



Year 3 Writing Curriculum

Attainment Targets

Spoken language

Pupils should be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication.

Spelling

Spelling in KS2 is taught progressively through streaming – these objectives should also be referred to during writing lessons

Use further prefixes and suffixes and understand how to add them

Spell further homophones

Spell words that are often misspelt

Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

Use the first two or three letters of a word to check its spelling in a dictionary

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Use further prefixes and suffixes and understand the guidance for adding them

Spell some words with 'silent' letters [for example, knight, psalm, solemn]

Continue to distinguish between homophones and other words which are often confused

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1



Use dictionaries to check the spelling and meaning of words
 Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
 Use a thesaurus.

Genres for writing	Grammar	Grammatical Terminology	
Narrative Recount Non-chronological report Diary Leaflet/Advert Instructions Biography Letter	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Use the present perfect form of verbs in contrast to the past tense Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use conjunctions, adverbs and prepositions to express time and cause Use fronted adverbials (Year 4) Use commas after fronted adverbials (Year 4) Indicate possession by using the possessive apostrophe with plural nouns Use and punctuate direct speech	Year 2: Noun Noun phrase Statement Question Exclamation Command Compound Suffix Adjective Adverb Verb Tense (past, present) Apostrophe Comma Progressive verb form	Preposition Conjunction Word family Prefix Clause Subordinate clause Direct speech Consonant Consonant letter vowel Vowel letter Inverted commas (speech marks) Present perfect verb form
Composition: Crafting	Composition: Editing and remodeling	Composition: Performing	
Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Organise paragraphs around a theme In narratives, create settings, characters and plot In non-narrative material, use simple organisational devices [for example, headings and sub-headings]	Assess the effectiveness of their own and others' writing and suggest improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	



Handwriting	Working at a Greater Depth
<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the 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>	<p>Begin to make choices about the appropriate style of writing for the purpose</p> <p>Narratives have a clear ending which directly relates to the beginning</p> <p>Words are chosen precisely to fit the purpose, including precisely chosen verbs and adverbs to add detail</p> <p>Write with increasing awareness of the reader, actively attempting to engage them</p> <p>Variety of sentence starters including the use of adverbials, time and place.</p> <p>Experiment with different sentence types to create flow or particular effects</p> <p>Experiment with alliteration, onomatopoeia and metaphors</p> <p>Punctuation addressed so far is used accurately</p> <p>During independent editing changes are made to create greater impact on the reader</p> <p>Uses dialogue to show character</p> <p>Develop techniques of show not tell to develop character and to show characters' feelings</p>



<p>Genre: Diary Audience: Myself Purpose: To reflect</p>	<p>Genre: Recount Audience: <i>Varies</i> Purpose: To re-tell events</p>
<p>First person Past tense Colloquial style Events in order of importance to writer Emotive language</p>	<p>Introductory paragraph covering: Where? Why? Who? What? When? Events in chronological order Past tense Time adverbs Used names of people, places and objects First Person/Third person Appropriate style and tone for the reader Interjections e.g. I cannot believe that happened! Emotive language</p>
<p>Genre: Non-chronological report Audience: <i>Varies</i> Purpose: To inform</p>	<p>Genre: Instructions Audience: <i>Varies</i> Purpose: To describe or instruct how something is done through a series of sequential steps.</p>
<p>Present tense Third Person Organised thematically rather than chronologically Optional diagram or illustration Impersonal style Organisational devices, e.g. paragraphs, numbered lists, subheadings... Included a question for the reader, e.g. 'Did you know...?' Factual</p>	<p>Present tense Second person Title shows what the instructions are for 'What you need' list Instructions in correct order Imperative verbs Can be followed by someone else Time adverbs Diagrams (if relevant) Adjectives and adverbs to be more specific</p>



	Technical vocabulary
Genre: Letter Audience: <i>Varies</i> Purpose: To inform/explain/persuade	Genre: Leaflet/Advert Audience: <i>Varies</i> Purpose: To inform/explain or persuade
<p>Correct layout</p> <p>Explains why writing</p> <p>Second paragraph includes more detail</p> <p>Closing statement, asking for a reply if needed</p> <p>Correct ending:</p> <ul style="list-style-type: none"> - Informal if family or friend - Yours sincerely if formal <p>Adverbial phrases e.g. furthermore, on the other hand</p>	<p>Clearly subtitled sections</p> <p>Illustrations support the information</p> <p>Language which is clear and exact with no ambiguity</p> <p>Technical vocabulary</p> <p>Questions</p> <p>Where appropriate, persuasive features evident:</p> <ul style="list-style-type: none"> - alliteration <p>repetition and rhyme</p>
Genre: Biography Audience: <i>Varies</i> Purpose: To inform	PERSUADE Genre: <i>Varies</i> Audience: <i>Varies</i> Purpose: To argue a case or point of view
<p>Introductory sentence</p> <p>Organised thematically or chronologically</p> <p>Past tense</p> <p>Third Person</p> <p>Optional illustration</p> <p>Formal style</p> <p>Organisational devices, e.g. paragraphs, subheadings...</p> <p>Factual</p> <p>Key events from their life including dates</p> <p>Pronouns</p>	<p>Start by stating the issue and opinion</p> <p>Support argument with reasons and factual evidence</p> <p>Emotive language</p> <p>Rhetorical questions</p> <p>Cause and effect connectives</p> <p>Structure the argument e.g. first/finally</p> <p>Mainly in present tense</p>