



YEAR 3

WRITING CURRICULUM



KNOW IT

YEAR 3

New Learning Prior Learning

TENSE	
Progressive Tense	An ongoing action. <i>'I am writing.'</i>
Perfect Tense	Uses has/had/have to refer to a completed action: <i>'I have been writing.'</i>
Present Tense	An action which is happening now.
Tense	A verb form which indicates time.

SPELLING	
Irregular Verbs	Verbs that don't follow the usual pattern for changing tense e.g. <i>write/wrote go/went am/was</i>
Contraction	Two words joined and made shorter by omitting a letter e.g. <i>was + not = wasn't</i>
Homophone	Same sound - different spelling and meaning e.g. <i>peace/piece</i>
Silent Letter	An unheard letter within a word e.g. <i>lamb knight</i>
Prefix	A group of letters added to the beginning of a root word to change the meaning e.g. <i>untidy</i>
Suffix	A group of letters added to the end of a root word to change the meaning e.g. <i>happiness</i>
Plural	More than one noun e.g. <i>fox to foxes</i>
Singular	One noun
Compound	Two words joined together to make a new word.

WORD CLASS	
Pronoun	Can be used to replace a noun: <i>I they</i>
Preposition	A word which indicates position: <i>under through</i>
Co-ordinating Conjunction	A word which joins two equal clauses: <i>but and yet etc.</i>
Subordinating Conjunction	A word linking a main and subordinate clause: <i>while because etc.</i>
Conjunction	A word used to link clauses within a sentence: <i>because and</i>
Adverbials Time Place	Gives extra meaning to the verb: <i>yesterday, in the forest</i>
Adverb/ Adverbials Manner	Gives extra meaning to the verb: <i>quickly well</i>
Noun Phrase	Add more details to the noun: <i>ugly witch</i>
Imperative Verb	A command verb: <i>stop put take</i>

SENTENCE STRUCTURE	
Subordinate Clause	Extends the main clause. Cannot stand alone as a sentence. <i>The boy wrote a story, as there was a competition.</i>
Main Clause	Forms a complete sentence on its own. <i>The boy wrote a story.</i>
Clause	Contains a subject and a verb.
Command Sentence	An order or instruction. <i>Write a story.</i>
Question Sentence	A question or request. <i>Can you write a story?</i>
Exclamation Sentence	Makes a statement which conveys an emotion. <i>What a lovely story that is!</i>
Statement Sentence	Gives a fact, opinion or idea. <i>The story was set in a forest.</i>

PUNCTUATION	
Inverted commas	Used to surround direct speech.
Commas	Used to separate items in a list, excluding where and is used.
Apostrophe of Contraction	Used to join two words.
Possessive Apostrophe (singular)	To mark singular possession. <i>The girl's shoes.</i>

SPELLING

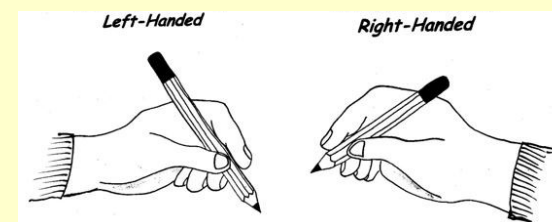
Children in Year 3/4 should be taught to spell:

Common Exception Words	Apostrophe Words	Prefix Words	Suffix Words
accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although,	Possession (plural) Children's men's girls' babies' Possession (singular) girl's dog's Contractions Can't, didn't, hasn't, it's, I'll	dis~, mis~, re~, in~, il~, im~, sub~, auto~, anti~, ir~, inter~, super~ un~	-ally, ~ing, ~ed, ~er, ~tion, ~sion, ~ation ~ful, ~ment, ~ly, ~ness, ~less
	Alternatives <ul style="list-style-type: none"> y sounding i – mystery different ou sounds sh<u>ou</u>t, <u>you</u>ng, <u>tour</u> ow u oo (add ou making or sound word too). ei, eigh, ey sounding a vein, eight, obey 	Homophones Teach a range: <ul style="list-style-type: none"> ai / a_e – pail, pale; ee / ea – meet, meat; 3 way homophones: there / their / they're buy / by / bye heal / heel / he'll i / y – die / dye i_e / igh – side / sighed oa / ow – groan / grown 	
door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas			

HANDWRITING

Children should use their handwriting skills to:

- use the diagonal and horizontal strokes that are needed to join letters;
- increase the fluency, legibility, consistency and quality of their handwriting through regular practice;
- continue to encourage correct pencil/pen grip and posture when writing;
- use joined up handwriting throughout independent writing.



Ensure the needs of left-handed children are considered.

