

## Year 3 Writing Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Composition - NC</b>	<ul style="list-style-type: none"> <li>plan their writing by:               <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> </li> <li>draft and write by:               <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <a href="#">English appendix 2</a></li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and subheadings]</li> </ul> </li> <li>evaluate and edit by:               <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>proofread for spelling and punctuation errors</li> <li>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>					
<b>Writing Vocabulary, grammar and punctuation - NC</b>	<ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by:               <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in [<a href="#">English appendix 2</a>]/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)</li> </ul> </li> <li>indicate grammatical and other features by:               <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>using and punctuating direct speech</li> </ul> </li> <li>use and understand the grammatical terminology in <a href="#">English appendix 2</a> accurately and appropriately when discussing their writing and reading</li> </ul>					
<b>Grammar</b>	<p><b>Word:</b> Formation of nouns using a range of prefixes [for example super-, anti-, auto-]          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]          Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p><b>Sentence:</b> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p><b>Text:</b> Introduction to paragraphs as a way to group related material          Headings and subheadings to aid presentation          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>Punctuation:</b> Introduction to inverted commas to punctuate direct speech</p> <p><b>Terminology for pupils:</b> preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p>					

Curriculum Theme	Prehistoric World		Making Waves (Water)	Earth Harmony	Who Let the Gods Out?	Survival of the Fittest!
<b>No of weeks</b> <b>Suggested number</b> <b>of units</b>					6 weeks including 2 4 day weeks <b>2 units</b>	7 weeks (sports day, shuffle up etc) <b>3 units</b>
<b>Genres</b> <b>Please see Teacher</b> <b>Packs for features</b> <b>of the genres to be</b> <b>taught</b>	<u>Narrative unit</u> - Tuesday by David Weisner  <u>Short description of</u> <u>character and setting</u> Description of the camp within a forest setting Description of Om (the girl found) <u>Tourist leaflet</u> Note taking and planning skills to produce a tourist leaflet to Skara Brae <u>Survival guide</u> Instruction for how to survive in Stone Age Britain (food, shelter, defence)	<u>Poetry</u> Beliefs of Iron Age people OR victory over another tribe <u>Recount – in historical</u> <u>role</u> Personal recount of the Mid-Winter Solstice <u>Narrative – letter to a</u> <u>character</u> write in the role as Gerda to Snow Queen/Kai. A missing person poster	<u>Legends – plot</u> Use the Mousehole Cat to create an alternative version <u>News report</u> video stimulus of coastal erosion. Video news report from the scene <u>Instructions</u> How to defend the coast from erosion	<u>Setting description</u> from Way Home (inc similes) <u>Information text</u> Mountains of the world <u>Tourism advert (digital</u> <u>page)</u> Swiss mountains	<u>Narrative Greek myths</u> Theseus and Minotaur/ Perseus and Medusa (beasts and heroes) <u>Non-chronological</u> <u>report</u> – who’s who of the gods/report about one god/goddess  description of beasts or gods/goddesses, n/f postcards from modern Greece	<u>Narrative Greek myths</u> Pandora’s box/Icarus and Deadalus – stories with a warning <u>Non-fiction</u> report – own mythical beast in present tense including a warning  <u>Recipes</u> - for a healthy meal/seasonal kebabs/what to eat for a balanced meal
<b>Handwriting</b>	Cursive joins for ascenders e.g. lo, la, lu, de  Cursive joins of similar sized letters which join at the top eg oo, ou	Appropriate size	Descenders are straight, not joined and appropriate sized	Appropriate spacing	Spaces within e,o,a,d	Diagonal joins
<b>Grammar –</b> <b>appendix 2</b>  <b>Can appear in</b> <b>other units/</b> <b>teacher packs but</b> <b>MUST be taught &amp;</b>	Prepositions [for example, before, after, during, in, because of]	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because],	Introduction to inverted commas to punctuate direct speech	Introduction to inverted commas to punctuate direct speech	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because],	

<p><b>assessed within this unit</b></p>		<p>adverbs [for example, then, next, soon, therefore],</p>				
<p><b>NC writing – vocabulary, grammar and punctuation</b></p> <p><b>Can appear in other teacher packs but MUST be taught &amp; assessed within this unit</b></p>	<p>Fronted adverbials</p> <p>Extend the range of sentences with when and because</p>	<p>Choosing nouns and pronouns for clarity</p> <p>Using the present perfect form of verbs in contrast to the past tense</p>	<p>Fronted adverbials with commas</p> <p>Using conjunctions to express time and cause</p> <p>Apostrophe for possession</p> <p>Using and punctuating direct speech</p>		<p>Conjunctions for cause (when, before, after, while, so, because)</p> <p>Past tense including present past (he has gone outside)</p> <p>Prepositions for time</p> <p>Using and punctuating speech/inverted commas</p> <p>Possessive apostrophes</p>	<p>Extending the range of sentences with more than one clause (when, if, because, although)</p> <p>Present tense</p> <p>Present perfect</p> <p>Prepositions for time as fronted adverbials</p> <p>Possessive apostrophes for plural nouns</p> <p>A and an (linked to beast/animal)</p>
<p><b>Spelling – appendix 1 &amp; 2</b></p>	<p>Adding suffixes beginning with vowel letters to words of more than one syllable;</p> <p>The /ʌ/ sound spelt ou;</p> <p>Most prefixes are added to the beginning of root words without any changes in spelling, but see in– below. Like</p>	<p>The suffix –ly</p> <p>Words with endings sounding like /ʒə/ or /tʃə/ measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure</p> <p>Endings which sound like /ʒən/ If the ending sounds like /ʒən/, it is spelt as –sion. division,</p>	<p>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</p> <p>Appendix 2 - 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]</p>		<p>Appendix 2 Greek prefixes auto/anti</p>	<p>Words with the /k/ sound spelt ch (Greek in origin) - scheme, chorus, chemist, echo, character</p>

	<p>un-, the prefixes dis- and mis- have negative meanings. dis-: disappoint, disagree, disobey mis-: misbehave, mislead, misspell (mis + spell) The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</p> <p>Appendix 2 - Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<p>invasion, confusion, decision, collision, television</p>			
--	--	---	--	--	--

## Unit Feedback and Marking format Writing at Tyndale Primary

		Feedback Method Suggested							
	Focus within the writing process	Verbal feedback	Self-marking	Brief adult marking	Correction of spelling/ grammar	Highlighting of the writing checklist	In-depth marking <i>potentially pupil conferencing</i>	Short celebratory comment	Assessment Notes
1	Features of text, immersion in genre	✓	✓	✓	✓				There are 3 opportunities to check and correct pupils' understanding of the features of the text Day 1, 6 and 9
2	Comprehension of content	✓	✓	✓	✓				
3	Vocabulary – short burst	✓	✓	✓	✓				Can children use tier 2 vocabulary in context of the writing but also (verbally) in another context? Can they use tier 3 (if appropriate)?
4	Grammar focus	✓	✓	✓	✓				Are children using the correct grammatical term, can they identify an example of each?
5	Grammar focus - short burst	✓	✓	✓	✓				Can they show they can use the grammatical structure accurately discretely?
6	Plan - content and language features	✓		✓	✓				
7	First draft				✓	✓	✓		Live marking should be used for emerging writers
8	First draft				✓	✓	✓		
9	Edit and review	✓	✓	✓	✓				
10	Final write					✓	✓	✓	