

Year 3 Writing

Relevant KS2 end points covered:

- To plan and write for a range of purposes and audiences.
- To use a range of devices to build cohesion within and across paragraphs.
- To use grammatical structures that reflect what the writing requires.
- To develop vocabulary appropriate to the audience.
- To describe settings, characters and atmosphere in narratives.
- To manipulate sentence structures.
- To maintain tense throughout a piece of writing.
- To use a range of punctuation for accuracy and effect.
- To spell most words correctly or to use resources quickly and efficiently in order to support spelling.
- To consistently join handwriting.

Key concepts:

- Composition
- Transcription

Strands

- Planning
- Structure
- Vocabulary
- Grammar
- Punctuation
- Spelling
- Handwriting

Prior Knowledge

sound, letter, word, space, capital letter, full stop, letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark
noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma

Year Group Terminology

adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas

Autumn 1		Autumn 2			Spring 1		Spring 2		Summer 1		Summer 2	
HULL FAIR					THE LAND BEFORE TIME				GREEKS, GODS AND GAMES			
Text Types												
Building Blocks	Non- Chronological Report	Instruction	Recount	Narrative	Non-chronological report	Informal letter	Narrative	Recount	Non- Chronological report	Poetry Clerihew	Narrative	Journalistic Writing
Ongoing objectives:												
<p>I can plan and record my ideas in different ways, including rehearsing sentences orally (including dialogue).</p> <p>I can show an increasing understanding of audience and purpose.</p> <p>I can proofread for spelling and punctuation errors</p>												
I can demarcate my sentences consistently with capital letters and full stops.	<p>In non-narrative writing, I can use simple organisational devices, e.g. headings and sub-headings.</p> <p>I can use a range of nouns and pronouns to avoid repetition.</p> <p>I can use some adverbs in my writing</p>	<p>I can use a range of sentence structures including those beginning with an imperative verb.</p> <p>I can use the correct form of 'a' or 'an'.</p>	<p>I can choose different adjectives to create noun phrases.</p> <p>I can write sentences with coordinating conjunctions</p> <p>I can write in the past tense.</p>	<p>I can create a simple plot.</p> <p>I am starting to use similes as a figurative device</p> <p>I can use adjectives to describe settings</p>	<p>I can organise some of my ideas into paragraphs.</p> <p>I can use an increasing range of conjunctions including coordinating conjunctions,</p>	<p>I can use fronted adverbials in my writing, sometimes using a comma.</p> <p>I can use similes as a figurative device.</p>	<p>I can use past and present tense consistently</p> <p>I can sometimes use inverted commas to indicate when someone is speaking.</p> <p>I can sometimes indicate possession using apostrophes.</p>	<p>I can use an increasing range of conjunctions including subordinating conjunctions,</p> <p>I can use time conjunctions in my writing.</p> <p>I can use adverbs confidently in my writing</p>	<p>I can organise my ideas into paragraphs.</p> <p>I can use a range of prepositions.</p> <p>I can place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</p>	<p>I can discuss and record my ideas for my writing.</p> <p>I can recognise the structure of different poetic forms and I can write my own clerihew using the same structure.</p>	<p>I can use conjunctions that signal time and shift the setting (e.g. meanwhile, later on, on the other side...)</p> <p>I can use a wide range of prepositions with confidence</p> <p>I can create characters in narratives.</p>	<p>I can sometimes use inverted commas to indicate when someone is speaking.</p> <p>I can use the simple present and past tense consistently, sometimes using the present perfect.</p>