Y3 Writing	Autumn Term	Spring Term	Summer Term
Spelling Transcription *To be able to spell further homophones.* *To be able to spell words that are often misspelt (Appendix 1)* *To be able to use further prefixes and suffixes and understand how to add them* *To be able to place the possessive apostrophe accurately in words with regular plurals and in words regular and irregular plurals.* *To be able to use the first 2 or 3 letters of a word to check it's spelling in a dictionary.* *To be able to write from memory, simple sentences dictated by the teacher that include words and punctuation taught so far.*	Adding prefixes dis- and in- Adding im- to root words beginning with m or p	Adding suffix –ous Adding suffix –ly (to adjectives to form adverbs) Words ending in –ture Homophones * Adding –ation to verbs to form nouns Words with the c sound spelt ch Words with the sh sound spelt ch Short i sound spelt y *	Adding the suffix –ion (to root words ending tt or te) Adding the suffix –ian (to root words ending in c or cs) Adding the prefix re- Homphones not/knot, ball/bawl, plain/plane, whether/weather, scene/seen, hear/here, week/weak, male/mail, be/bee Adding the prefix anti- Adding the prefix super- Adding the prefix sub-
Handwriting			

To be able to use the diagonal and horizontal strokes that are needed join letters and understand which letters, when adjacent to one another, are best left unjoined. *To increase the legibility, consistency and quality of their handwriting.*			
Contexts for Writing *To be able to discuss writing similar to that which they are planning to write in order to understand and learn from it's structures.*	Narrative – Character and setting description. Alternative ending. Non-Fiction – Information texts/non-chronological reports. Poetry – Shape poetry and calligrams Non Fiction – Newspaper reports.	Egyptians: Narrative – Character, settings. Recount Myths and Legends Egyptians: Non –Fiction – Letter writing. Chocolate: Authors – Roald Dahl Chocolate: Instructional Writing	Potty Plants: Performance Poetry Potty Plants/Chicks: Non Fiction – Newspapers Light: Adventure and Mystery – Light: Story with familiar setting -
Planning Writing *To be able to discuss and record ideas.* *To be able to compose and rehearse sentences orally (including dialogue) progressively building a rich and*	Read and discuss exemplar texts to familiarise with structure, grammar and vocabulary. Identify and discuss features of structure vocabulary and grammar and similar writing (choose and explain vocabulary choices in context of subject/text. Formal/informal language – hyperbole to persuade Plan writing including structure, vocabulary and grammar from objectives.	Read and discuss exemplar texts to familiarise with structure, grammar and vocabulary. Identify and discuss features of structure vocabulary and grammar and similar writing (choose and explain vocabulary choices in context of subject/text. Formal/informal language – hyperbole to persuade Plan writing including structure, vocabulary and grammar from objectives.	Read and discuss exemplar texts to familiarise with structure, grammar and vocabulary. Identify and discuss features of structure vocabulary and grammar and similar writing (choose and explain vocabulary choices in context of subject/text. Formal/informal language – hyperbole to persuade Plan writing including structure, vocabulary and grammar from objectives.

varied vocabulary and an increasing range of sentence structures	Recording ideas – story mountains, mind mapping, story boarding	Recording ideas – story mountains, mind mapping, story boarding	Recording ideas – story mountains, mind mapping, story boarding
Drafting Writing *To be able to organise paragraphs around a theme.* *In narratives, to be able to create settings, characters and plots.* *In non-narrative pieces, to be able to use simple organisational devices (Heading and sub –heading)*	Creating setting, characters and plot -Describe settings understanding how small details can be included to evoke time, place and mood drawing on this to demonstrate how characters behave. -Use figurative and expressive language to build a fuller picture of character Plan and write stories identifying : -introduction -build up -climax or conflict -resolution Record information researched from a number of different sources and re-organise it into coherent paragraphs to create non-narrative text Paragraphs -Group linked information into sections -Recognise longer sections may require more than one paragraph Non-narrative features -paragraphs -headings -sub-headings -labels and diagrams	Creating setting, characters and plot -Use figurative and expressive language to build a fuller picture of character -Use dialogue to build character descriptions and evoke a response in the reader Plan and write stories identifying : -introduction -build up -climax or conflict -resolution Paragraphs -Give opening sentence suggesting paragraph content -Group linked information into sections Using adverbs and conjunctions to establish cohesion.	Non-narrative features -paragraphs -headings -sub-headings -labels and diagrams Creating setting, characters and plot -Describe settings understanding how small details can be included to evoke time, place and mood drawing on this to demonstrate how characters behave. -Use figurative and expressive language to build a fuller picture of character -Use dialogue to build character descriptions and evoke a response in the reader Plan and write stories identifying : -introduction -build up -climax or conflict -resolution
Editing Writing	Proof reading : -Spelling errors	Proof reading : -Spelling errors	Re-read, edit and improve suggesting appropriate improvements as necessary.

