



# YEAR 3

# WRITING CURRICULUM

KNOW IT!

TEACH IT!

APPLY IT!

# KNOW IT

## YEAR 3

TENSE	
<b>Progressive Tense</b>	An ongoing action. <i>'I am writing.'</i>
<b>Perfect Tense</b>	Uses has/had/have to refer to a completed action: <i>'I have been writing.'</i>
<b>Present Tense</b>	An action which is happening now.
<b>Tense</b>	A verb form which indicates time.

New Learning	Prior Learning
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WORD CLASS	
<b>Pronoun</b>	Can be used to replace a noun: <i>I they</i>
<b>Preposition</b>	A word which indicates position: <i>under through</i>
<b>Co-ordinating Conjunction</b>	A word which joins two equal clauses: <i>but and yet etc.</i>
<b>Subordinating Conjunction</b>	A word linking a main and subordinate clause: <i>while because etc.</i>
<b>Conjunction</b>	A word used to link clauses within a sentence: <i>because and</i>
<b>Adverbials Time Place</b>	Gives extra meaning to the verb: <i>yesterday, in the forest</i>
<b>Adverb/ Adverbials Manner</b>	Gives extra meaning to the verb: <i>quickly well</i>
<b>Noun Phrase</b>	Add more details to the noun: <i>ugly witch</i>
<b>Imperative Verb</b>	A command verb: <i>stop put take</i>

SENTENCE STRUCTURE	
<b>Subordinate Clause</b>	Extends the main clause. Cannot stand alone as a sentence. <i>The boy wrote a story, as there was a competition.</i>
<b>Main Clause</b>	Forms a complete sentence on its own. <i>The boy wrote a story.</i>
<b>Clause</b>	Contains a subject and a verb.
<b>Command Sentence</b>	An order or instruction. <i>Write a story.</i>
<b>Question Sentence</b>	A question or request. <i>Can you write a story?</i>
<b>Exclamation Sentence</b>	Makes a statement which conveys an emotion. <i>What a lovely story that is!</i>
<b>Statement Sentence</b>	Gives a fact, opinion or idea. <i>The story was set in a forest.</i>

SPELLING	
<b>Irregular Verbs</b>	Verbs that don't follow the usual pattern for changing tense e.g. <i>write/wrote go/went am/was</i>
<b>Contraction</b>	Two words joined and made shorter by omitting a letter e.g. <i>was + not = wasn't</i>
<b>Homophone</b>	Same sound - different spelling and meaning e.g. <i>peace/piece</i>
<b>Silent Letter</b>	An unheard letter within a word e.g. <i>lamb knight</i>
<b>Prefix</b>	A group of letters added to the beginning of a root word to change the meaning e.g. <i>untidy</i>
<b>Suffix</b>	A group of letters added to the end of a root word to change the meaning e.g. <i>happiness</i>
<b>Plural</b>	More than one noun e.g. <i>fox to foxes</i>
<b>Singular</b>	One noun
<b>Compound</b>	Two words joined together to make a new word.

PUNCTUATION	
<b>Inverted commas</b>	Used to surround direct speech.
<b>Commas</b>	Used to separate items in a list, excluding where and is used.
<b>Apostrophe of Contraction</b>	Used to join two words.
<b>Possessive Apostrophe (singular)</b>	To mark singular possession. <i>The girl's shoes.</i>

## SPELLING

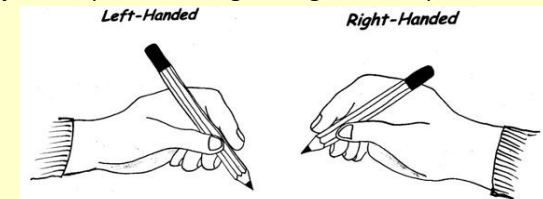
Children in Year 3/4 should be taught to spell:

