

## Year 3 Writing Curriculum

Skills To Be Taught In Each Unit			
Composition			Power Statements
<p><b>Plan writing:</b> -Discuss writing similar to which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas</p>	<p><b>Drafting and writing</b> - Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structure -In narratives create settings, characters and plot -In non-narrative material, use simple organisational devices such as headings and sub-headings</p>	<p><b>Evaluating and editing</b> -Proof read for spelling, punctuation and grammar -Re-read to check that their writing makes sense, the tenses are consistent and that pronouns are used accurately -Begin to evaluate and edit the effectiveness of their own and others' writing and suggest improvements -Begin to propose changes to vocabulary, punctuation, spelling and grammar -Read aloud their own writing, to a group or the whole class, using the appropriate intonation and controlling the tone and volume so the meaning is clear</p>	<p><b>Correctly join letters</b> <b>Spell at least half of the words on the Y3/4 list</b> <b>Use 'a' or 'an' correctly</b> <b>Use all of the key words to explain the grammar used in pieces of writing (preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas-speech marks')</b></p>
Grammar To Be Taught In Each Unit			
Word	Sentence	Text	Punctuation
<p><b>Revision Y2</b> W4 and the use of -ly in Standard English to turn adjectives into adverbs</p> <p><b>Y3</b> W1 Formation of nouns using a range of prefixes (super-, anti-, auto-) W2 Use of the forms a or an according to whether the next word begins with a consonant or a vowel (a rock, an open box) W3 Word families based on common words, showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble)</p>	<p><b>Revision Y2</b> S1 Subordination (using when, if, that, because) and co-ordination (using or, and, but) S2 Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] S3 How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p><b>Y3</b> Expressing time, place and cause using S1 conjunctions [for example, when, before, after, while, so, because], S2 adverbs [for example, then, next, soon, therefore], or S3 prepositions [for example, before, after, during, in, because of]</p>	<p>T1 Introduction to paragraphs as a way to group related material T2 Headings and sub-headings to aid presentation T3 Use of the present perfect form of verbs instead of the simple past (for example, He has gone out to play contrasted with He went out to play)</p>	<p><b>Revision Y2</b> P1 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p><b>Y3</b> Introduction to inverted commas to punctuate direct speech</p>
Spellings	Terminology For Children To Use		Handwriting
<p>-Spell homophones Y3/4 Use the first 2 or 3 letters of a word to check its spelling in a dictionary Use further prefixes and suffixes Write from memory simple sentences, dictated by the teacher, that include taught words and punctuation taught so far. Place the possessive apostrophe accurately in words with regular plurals and words within irregular plurals</p>	<p><b>Revision Y2</b> -Noun, noun phrase -Statement, question, exclamation, command -Compound, suffix -Adjective, adverb, verb -Tense (past, present) -Apostrophe, comma</p>	<p><b>Y3</b> Preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter, vowel, vowel letter Inverted commas (or speech marks)</p>	<p>-Join letters</p> <p>-Increase the legibility, consistency and quality of handwriting e.g. ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>