

**Subject: English Writing Year 3**

What are the aims and intentions:

That all the children:

- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

**Previous links :**

- Phonics
- Spelling
- Sentence structure
- Writing process
- Presentation
- Handwriting
- Vocabulary , punctuation and grammar

Unit	Autumn	Spring	Summer
VPG	<p>Uses a wide range of <u>conjunctions</u> to join sentences and develop ideas</p> <p>Varies sentence openers</p> <p>Uses pronouns to avoid repetition</p> <p>Uses a range of punctuation with increasing accuracy - full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction and apostrophe for singular possession</p> <p>Uses <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel</p> <p>Begins to select words for effect</p>	<p>Begins to use apostrophe for plural possession</p> <p>Begins to use <u>inverted commas</u> to punctuate <u>direct speech</u></p> <p>Understands main <u>clauses</u></p> <p>Selects words for effect to support purpose and engage readers' interests</p>	<p>Expresses time, place and cause using:</p> <p>Conjunctions (e.g. <i>when, before, after, while, so, because</i>)</p> <p>Adverbs (e.g. <i>then, next, soon, therefore</i>)</p> <p><u>Prepositions</u> (e.g. <i>before, after, during, in, because, of</i>)</p> <p>Begins to understand <u>subordinate clauses</u></p> <p>Uses a range of punctuation accurately and effectively - full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction, apostrophe for singular possession and inverted commas for direct speech</p> <p>Uses the present perfect form of verbs instead of the simple past</p> <p>Uses a varied and rich vocabulary</p> <p>Uses a range of punctuation almost always correctly - full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction and apostrophe for singular possession</p> <p>Uses expanded <u>noun phrases, adjectives and adverbs for description and specification</u></p>
Writing process	<p>Begins to use paragraphs to group related material</p> <p>Uses a range of planning strategies and tools</p> <p>Becomes more aware of the audience and purpose of different types of writing</p> <p>Discusses and records ideas</p>	<p>Uses headings and sub-headings to aid presentation</p> <p>Writes for a range of real purposes and audiences as part of their work across the curriculum</p> <p>Reads aloud own writing using appropriate intonation</p>	<p>Structures and organises writing with a beginning, middle and end across a range of text types</p> <p>Uses texts similar to those that they are planning to write, to understand and learn from its structure</p> <p>Assesses the effectiveness of own and others' writing</p> <p>Proof reads for spelling, grammar and punctuation errors and self-corrects</p>

Spelling	<p>Spelling words with the /ai/ sound spelt <i>ei, eigh</i> or <i>ey</i>          Spelling words containing the /u/ sound spelt <i>ou</i>          Adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single <u>consonant</u> preceded by a short <u>vowel</u> double the consonant before adding <i>ing</i>)</p>	<p>Spelling the /i/ sound spelt <i>y</i> elsewhere than at the of words          Spelling possessive apostrophe with regular plural words          Spelling words using <u>prefixes</u>; <i>un-, dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-</i>          Formation of nouns using a range of prefixes, such as <i>super-, anti-, auto-</i></p>	<p>Spells some words from the National Curriculum word list for Years 3 and 4          Begins to use a dictionary to check spellings          Can spell words using knowledge of <u>word family</u></p>
Handwriting	<p>Uses diagonal and horizontal strokes to join letters and understands which letters when adjacent to one another or best left un-joined</p>	<p>Uses diagonal and horizontal strokes to join letters and understands which letters when adjacent to one another or best left un-joined          Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p>	<p>Uses diagonal and horizontal strokes to join letters and understands which letters when adjacent to one another or best left un-joined          Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p>
Key vocabulary	<p>subheading, inverted commas, preposition, direct / indirect speech, clause, paragraph, subordinate clause, column, consonant, tables, vowel, suffix, prefix</p>		
Key skills:	<p>Communication skills, Organisational skills, Research skills, Editing, Stamina</p>		
Cultural Capital	<p>National Literacy Day, World Poetry day, World Book day, National library week, Children’s book week, Storytelling week</p> <p>Links with all curriculum areas</p>		