Common Exception Words	Apostrophe Words	Prefix Words	Suffix Words
accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women	Possession (plural) Children's men's girls' babies'  Possession (singular) girl's dog's  Contractions Can't, didn't, hasn't, it's, I'll	dis~, mis~, re~, in~, il~, im~, sub~, auto~, anti~, ir~, inter~, super~	-ally, ~ing, ~ed, ~er, ~tion, ~sion, ~ation  ~ful, ~ment, ~ly, ~ness, ~less
door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas	<b>Alternatives</b>	<b>Homophones</b>	
	<ul style="list-style-type: none"> <li>y sounding i – mystery</li> <li>different ou sounds sh<u>ou</u>t, y<u>ou</u>ng, t<u>ou</u>r ow u oo (add ou making or sound word too).</li> <li>ei, eigh, ey sounding a vein, eight, obey</li> </ul>	Teach a range: <ul style="list-style-type: none"> <li>ai / a_e – pail, pale;</li> <li>ee / ea – meet, meat;</li> <li>3 way homophones: there / their / they're buy / by / bye heal / heel / he'll</li> <li>i / y – die / dye</li> <li>i_e / igh – side / sighed oa / ow – groan / grown</li> </ul>	

## HANDWRITING

Children should use their handwriting skills to:

- use the diagonal and horizontal strokes that are needed to join letters;
- increase the fluency, legibility, consistency and quality of their handwriting through regular practice;
- continue to encourage correct pencil/pen grip and posture when writing;
- use joined up handwriting throughout independent writing.



Ensure the needs of left-handed children are considered.

### Diagonal joiners without ascenders

ai ee ie ea er in  
aw uo ig air ing

### Horizontal joiners without ascenders

oa oo oi ou or  
vu ra fi wo wa

### Diagonal joiners with ascenders

al ot sh ch mb ed  
il wh ob ft rk ol

### Horizontal joiners from ascenders

kn ly hi ki lo la  
ta ti lo ha di do

## RULES TO BE TAUGHT TO SUPPORT SPELLING IN YEAR 3

In most cases:

- when adding consonant suffix 'ly' it is just added to the root word, except: if the root word ends in 'le' change to 'ly' e.g. gently; if the root word ends in 'ic' change to 'ally' e.g. magically;
- when adding vowel suffixes '-ing', 'ed', 'er', 'est', if the root word contains a short vowel sound, double the consonant letter e.g. popping, batted, runner. If the root word ends in 'e' drop the 'e' before adding 'ing', 'ed', 'y' e.g. liking, baked, greasy;
- when adding consonant suffixes '-ly', 'ful', 'ness', if the root word ends in 'y' change to an 'i' e.g. beautiful, greedily, gloominess. (This also applies to vowel suffix 'er' and 'est' e.g. happier, happiest); 'tion' is the most common spelling of the 'shun' sound however, if the root word ends in 's' /'se' 'd'/'de', then 'sion' should be used;
- when changing nouns from singular to plural most words add 's' however, if the noun ends with 'f' or 'fe' add 'ves' and if it ends in 'ch', 'sh' 'x' 's' add 'es' e.g. churches, bushes, boxes, kisses;
- adding -es to nouns ending in 'y' changing the 'y' to an 'i' baby/babies except when words end in 'ey' then only add 's' donkey/donkeys.


# TEACH IT: COMPOSITION

# YEAR 3


## WRITING SKILLS


### Grammar


Children should be taught to:


 use **a** or **an** according to whether the next word begins with a consonant or vowel;

**Extend sentence structures and aid cohesion through:**

 use of conjunctions, prepositions and adverbs to express time, place and cause;


 use of perfect form of verbs instead of simple past e.g. *He has gone out*;


 use of noun phrases;

 use of sub-ordinating or co-ordinating conjunctions to extend sentences to include both subordinate and main clauses.

