



# YEAR 3

---

## Writing Curriculum

Over the course of the year, the children will be exposed to a range of different narrative and non-narrative text types. These will be taught through high-quality literature and non-fiction texts.

The order of teaching is at the discretion of the class teacher and written text types should be chosen to suit the fiction or non-fiction texts that are being studied. Within these sessions, there will be a focus on sentence structure and composition and effect.

Spelling, punctuation, grammar and handwriting will be taught in context where possible and discretely as needed.

## Autumn Writing Assessment Indicators for the Expected Standard (EXS)

- Write from memory simple sentences, dictated by the teacher, that include the word and punctuation taught so far.
- Is beginning to structure a sequence of events organised into paragraphs.
- Is beginning to create basic settings, characters and simple plot in narratives with appropriate detail.
- Punctuates sentences accurately using full stops, capital letters, exclamation marks and question marks.
- Writing is mostly neat, well-spaced and generally of a consistent size.
- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined.
- Write a range of sentences using conjunctions to show cause and effect, (*because, although, so.*)
- Uses apostrophes consistently for contractions and possessive (*singular and plurals*) correctly 50% of the time.
- Is starting to evaluate the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements.
- Presentation of characters to interest the reader through use of some detail.
- Include dialogue within writing, but punctuating direct speech with speech marks (*not always accurate,*) to begin to build a picture of character through what they say and how they say it.
- Uses simple organisational devices in non-narrative writing (*heading and sub-headings.*)
- Discuss and record ideas for writing in simple forms of planning, taking in to account writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

## Spring Writing Assessment Indicators for the Expected Standard (EXS)

- Write from memory simple sentences, dictated by the teacher, that include the word and punctuation taught so far.
- Is beginning to structure a sequence of events organised into paragraphs.
- Can sometimes create basic settings, characters and simple plot in narratives with appropriate detail.
- Writing is mostly neat, well-spaced and generally of a consistent size.
- Starting to spell homophones correctly (*Appendix page 53.*)
- Can spell most of the Year 1/2 statutory word list and some of the Year 3/4 words (*that have been taught*) correctly in writing (*Appendix 1.*)
- Some variety in subordinating conjunctions. Some use of *which, where, if, after, when* (*at least three different uses across a range of writing.*)
- Some use of adverbs to convey time, place and manner.
- Correct choice and consistent use of the present, past and perfect tense.
- Is beginning to use inverted commas to punctuate direct speech but is not always accurate.
- Proof read own writing and make appropriate corrections to spelling, punctuation, grammar and vocabulary in respect to aspects learned this year.
- Is beginning to evaluate more the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements.
- Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- Presentation of characters to interest the reader through use of some detail.
- Include dialogue within writing, but punctuating direct speech with speech marks (*not always accurate,*) to begin to build a picture of character through what they say and how they say it.
- Discuss and record ideas for writing in simple forms of planning, taking into account writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

## Summer Writing Assessment Indicators for the Expected Standard (EXS)

- Write from memory simple sentences, dictated by the teacher, that include the word and punctuation taught so far.
- Is beginning to structure a sequence of events organised into paragraphs.
- Create basic settings, characters and simple plot in narratives with appropriate detail.
- Writing is mostly neat, well-spaced and generally of a consistent size.
- Uses further prefixes and suffixes and understand how to add them (*Appendix 1.*)
- Spell homophones correctly (*Appendix page 53.*)
- Can spell most of the Year 1/2 statutory word list and some of the Year 3/4 words (*that have been taught*) correctly in writing (*Appendix 1.*)
- Can find words in a dictionary using the first two letters to check meaning.
- Identify and use correct terminology for preposition, conjunction, prefix, clause, subordinate clause, direct speech, consonant, vowel and inverted commas (*speech marks.*)
- Uses adverbs to convey time, place and manner.
- Is using inverted commas to punctuate direct speech with increasing accuracy.
- Where appropriate, some commas mark phrases and clauses.
- Proof read own writing and make appropriate corrections to spelling, punctuation, grammar and vocabulary in respect to aspects learned this year.
- Evaluate the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements.
- Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- Include dialogue within writing, but punctuating direct speech with speech marks (*not always accurate,*) to begin to build a picture of character through what they say and how they say it.
- Discuss and record ideas for writing in simple forms of planning, taking into account writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

## Greater Depth (GDS) Statement

- Write independently, effectively, coherently and creatively for different purposes and a range of audiences, drawing on their reading to inform the vocabulary and grammar of their writing.
- Sustain the writing of longer texts which maintain the purpose of the text type, with cohesion and interest maintained throughout the piece.
- Make effective additions, revisions and proof-reading corrections to their own writing.

