



Curriculum Overview - Writing

Year 3

Narrative

Poetry, short/extended story; myth, legend, science-fiction, historical fantasy, fable, anecdote, setting description, character description, diary in role, letters (formal & informal)

Grammatical Features (not exhaustive)

- past tense
- prepositional phrases or adverbs of time and place to establish setting
- time connectives to sequence events
- range of verb types:
 - doing or action verbs predominate in complication and resolution as action unfolds
 - verbs to describe
 - saying verbs used in dialogue or reported speech
 - thinking and feeling verbs to reflect characters' internal world
- noun groups to build description of characters, places, things
- attitudes expressed through evaluative language choices to convey likes or dislikes, judgement of characters' actions or behaviours, appreciation of appearances or object figurative language, e.g. simile, metaphor
- subordination

Composition BEGINNING TO;

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Discussing and recording ideas.
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing

Vocab/ Grammar/ Punctuation

- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- Using the present perfect form of verbs in contrast to the past tense.
- Use and understand the grammatical terminology in Year 3 grammar accurately and

Transcription

- Use some prefixes and suffixes and understand how to add them (English Appendix 1).
- Spell some homophones.
- Spell some words that are often misspelt (English Appendix 1).
- Beginning to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

<p>range of sentence structures (English Appendix 2).</p> <ul style="list-style-type: none"> • Organising paragraphs around a theme. • Creating settings, characters and plot in narratives. • Assessing the effectiveness of their own and others' writing and suggesting improvements. • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Proof-read for spelling and punctuation errors. • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>appropriately when discussing their writing and reading.</p> <ul style="list-style-type: none"> • Using conjunctions, adverbs and prepositions to express time and cause. • Understanding the formation of nouns using a range of prefixes [for example super-, anti-, auto-] • Understanding the use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]. • Understanding word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]. • Understanding paragraphs as a way to group related material. • Using headings and sub-headings to aid presentation. • Beginning to use inverted commas to punctuate direct speech. 	<ul style="list-style-type: none"> • Use the first two letters of a word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
<p><u>Recount</u> Diary, newspaper article, historical recount, biography, autobiographical recount, educational visit recount.</p>		
<p>Grammatical Features</p> <ul style="list-style-type: none"> • mostly action verbs to relate activities • specific (personal recount) and generalised participants • past tense • adverbs or prepositional phrases provide details of where, when, with whom, how • time connectives to sequence events • attitudes expressed evaluate behaviours or actions of people, appreciate places or impact of events 		
<p>Composition</p>	<p>Vocab/ Grammar/ Punctuation</p>	<p>Transcription</p>

<p>BEGINNING TO;</p> <ul style="list-style-type: none"> • Use simple organisational devices in non-narrative material [for example, headings and sub-headings]. • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Discussing and recording ideas. • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). • Assessing the effectiveness of their own and others' writing and suggesting improvements. • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Proof-read for spelling and punctuation errors. • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear <ul style="list-style-type: none"> • Organising paragraphs around a theme. • Creating simple settings, plots and characters in narratives 	<ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Using the present perfect form of verbs in contrast to the past tense. • Use and understand the grammatical terminology in Year 3 grammar accurately and appropriately when discussing their writing and reading. • Using conjunctions, adverbs and prepositions to express time and cause. • Understanding the formation of nouns using a range of prefixes [for example super-, anti-, auto-] • Understanding the use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]. • Understanding word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]. • Understanding paragraphs as a way to group related material. • Using headings and sub-headings to aid presentation. • Beginning to use inverted commas to punctuate direct speech. 	<ul style="list-style-type: none"> • Use some prefixes and suffixes and understand how to add them (English Appendix 1). • Spell some homophones. • Spell some words that are often misspelt (English Appendix 1). • Beginning to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • Use the first two letters of a word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
<p><u>Information Report</u> Descriptive, classifying, scientific, historical, geographical etc</p>		

Grammatical Features

- action verbs to relate activities or behaviours
- simple present tense (timeless present)
- general and technical nouns
- noun groups include factual, classifying adjectives
- adjectival phrases and clauses to add details to noun groups
- declarative statements

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Vocab/ Grammar/ Punctuation

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<p>controlling the tone and volume so that the meaning is clear</p>	<ul style="list-style-type: none"> • Understanding paragraphs as a way to group related material. • Using headings and sub-headings to aid presentation. • Beginning to use inverted commas to punctuate direct speech. 	
<p><u>Explanation</u> Scientific writing, explanation text, spoken presentation</p>		
<p>Grammatical Features</p> <ul style="list-style-type: none"> • verbs to define, describe the phenomenon • action verbs in explanation of what occurs and in sequence of events • extended noun groups to include factual adjectives • simple present tense • general, non-human, technical, abstract nouns • causal conjunctions or connectives such as because, as a result, to establish cause/ effect; temporal (time) conjunctions or connectives or adverbs such as when, as, after that, next to establish sequence • dependent clauses which relate cause and effect, time sequences • declarative statements • subordination 		
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