Diagonal joiners without ascenders

*ai ee ie ea er in
aw uo ig air*

Diagonal joiners with ascenders

*al ot sh ch mb
ed*

Horizontal joiners without ascenders

*oa oo oi ou or
vu ra fi wo wa*

Horizontal joiners from ascenders

*kn ly hi ki lo la
ta ti lo ha di do*

RULES TO BE TAUGHT TO SUPPORT SPELLING IN YEAR 3

In most cases:

- when adding consonant suffix 'ly' it is just added to the root word, except: if the root word ends in 'le' change to 'ly' e.g. gently; if the root word ends in 'ic' change to 'ally' e.g. magically;
- when adding vowel suffixes '-ing', 'ed', 'er', 'est', if the root word contains a short vowel sound, double the consonant letter e.g. popping, batted, runner. If the root word ends in 'e' drop the 'e' before adding 'ing', 'ed', 'y' e.g. liking, baked, greasy;
- when adding consonant suffixes '-ly', 'ful', 'ness', if the root word ends in 'y' change to an 'i' e.g. beautiful, greedily, gloominess. (This also applies to vowel suffix 'er' and 'est' e.g. happier, happiest); 'tion' is the most common spelling of the 'shun' sound however, if the root word ends in 's' /'se' 'd'/'de', then 'sion' should be used;
- when changing nouns from singular to plural most words add 's' however, if the noun ends with 'f' or 'fe' add 'ves' and if it ends in 'ch', 'sh' 'x' 's' add 'es' e.g. churches, bushes, boxes, kisses;
- adding -es to nouns ending in 'y' changing the 'y' to an 'i' *baby/babies* except when words end in 'ey' then only add 's' *donkey/donkeys*.

TEACH IT: COMPOSITION

YEAR 3

WRITING SKILLS

Grammar

Children should be taught to:

✎ use **a** or **an** according to whether the next word begins with a consonant or vowel;

Extend sentence structures and aid cohesion through:

✎ use of conjunctions, prepositions and adverbs to express time, place and cause;

✎ use of perfect form of verbs instead of simple past e.g. *He has gone out*;

✎ use of noun phrases;

✎ use of sub-ordinating or co-ordinating conjunctions to extend sentences to include both subordinate and main clauses.

Punctuation

Children should be taught to use punctuation accurately across all writing including:

✎ use of inverted commas to punctuate direct speech in narrative;

✎ use of the possessive apostrophe for **singular** and plural nouns;

✎ use of commas to separate items in a list;

✎ use of apostrophes for contraction.

WRITING PROCESS

6. Produce/Publish

Read aloud their own writing to a group or class with appropriate intonation to make meaning clear.

5. Evaluate & Edit

Evaluate effectiveness of own & others' writing. Proof read for spelling, punctuation and grammar errors.

Essential Steps

1. Read and Respond

Identify and discuss language, grammar, structure and organisational features in a model text.

2. Prepare

Introduce the writing task identifying C.A.P. Discuss and share ideas. Gather information and vocabulary banks.

3. Plan

Plan writing through discussing and recording ideas, continuing to refer back to the C.A.P and model text.

4. Draft / Practise

Draft and write through rehearsing and composing sentences, experimenting with language and sentence structures. Organise paragraphs around a theme and consider organisational devices.

WRITING PURPOSE

Children should know that there are different purposes for writing.

In Year 3 children should focus on 3 of these. They should be given opportunity to read and write texts which inform, entertain or persuade.

To inform

Non-chronological Reports

Recount-Letters

Recount-Diary

Instructions

To entertain

Character Profiles

Poetry-Acrostic Poems

Story Writing

To persuade

Adverts - Posters

New Learning

Prior Learning

Children should be taught to consider the importance of context, audience and purpose through:

- ✎ understanding that language can have different functions e.g. to enhance, evoke response, persuade or aid meaning;
- ✎ building cohesion through the use of paragraphs to group related material and headings and sub-headings to aid the reader;
- ✎ beginning to experiment with a formal style of writing which may use perfect tense, avoid contracted form and colloquialisms.



APPLY IT

YEAR 3

Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

TO ENTERTAIN

TO PERSUADE

STORY WRITING

Children should be taught to:

Structure & Organisation

- create a title for their story;
- include a beginning which introduces the character or setting;
- include a build up which hints at what is going to happen next;
- include a dilemma which introduces the problem;
- include a resolution where the problem is solved;
- organise writing into paragraphs;

Grammatical features

- use the tense consistently (past or present);
- use a wide range of conjunctions to express, time, place and manner;
- decide if they are using first or third person and use consistently;
- use direct speech to advance the action;

Language features

- use pronouns to avoid repetition;
- use noun phrases to aid cohesion;
- use adverbs and adjectives to give detailed descriptions.

POETRY

Children should be taught to explore and experience a range of poetry. Poetry should be given a voice and not just stay on the page. To bring poetry to life, pupils should be taught to perform their poems to an audience.

They should be given the opportunity to plan, write and perform poetry.