***\*The greater depth statement is one that can be achieved at any point providing there is enough evidence of the application of independent work from the child with an emphasis on writing for a particular purpose***

# Narrative Text Types

<p>Write a story in four parts, in the first person, with a definite ending.</p> <p>Challenge: Retell the story (or part of the story) in the third person.</p>	<p>Write a story in the third person organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue included.</p> <p>Challenge: Sequence the story through conjunctions, adverbs and prepositional phrases.</p>	<p>Re-tell or write own story, varying voice and intonation to create effects and sustain interest.</p> <p>Challenge: Include dialogue to set the scene and present characters. Develop writing with a clear sense of purpose and intended effect on the reader.</p>	<p>Write a 5-part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward.</p> <p>Challenge: Use words and phrases to capture the readers' interest and imagination, selecting verbs carefully to describe actions, thoughts and feelings.</p>	<p>Write a story that has a problem and a resolution. Organise into paragraphs that include adverbs of time.</p> <p>Challenge: Include detailed description of setting and time by using expanded noun phrases to give precise detail.</p>	<p>Write a story where dialogue is the drive to move the story on.</p> <p>Challenge: Show strong characterisation through the speech.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------

# Other Text Types

<p><b>Recount</b></p> <p>Write a recount of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions.</p> <p>Challenge: Write same event in a different form e.g. as a story, a letter, a diary or a blog.</p>	<p><b>Explanation</b></p> <p>Write a series of extended sentences to explain a process, ensuring relevant items are grouped together and sufficient details are included.</p> <p>Challenge: Add appropriate diagrams / flow charts to support the explanation.</p>	<p><b>Non-Chronological Report</b></p> <p>Write an information piece with a clear audience requiring an impersonal style and specific choice of language features for more formal writing.</p> <p>Challenge: Change the form of the non-chronological report so there is a change in structure and language features e.g. magazine article</p>	<p><b>Non-Chronological Report</b></p> <p>Write a non-chronological report about a subject researched in a specific form e.g. leaflet</p> <p>Challenge: Compare the subject in the leaflet to another similar subject using language of comparison and contrast.</p>	<p><b>Instructions</b></p> <p>Write increasingly complicated instructions with a clear audience ensuring they can be easily followed.</p> <p>Challenge: Think about how to organise the instructions using a range of organisational devices, evaluating the effectiveness</p>	<p><b>Persuasion</b></p> <p>Present a persuasive point of view in the form of a letter, beginning to link points together, selecting style and vocabulary appropriate to the reader.</p> <p>Challenge: Change the viewpoint of the author, selecting vocabulary appropriately.</p>
<p><b>Poetry</b></p> <p>Create a clerihew, four lines in length including rhyming couplets (AABB). Ensure the subject of the poem is a character named on one of the lines. Focus on comic language. E.g. Mr Smith wears a wig, But for his head it's rather big. In windy weather he was careless. Now Mr Smith's head is hairless.</p> <p>Challenge: Vary the rhyme scheme to either ABCB or ABAB.</p>	<p><b>Play Script</b></p> <p>Write a play script including correct layout, narrator, cast, standard and non-standard English and punctuation for effect.</p> <p>Challenge: Transform writing in to a short four part story, incorporating some appropriate play script conversation as dialogue.</p>	<p><b>Instructions</b></p> <p>Write multistep instructions with a clear audience and for a given purpose ensuring that they can be followed.</p> <p>Challenge: Explore additional ways to organise and add to the instructions, evaluating their effectiveness.</p>	<p><b>Letter</b></p> <p>Create an informal letter telling a loved one of a recent event using a character from a story as the basis for this.</p> <p>Challenge: Transform the letter in to a diary from a different character's perspective on the event.</p>	<p><b>Explanation</b></p> <p>Write extended sentences, organised appropriately for a specific form to explain a process, ensuring relevant items are grouped together and enough details are included. Focus on formal style.</p> <p>Challenge: Change the audience of the explanation and consider adding appropriate diagrams/flow charts and vocabulary choices to support the explanation for the specific audience.</p>	<p><b>Recount</b></p> <p>Write a recount in the 1st person with a clear audience and form e.g. an eye witness report based on a book read.</p> <p>Challenge: Make a change to the audience or form and chose what text and language features to use.</p> <p><b>Discussion</b></p> <p>Write a traditional tale or a scene from a narrative from two key characters' perspectives in viewpoints</p>