

## Writing Overview

| Year Three   |  |   |
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| Writing Composition  | Sentence Types   | Grammar   |
| <p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> <li>– Having writing modelled and discussing it, in order for them to understand and learn about the structure, grammar and vocabulary of different forms of writing.</li> <li>– Discussing and recording their ideas in different ways.</li> </ul> <p>Pupils should be taught to draft and write by:</p> <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).</li> <li>– Organising writing into paragraphs in order to group related material.</li> <li>– In narratives, creating settings, characters and plot.</li> <li>– In non-narrative, using simple organisational devices such as headings/subheadings.</li> </ul> <p>Pupils should be taught to evaluate and edit by:</p> <ul style="list-style-type: none"> <li>– Assessing the effectiveness of their own writing and others' writing and suggesting improvements.</li> <li>– Proof reading for spelling, grammar and punctuation errors.</li> <li>– Reading aloud own writing, to a group or the whole class with appropriate intonation to make meaning clear.</li> </ul> | <p>Revise the following sentence types:</p> <ul style="list-style-type: none"> <li>– <b>Simple:</b> The man walked his dog.</li> <li>– <b>Short descriptive:</b> The old man walked his black dog.</li> <li>– <b>Conjunction:</b> The man walked his dog and fed his cat.</li> <li>– <b>Adjective:</b> The tired, old man walked his dog.</li> <li>– <b>Question:</b> Why did the old man walk his dog?</li> </ul> <p>Learn to write and then apply the following sentence types:</p> <ul style="list-style-type: none"> <li>– <b>BOYS:</b> (but, yet, so): The old man walked his dog, so he could get some fresh air.</li> <li>– <b>Simile:</b> The air was as still as a statue, as the old man walked his dog.</li> <li>– <b>List:</b> (noun phrases): The old man with the grey, straggly hair walked his dog.</li> </ul> <p><b>Extra Information:</b> The old man, who was tired and grumpy, walked his dog.</p> | <p>– Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>– Use conjunctions/connectives (when, before after etc), adverbs (soon, therefore) and prepositions (during, in etc), to express time, place and cause within sentences.</li> <li>– Use expanded noun phrases to describe and specify: give more detail to a noun: list sentences.</li> <li>– Use features of written and spoken Standard English.</li> <li>– Use fronted adverbials: used at the beginning of a sentence to give detail about, when, where or how: Later that day..., Slowly..., Behind the shed...</li> <li>– Extend the range of sentences with more than one clause by using a wider range of conjunctions (for example, BOYS sentences).</li> <li>– Use of the present perfect form of verbs instead of the simple past. He went out to play. (simple past) He has gone out to play. (Use of auxiliary verb before main verb). This could be referred to as a 'verb phrase' e.g. 'has gone out'. Use and understand the words: noun (as an object or naming word); verb (as a doing or happening word); adjective (words used to describe nouns); phrase (small group of words used to add meaning or interest); adverb (words used to add meaning to adjectives or verbs: when, where or how), preposition (a word used with a noun or pronoun to show direction, location or time).</li> </ul> |

| Spelling and Phonics  | Punctuation  | Key Vocabulary  |  |
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| <ul style="list-style-type: none"> <li>- Use further prefixes and suffixes and understand how to add them (see Appendix 1).</li> <li>- Understand how to place the apostrophe in words with regular plurals.</li> <li>- Spell common homophones and near homophones, see/sea, won/one.</li> <li>- Use a dictionary to check a spelling.</li> <li>- Add suffixes beginning with vowels to words of more than one syllable e.g. forgetting, beginner, limited.</li> <li>- The 'i' sound represented as 'y' other than at the end of words, e.g. myth, hymn.</li> <li>- The 'u' sound spelt 'ou' e.g. touch.</li> <li>- Additional prefixes: dis, mis, un, in, ill, im, ir, re, super, anti, auto. x Suffix, -ly.</li> <li>- Words ending in -ure, -sure.</li> <li>- Words ending in -sion.</li> <li>- Words ending in -us.</li> <li>- Variations of the 'ei; sound, ei, eigh, ey, e.g. vein, weigh, they.</li> <li>- Word families i.e. solve, solution, solver.</li> <li>- Write from memory simple sentences as dictated by the teacher.</li> </ul> | <p>As in Year 2</p> <ul style="list-style-type: none"> <li>- Use of familiar punctuation: capital letters and full stops;</li> <li>- Use of exclamation marks, questions marks, commas for lists (inc in between adjectives in A x 2 or A x 4 sentences);</li> <li>- Use of apostrophes for contractions: it is = it's/did not = didn't etc</li> <li>- The possessive apostrophe (singular nouns)</li> </ul> <p>Year 3:</p> <ul style="list-style-type: none"> <li>- Become more accurate in use of inverted commas to punctuate speech.</li> <li>- The possessive apostrophe (singular and plural nouns).</li> <li>- Use of commas for lists and within List, BOYS and Extra Information Sentences. (Entry Year 4).</li> <li>- Use of commas after fronted adverbials, During the night,.... Below the table,.... Slowly and calmly,....</li> </ul> | <p>Sentence Singular Plural<br/>Punctuation<br/>Question mark<br/>Exclamation mark<br/>Apostrophe<br/>Comma<br/>Noun<br/>Conjunction/connective<br/>Clause<br/>Subordinate Clause<br/>Direct speech<br/>Simile<br/>Adverbial phrase</p> | <p>Verb<br/>Adjective<br/>Adverb<br/>Phrase<br/>Noun phrase<br/>Statement<br/>Question<br/>Command<br/>Tense (past &amp; present).<br/>Preposition<br/>Prefix<br/>Inverted commas/speech marks<br/>Verb phrase</p> |
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