








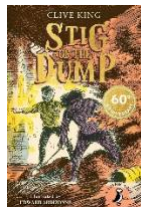
Smawthorne Henry Moore Primary School

Year 3 Writing Curriculum

#TheSmawthorneExperience



Smawthorne Henry Moore Primary School Writing Plan: Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text/Text Driver:						 Ancient Egyptians book?
Genres:	<p><u>Narrative - character description</u> Nouns and pronouns to avoid repetition and for clarity. Noun phrases to add detail and description.</p> <p><u>Narrative</u> Sentences written in chronological order. Noun phrases to describe character and setting.</p>	<p><u>Recount - Murton Park</u> Past tense. Clear introduction. Organised into paragraphs about key events. A closing statement summarising the overall impact. Expanded noun phrases.</p> <p><u>Instructions- hot chocolate?</u> Brief introduction. Ingredients/Equipment list with a subheading, listed horizontally with commas in a list. Tips, suggestions and precautionary advice. Mixture of commands and statements. Use of 2nd person pronouns to show awareness of audience. Expanded noun phrases. Commas in a list. Use of suffixes -er and -est</p>	<p><u>Narrative - character description</u> Expanded noun phrases Adverbs Prepositional phrases.</p> <p><u>Diary</u> Clear introduction and conclusion. Links between sentences and paragraphs. Paragraphs organised around events. Elaboration within paragraphs to develop description, action and feelings. Expressing time, place and cause using conjunctions, adverbs and prepositions.</p>	<p><u>Narrative</u> First person Past tense Expanded noun phrases Adverbs Adverbials for organisation and to express time. Speech</p> <p><u>Informal Letter (home)</u> Clear introduction and conclusion. Paragraphs organised into key ideas. Adverbial phrase for organisation. Appropriate topic vocabulary.</p>	<p><u>Letter (Formal)</u> Clear introduction and conclusion. Paragraphs organised into key ideas. Adverbial phrase for organisation. Appropriate topic vocabulary Maintain formality.</p> <p><u>Diary</u> Clear introduction and conclusion. Links between sentences and paragraphs. Paragraphs organised around events. Elaboration within paragraphs to develop description, action and feelings. Expanded noun phrases. Prepositions Expressing time, place and cause using conjunctions, adverbs and prepositions. Direct Speech</p>	<p><u>Narrative</u> Third person Past tense Paragraphs to provide cohesion and chronology. Expanded noun phrases and adverbs for detail. Adverbials to sequence events. Speech.</p>

		Subordinating and coordinating conjunctions to clarify instructions.				
Sentence Progression	<p><u>Character description</u> Using expanded noun phrases for description and specification Say, write and punctuate basic sentences linked by 'when', 'if', 'that' and 'because'</p> <p><u>Narrative</u> Using expanded noun phrases for description and specification Say, write and punctuate basic sentences linked by 'when', 'if', 'that' and 'because' Expressing time, place and cause using adverbs e.g. next, soon, meanwhile, later</p>					
Masters of...	<ul style="list-style-type: none"> - Consolidation of Year 2 objectives, where needed to ensure they are embedded. 	<ul style="list-style-type: none"> - Begin to choose nouns and pronouns for clarity, and cohesion and to avoid repetition - Use paragraphs to group related material - Use present perfect form of verbs instead of simple past 	<ul style="list-style-type: none"> - Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or vowel begin to use conjunctions, adverbs and prepositions to express time, place and cause 	<ul style="list-style-type: none"> - Use conjunctions, adverbs and prepositions to express time and cause - Assess the effectiveness of their own and others writing and suggest 	<ul style="list-style-type: none"> - Secure the use of inverted commas to punctuate direct speech - not split. - Use present perfect form of verbs instead of simple past - Use headings and subheadings to organise paragraphs. 	Consolidation of previous learning.

			<ul style="list-style-type: none"> - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far - Compose and rehearse sentences orally to build a varied and rich vocabulary evidenced in writing - Proof read for spelling and punctuation errors 	<p>improvements with accuracy</p> <ul style="list-style-type: none"> - Vary sentence structures by writing sentences with more than one clause 		
Grammar and Punctuation	<p><u>Year 2 Re-cap:</u> What is a noun? Adding prefix super, anti, auto to nouns.</p> <p>What is a verb? Introduce present perfect form of verbs (has/have)</p> <p>Know that a main clause has a subject and a verb.</p> <p>What is an adjective? Re-cap expanded noun phrases, using commas in a list.</p> <p>Identify the subject of a sentence; pronouns and proper nouns.</p>	<p>Introduce coordinating conjunctions; <i>for, nor, yet, so,</i></p> <p>Use headings and subheadings to aid presentation.</p> <p>What is a paragraph?</p> <p>Start to use paragraphs.</p> <p>What is a consonant?</p> <p>What is a vowel letter?</p> <p>What is a determiner? Use of determiners a and an.</p> <p>Introduce present perfect.</p>	<p>What is a preposition? Write sentences using prepositions and prepositional phrases to express time and cause (E.g. of, to, for, because of, in, on, by, at, from, before, yesterday, tomorrow, into)</p> <p>What is an adverb? Express time and cause using adverbs (then, next, soon, therefore).</p> <p>What is an adverbial? Write sentences using adverbs and adverbials to provide more information about the verb.</p>	<p>Re-cap subordinating conjunctions; <i>when, if, because</i> and use them in a sentence.</p> <p>Introduce subordinating conjunction; <i>although, however</i> and use them in a sentence.</p> <p>Secure: Choosing a pronoun and noun for cohesion, avoiding repetition.</p> <p>Use paragraphs.</p> <p>Secure a and an.</p> <p>Spoken words (direct speech) go in between inverted commas.</p>	<p>Secure speech:</p> <p>Spoken words (direct speech) go in between inverted commas.</p> <p>Spoken word starts with a capital letter.</p> <p>Appropriate punctuation before the closing of the inverted commas.</p> <p>New speaker, new line.</p> <p>Secure subordination: until, since, although, however and use them in a sentence.</p> <p>Revisit and review Gap analysis</p>	<p>Spoken words go in between inverted commas.</p> <p>Spoken word starts with a capital letter.</p> <p>Appropriate punctuation before the closing of the inverted commas.</p> <p>Who said the words?</p> <p>New speaker, new line.</p> <p>Identify spoken words in a text.</p> <p>Revisit and review Gap analysis</p> <p>Expand noun phrases by adding adjectives, nouns and prepositional phrases.</p>