### Punctuation

Children should be taught to use punctuation accurately across all writing including:

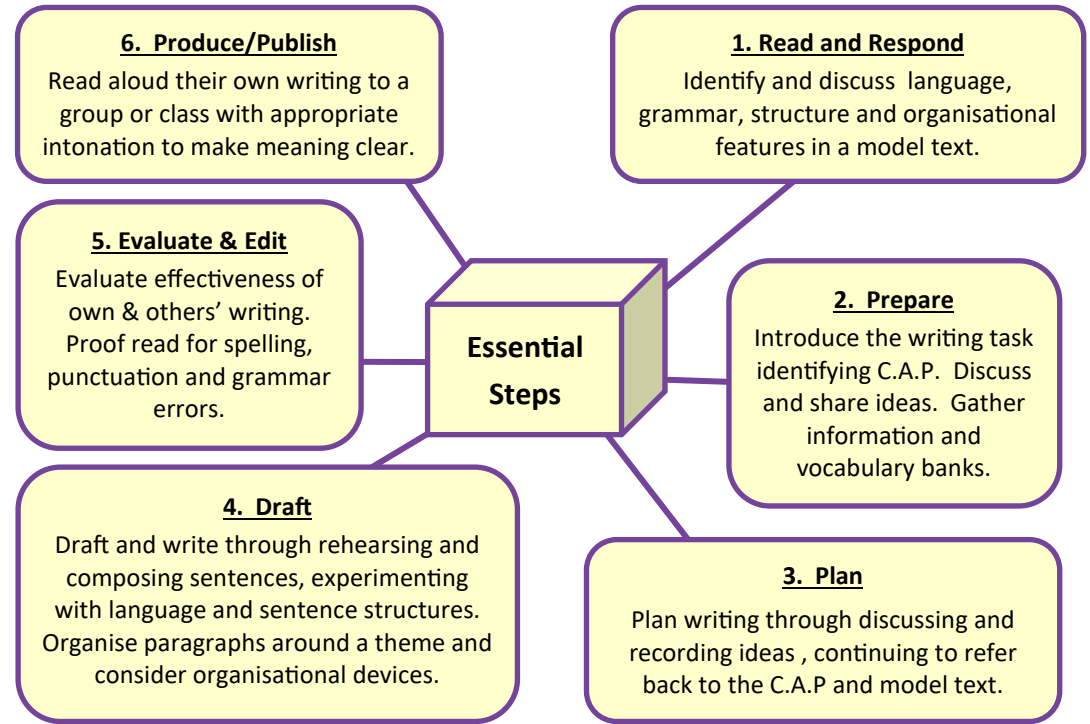
 use of inverted commas to punctuate direct speech in narrative;

 use of the possessive apostrophe for **singular** and plural nouns;

 use of commas to separate items in a list;

 use of apostrophes for contraction.

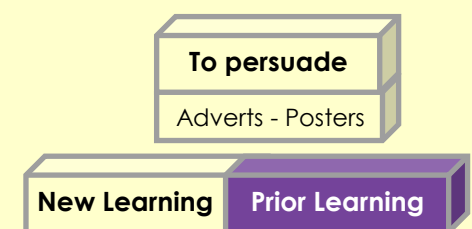
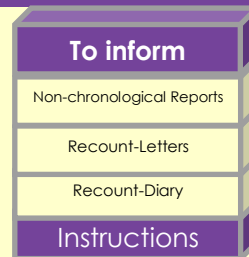
## WRITING PROCESS






## WRITING PURPOSE

Children should know that there are different purposes for writing.

In Year 3 children should focus on 3 of these. They should be given opportunity to read and write texts which inform, entertain or persuade.



Children should be taught to consider the importance of context, audience and purpose through:

-  understanding that language can have different functions e.g. to enhance, evoke response, persuade or aid meaning;
-  building cohesion through the use of paragraphs to group related material and headings and sub-headings to aid the reader;
-  beginning to experiment with a formal style of writing which may use perfect tense, avoid contracted form and colloquialisms.