Children should be taught to read, write and perform:

Acrostic Poems

- choose a topic/themed word and arrange it vertically;
- begin each line with the next letter of that word;
- Understand that acrostic poems do not need to rhyme;
- use poetic devices such as alliteration, similes and rhythm to create effect.

Pupils should also experience a range of poetry through the reading curriculum.

CHARACTER PROFILES

Children should be taught to:

Structure & Organisation

- introduce the character to the reader ;
- describe their appearance (distinctive features), personality, actions, thoughts and feelings;

Grammatical features

- use the tense consistently (past or present);
- use a wide range of conjunctions to link ideas
- use the third person;

Language features

- use adjectives to describe appearance personality and feelings;
- use similes and metaphors to add detail and description;
- use show not tell techniques, encouraging the reader to make inferences;
- use pronouns to avoid repetition;
- use noun phrases to aid cohesion and add detail;
- use language drawn from the context.

POSTERS - PERSUASIVE

Children should be taught to:

Structure & Organisation

- include a heading;
- consider how best to make the poster visually appealing (boxes, colour, bullet points, diagrams, images, font, size);
- focus upon the key message and ensure this is clearly written on the poster;

Grammatical features

- use imperative verbs to convey importance;
- use inverted commas for direct quotes/ endorsements;
- use exclamatory sentences to emphasise;

Language features

- use subject specific vocabulary;
- avoid detailed descriptions;
- use comparisons (better than..);
- use alliteration for effect.

APPLY IT: TO INFORM

YEAR 3

Children should be taught to write to inform effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

<u>NON-CHRONOLOGICAL REPORT</u>	<u>INSTRUCTIONS</u>	<u>RECOUNT - LETTER</u>	<u>RECOUNT - DIARY</u>	<u>WIDER CURRICULUM EXPLANATIONS</u>
<p>Children should be taught to:</p> <p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> organise related information into paragraphs; use a heading to introduce the topic; use sub headings to organise sections of information and aid cohesion; write an introduction which provides an overview; include labelled diagrams where appropriate; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use mainly present tense ; include some use of perfect tense; use a wider range of co-ordinating conjunctions i.e (so, or, yet); use a wider range of subordinating conjunctions i.e. (when, if, which); use the third person; <p><u>Language features</u></p> <ul style="list-style-type: none"> use subject specific/technical vocabulary; use noun phrases to clarify and avoid repetition; use prepositions to indicate place. 	<p>Children should be taught to:</p> <p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include a title which outlines what the instructions are for, "How to...."; organise the instructions into clear sections - opening statement, list of equipment, numbered steps, closing sentence; use bullet points, numbered steps and sequencing words to aid cohesion; organise the steps chronologically; end with a closing statement which may include warnings and/or top tips; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use mainly present tense; use the second person address (you will need); use conjunctions to aid the sequence (first, next, after that); <p><u>Language features</u></p> <ul style="list-style-type: none"> use adverbs to direct how the action should be completed; use imperative verbs to give clear directions ; use technical vocabulary specific to the purpose; avoid too much descriptive language. 	<p>Children should be taught to:</p> <p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include a sender and recipient's address; include the date the letter was written; begin with 'Dear'; begin by informing the reader of the purpose of the letter; present the information chronologically, organising information into paragraphs; include only significant information; close by stating what the writer hopes will happen next or emphasizing overall feeling about the event; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use mainly past tense; some use of perfect tense; use first person address; consider use of a rhetorical question; include time and sequence conjunctions; <p><u>Language features</u></p> <ul style="list-style-type: none"> use Sir/Madam if the recipient is unknown; use 'faithfully' to close if the recipient is unknown, 'sincerely' when known; use emotive language to emphasise feelings; use pronouns to avoid the repetition of proper nouns. 	<p>Children should be taught to:</p> <p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include a date the diary was written; express what type of day it has been; organise the main body into paragraphs; organise the information chronologically; include only significant/relevant information; include a closing reflection; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use mainly past tense; use first person address; include time and sequence conjunctions; use adverbs of time; consider the effectiveness of a rhetorical question; <p><u>Language features</u></p> <ul style="list-style-type: none"> use emotive language to emphasise feelings and reveal thoughts; use pronouns to avoid the repetition of proper nouns; include opinions as well as facts; use personal pronouns. 	<p>Children should be taught how to write short, high-quality explanations across the wider curriculum such as:</p> <ul style="list-style-type: none"> Explaining parts of a process in Science; Answering questions in History or Geography. <p>In Year 3 children should be taught to include:</p> <ul style="list-style-type: none"> Technical language for the subject Factual, grammatically correct sentences Conjunctions such as 'if', 'when', 'because' for subordination Questions to organise content Mainly present tense Adverbs and prepositions to sequence. <p>Please note that children should not be expected to include all of these features all of the time. The emphasis should be on instructing them how to write clearly and coherently, in order to demonstrate their understanding.</p>