	<p>Re-cap co-ordinating conjunctions <i>and, but, or</i></p> <p>Recap apostrophe for singular possession.</p> <p>Re-cap subordinating conjunctions; <i>when, if and because</i> and use them in a sentence.</p> <p>What is a pronoun? Introduce choosing pronouns for clarity and to avoid repetition.</p> <p>Revisit and review Gap analysis</p>	<p>Use of present perfect in contrast to past tense.</p> <p>Revisit and review Gap analysis</p>	<p>Continue to use paragraphs.</p> <p>Re-cap subordinating conjunctions; <i>when, if, because</i> and use them in a sentence.</p> <p>Introduce subordinating conjunction <i>since, until</i> and use them in a sentence.</p> <p>Revisit and review Gap analysis</p>	<p>Spoken word starts with a capital letter.</p> <p>Appropriate punctuation before the closing of the inverted commas.</p> <p>Who said the words?</p> <p>New speaker, new line.</p> <p>Identify spoken words in a text.</p> <p>Revisit and review Gap analysis</p>		
<p>Spellings (National Curriculum)</p>	<ul style="list-style-type: none"> • Revise Suffixes from Year 2: '-s', '-es', '-er', '-ed', '-ing' • Teach prefix 'dis-' (disappoint, disagree, disobey) • Practise prefix 'dis-' Apply prefix 'un-' • Revise From Year 2: apostrophe for contraction • Statutory spelling list • Teach rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they) 	<ul style="list-style-type: none"> • Statutory spelling list • Homophones (brake/ break, grate/great, eight/ ate, weight/wait, son/sun) • Revise statutory word list. • Prefix mis-' and 're-' • The /i/ sound spelt 'y' • Proofreading • Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' 	<ul style="list-style-type: none"> • Revise/Teach From Year 2: suffixes '-ness' and '-ful' following a consonant • Prefixes 'sub-' and 'tele-' • From Year 2: apostrophe for contraction • Strategies for learning words: words from statutory and personal spelling lists • Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)' 	<ul style="list-style-type: none"> • Revise strategies from previous half-term • Prefixes 'super-' and 'auto-' • Statutory spelling list • Homophones • Proofreading • Words with the /k/ sound spelt 'ch' (Greek in origin) • Words with the /k/ sound spelt 'ch' (Greek in origin) 	<ul style="list-style-type: none"> • Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly') • Suffix '-ly' with root words ending in 'le' and 'ic' • Revise From Year 2: apostrophe for contraction • Statutory spelling list • Rare GPCs (/i/ sound) • Revise From Years 1 and 2: vowel digraphs 	<ul style="list-style-type: none"> • Revise strategies from previous half-term • The /ʌ/ sound spelt 'ou' • Homophones (including heel/heal/he'll, plain/ plane, groan/grown and rain/rein/reign) • Proofreading • words from statutory and personal spelling lists • Revise aspects from this half term

			<ul style="list-style-type: none"> Revise suffixes '-ness' and '-ful' Teach suffixes '-less' and '-ly' 			
Red Words / Common Exception Words	door, floor, again, wild, children, climb, parents, most, only, both.	find, mind, behind, old, cold, gold, hold, told, every, everybody	fast, last, father, class, grass, pass, plant, path, bath, people	even, break, steak, great, move, prove, improve, sure, sugar, eye	any, many, clothes, water, pretty, Christmas, beautiful, busy, poor, kind	Question words; who, why, what, how, which, where, when.
Handwriting	<ul style="list-style-type: none"> Form capital letters. Form lower-case letters in the correct direction 	<ul style="list-style-type: none"> Cursive script Anti clockwise letters a, c, g, d, o, q the vowels a, e, i, o, u 	<ul style="list-style-type: none"> Tall letters b, d, f, h, k, l, t 	<ul style="list-style-type: none"> Long letters f, g, j, p, q, y, 	<ul style="list-style-type: none"> Lumpy letters h, m, n, r All other letters v, w, x, z 	<p>Writing is legible. Letters are gaining in consistency of size and formation.</p> <p>Capital letters are the correct size relative to lower case.</p> <p>Writing is usually spaced sufficiently so that ascenders and descenders do not meet.</p> <p>Appropriate letters are joined, according to the school's handwriting approach.</p> <p>Children are using cursive script and writing in pen.</p>

Prior Learning:

At the beginning of Year 3, pupils should be able to:

- write down their ideas with a reasonable degree of accuracy and with good sentence punctuation
- spell many of the words covered in KS1 correctly
- use co-ordinating and subordinating conjunctions to join sentences
- confidently apply all taught punctuation and grammar from KS1.