**English Writing Genre Map – Year 3 2025-2026**

| **Y3** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
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| **Writing Units** | **Unit 1** | **Unit 1** | **Unit 1** | **Unit 1** | **Unit 1** | **Unit 1** |
| **Power of Reading**  *The Tin Forest* | **Non-Fiction**  *Instructions* | **Power of Reading**  *Moon man* | **Non-Fiction**  *Roman facts* | **Non-Fiction**  *Recount* | **Fiction**  *Stories with familiar settings- Soar (Literacy Shed)* |
| **Unit 2** | **Unit 2** | **Unit 2** | **Unit 2** | **Unit 2** | **Unit 2** |
| **Poetry**  *Nonsense poetry* | **Fiction**  *Myths and Legends* | **Power of Reading**  *Moon man* | **Fiction**  *Fantasy Stories(Narnia)* | **Power of Reading**  *The Little Island* | **Poetry/PoR**  *Hot like fire* |
|  | **Word** | **Sentence** | **Text** | **Punctuation** | **Terminology** |  |
| **Grammar** | Formation of **nouns** using a range of **prefixes** (eg. *super-, anti-, auto -)*  Using ***a*** and ***an*** correctly according to whether the next **word** begins with a **consonant** or a **vowel**  **Word families** based on common **words**, showing how words are related in form and meaning (eg*. solve, solution, solver, dissolve, insoluble)* | Expressing time, place and causeusing **conjunctions** (eg. *when, before, after, while, so, because),* **adverbs** (eg. *then, next, soon, therefore*), or **prepositions** (eg. *before, after, during, in, because of)* | Introduction to **paragraphs** as a way to group related material  **Headings** and **sub-headings** to aid presentation  Use of the **present perfect** form of **verbs** instead of the simple past (eg. *He has gone out to play* contrasted with *He went out to play)* | Introduction to **inverted commas** to **punctuate direct speech** | preposition, conjunction  word family, prefix  clause, subordinate clause  direct speech  consonant, vowel  inverted commas (or ‘speech marks’) | |