaurs" Why: This text is filled with visually engaging facts and clear headings, ideal for teaching students how to structure an information text.
Persuasive writing	"I Wanna Iguana" by Karen Kaufman Orloff Why: A series of persuasive letters written by a boy to his parents trying to convince them to buy an iguana. This can help students write their own persuasive letters. "The Day the Crayons Quit" by Drew Daywalt Why: This clever story uses persuasive letters from crayons, providing an excellent example of how to use persuasive language in writing. "Click, Clack, Moo: Cows That Type" by Doreen Cronin Why: A fun and engaging story where cows use typewriters to make demands, perfect for teaching persuasive writing techniques.
Letters	"The Jolly Postman" by Janet and Allan Ahlberg Why: A classic that uses letters as a key part of the narrative. This book allows students to explore different types of letters. "Yours Truly, Goldilocks" by Alma Flor Ada Why: This book features letters between characters in a fairy tale, showing how letters can be used in a narrative format.

	"Dear Mr. Henshaw" by Beverly Cleary Why: Written as a series of letters, this story introduces students to the structure of letters and the emotional depth they can convey.
Playscripts	"The Gruffalo's Child: The Play" by Julia Donaldson Why: A play adaptation of the popular story, this book provides a great example of how to transform a narrative into a playscript. "Puss in Boots: A Play" by Oxford Reading Tree Why: A simplified version of the classic story, perfect for students to read and perform, practicing dialogue and stage directions. "The Gingerbread Man: A Play" by Carol Moore Why: A simple playscript based on the traditional story of the Gingerbread Man, ideal for introducing students to performance and the elements of a script.
Myths and Legends	"Greek Myths for Young Children" by Marcia Williams Why: A fun, illustrated retelling of Greek myths, ideal for introducing students to the concept of mythology and its structure. "The Adventures of Odysseus" by Hugh Lupton Why: A captivating retelling of the epic tale of Odysseus, providing a rich narrative that can inspire students to create their own myths. "How the Whale Became: And Other Stories" by Ted Hughes Why: A modern collection of myths by Ted Hughes that explains natural phenomena through storytelling, great for inspiring Year 3 students to write their own myths.

Year 3 SPAG Map	
Narrative Writing & Traditional Tales	**Speech Punctuation:** Introduce the basics: Use inverted commas to indicate speech. Include punctuation inside the speech marks (e.g., "It's sunny today," said Emma). Use commas to separate speech from the reporting clause. Teach paragraphing for dialogue: a new line for each new speaker. **Sentence Structure:** Write compound sentences using conjunctions (e.g., because, but, if). Use expanded noun phrases to describe settings and characters. **Punctuation:** Commas for lists and separating clauses. **Spelling:** Words with prefixes (e.g., un-, dis-, mis-). **Grammar:** Adjectives and verbs to add detail to descriptions.
Poetry & Myths and Legends	**Speech Punctuation:** Reinforce basics through myths with dialogue. **Descriptive Grammar:** Use similes, metaphors, and sensory language to enhance imagery. **Sentence Structure:** Introduce fronted adverbials (e.g., Later that evening, the hero returned). **Punctuation:** Commas to separate fronted adverbials from the main clause. **Spelling:** Words with suffixes (e.g., -ly, -ation).
Non-Chronological Reports & Diaries/Journals	**Sentence Structure:** Use headings and subheadings to organize information in reports. Write expanded noun phrases for factual descriptions. **Speech Punctuation:** Use quotes for incorporating speech or factual statements (e.g., "Lions are carnivores," explains the report). Punctuation: Apostrophes for plural possession (e.g., the lions' habitat).

	Spelling: Words with silent letters (e.g., knight, castle). **Grammar:** First-person perspective and time connectives (e.g., first, then, later) for diary entries.
Diaries/Journals & Recounts	**Speech Punctuation:** Write recounts that include dialogue to enhance storytelling. **Sentence Structure:** Use prepositions (e.g., under, over, beside) and adverbs (e.g., quickly, silently). **Punctuation:** Use ellipses to show suspense or an unfinished thought in recounts. **Spelling:** Homophones (e.g., their/there/they're, hear/here). **Grammar:** Teach chronological order with linking phrases (e.g., after that, next).
Journalism & Argument/Discussion	**Speech Punctuation:** Introduce quoting sources for journalistic writing. **Sentence Structure:** Construct arguments using coordinating and subordinating conjunctions (e.g., however, because). **Punctuation:** Parentheses for additional information. **Spelling:** Words with complex prefixes (e.g., inter-, auto-). **Grammar:** Differentiate between fact and opinion in journalistic writing.
Persuasive Writing, Letters & Playscripts	**Speech Punctuation:** Teach formatting dialogue in playscripts using colons (e.g., Character: Line of dialogue). **Sentence Structure:** Use imperative verbs and rhetorical questions in persuasive writing. **Punctuation:** Bullet points and numbered lists for clarity in information texts. **Spelling:** Words with irregular patterns and persuasive vocabulary. **Grammar:**

	Organizing paragraphs logically for persuasion and explanation.

Gradual Skills Progression	
Progression	**Focus**
Developing Sentence Structure and Grammar	Begin using complex sentences with conjunctions (e.g., because, although). Use paragraphs to organise related ideas. Extend punctuation knowledge (apostrophes, commas in lists).
Expanding Vocabulary and Spelling	Teach spelling rules for suffixes (-ly, -ful, -ness) and prefixes (un-, re-, dis-). Expand vocabulary using synonyms and word banks.
Strengthening Planning and Drafting Skills	Introduce structured planning (e.g., bullet points, mind maps). Begin drafting and editing with teacher guidance.
Greater Genre Focus	Introduce different text types, such as reports and diary entries. Focus on clear structure within genres (e.g., beginning, middle, end for narratives).
Collaboration and Play	Promote small group writing projects (e.g., co-authoring a story). Encourage peer discussion and sharing of ideas.
Skill-Building	Begin introducing genre-specific skills (e.g., using headings in reports). Scaffold tasks with clear steps (plan → write → check).