To be able to assess the effectiveness of their own and others' work and suggest improvements. *To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns and certificates.* *To be able to proofread for spelling and punctuation errors*	-full stops, question marks and exclamation marks -commas in a list Changes to grammar and vocabulary to improve: -check same tense used consistently -appropriate choices when separate events tense differs	-directed speech, inverted commas and comma after reporting clause -full stops, question marks and exclamation marks -commas in a list -apostrophe for omissions -apostrophe marking singular possession -commas after fronted adverbial Re,read, edit and improve suggesting appropriate improvements as necessary : checking speech demarcated by inverted commas	Re,read, edit and improve suggesting appropriate improvements as necessary : -check verb/tense agreement -checking speech demarcated by inverted commas -checking a comma is included after a clause Changes to grammar and vocabulary to improve: -use range of appropriate pronouns or nouns to aid cohesion and avoid repetition -check same tense used consistently -appropriate choices when separate events tense differs Proof reading : -Spelling errors -directed speech, inverted commas and comma after reporting clause -full stops, question marks and exclamation marks -commas in a list -apostrophe for omissions -apostrophe marking singular possession -commas after fronted adverbial
Performing Writing *To be able to 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*	Read aloud and respond appropriately to their own writing and that of others	Read aloud and respond appropriately to their own writing and that of others	Read aloud and respond appropriately to their own writing and that of others

Vocabulary To be able to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although To be able to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. To be able to use conjunctions, adverbs and preposition to express time and cause.	Build vocabulary -Expressive verbs -Alliteration -simile -metaphor	Build vocabulary -Expressive verbs -Alliteration -simile -metaphor	Build vocabulary -Expressive verbs -Alliteration -simile -metaphor
Punctuation To be able to use and punctuate direct speech.	Proof read punctuation Use conjunctions Use a variety of adverbs	Identify examples of inverted commas Use inverted commas Proof read puntuation	Proof read punctuation
Grammar To be able to use the present perfect form of verbs in contrast to the past tense.	Paragraphs -Identify paragraphs in texts -Identify key words, main points in paragraphs -Group linked information into paragraphs -Organise paragraphs around common themes	Identify how conjunctions are used to enhance coherence and cohesion Use conjunctions Use a variety of adverbs Use of prepositions	Identify how conjunctions are used to enhance coherence and cohesion Use conjunctions Use a variety of adverbs Use of prepositions

To be able to form nouns using prefixes. *To use the correct form of 'a' or 'an'.* *To be able to create word families based on common words*	Head/Sub-headings -Identify how they aide meaning and presentation -Match short pieces to heading/sub heading -Write headings and sub-headings Organise information into sections Demonstrate in writing simple organisational features	Rich vocabulary **Increasing range of sentence structures**	Rich vocabulary Increasing range of sentence structures Paragraphs -Identify paragraphs in texts -Identify key words, main points in paragraphs -Group linked information into paragraphs -Organise paragraphs around common themes Head/Sub-headings -Identify how they aide meaning and presentation -Match short pieces to heading/sub heading -Write headings and sub-headings Organise information into sections Demonstrate in writing simple organisational features
Grammatical Terminology			