# APPLY IT

YEAR 3

Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

## TO ENTERTAIN

## TO PERSUADE

STORY WRITING	POETRY	CHARACTER PROFILES	POSTERS - PERSUASIVE
<p><b>Children should be taught to:</b></p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"> <li>create a title for their story;</li> <li>include a beginning which introduces the character or setting;</li> <li>include a build up which hints at what is going to happen next;</li> <li>include a dilemma which introduces the problem;</li> <li>include a resolution where the problem is solved;</li> <li>organise writing into paragraphs;</li> </ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> <li>use the tense consistently (past or present);</li> <li>use a wide range of conjunctions to express, time, place and manner;</li> <li>decide if they are using first or third person and use consistently;</li> <li>use direct speech to advance the action;</li> </ul> <p><u>Language features</u></p> <ul style="list-style-type: none"> <li>use pronouns to avoid repetition;</li> <li>use noun phrases to aid cohesion;</li> <li>use adverbs and adjectives to give detailed descriptions.</li> </ul>	<p><b>Children should be taught to explore and experience a range of poetry. Poetry should be given a voice and not just stay on the page. To bring poetry to life, pupils should be taught to perform their poems to an audience.</b></p> <p><b>They should be given the opportunity to plan, write and perform poetry.</b></p> <p><b>Children should be taught to read, write and perform:</b></p> <p><u>Acrostic Poems</u></p> <ul style="list-style-type: none"> <li>choose a topic/themed word and arrange it vertically;</li> <li>begin each line with the next letter of that word;</li> <li>Understand that acrostic poems do not need to rhyme;</li> <li>use poetic devices such as alliteration, similes and rhythm to create effect.</li> </ul> <p><b>Pupils should also experience a range of poetry through the reading curriculum.</b></p>	<p><b>Children should be taught to:</b></p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"> <li>introduce the character to the reader ;</li> <li>describe their appearance (distinctive features), personality, actions, thoughts and feelings;</li> </ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> <li>use the tense consistently (past or present);</li> <li>use a wide range of conjunctions to link ideas</li> <li>use the third person;</li> </ul> <p><u>Language features</u></p> <ul style="list-style-type: none"> <li>use adjectives to describe appearance personality and feelings;</li> <li>use similes and metaphors to add detail and description;</li> <li>use show not tell techniques, encouraging the reader to make inferences;</li> <li>use pronouns to avoid repetition;</li> <li>use noun phrases to aid cohesion and add detail;</li> <li>use language drawn from the context.</li> </ul>	<p><b>Children should be taught to:</b></p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"> <li>include a heading;</li> <li>consider how best to make the poster visually appealing (boxes, colour, bullet points, diagrams, images, font, size);</li> <li>focus upon the key message and ensure this is clearly written on the poster;</li> </ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> <li>use imperative verbs to convey importance;</li> <li>use inverted commas for direct quotes/ endorsements;</li> <li>use exclamatory sentences to emphasise;</li> </ul> <p><u>Language features</u></p> <ul style="list-style-type: none"> <li>use subject specific vocabulary;</li> <li>avoid detailed descriptions;</li> <li>use comparisons (better than..);</li> <li>use alliteration for effect.</li> </ul>

# APPLY IT: TO INFORM

YEAR 3

Children should be taught to write to inform effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

<u>NON-CHRONOLOGICAL REPORT</u>	<u>INSTRUCTIONS</u>	<u>RECOUNT - LETTER</u>	<u>RECOUNT - DIARY</u>
<p>Children should be taught to:</p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"> <li>organise related information into paragraphs;</li> <li>use a heading to introduce the topic;</li> <li>use sub headings to organise sections of information and aid cohesion;</li> <li>write an introduction which provides an overview;</li> <li>include labelled diagrams where appropriate;</li> </ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> <li>use mainly present tense ;</li> <li>include some use of perfect tense;</li> <li>use a wider range of co-ordinating conjunctions i.e (so, or, yet);</li> <li>use a wider range of subordinating conjunctions i.e. (when, if, which);</li> <li>use the third person;</li> </ul> <p><u>Language features</u></p> <ul style="list-style-type: none"> <li>use subject specific/technical vocabulary;</li> <li>use noun phrases to clarify and avoid repetition;</li> <li>use prepositions to indicate place.</li> </ul>	<p>Children should be taught to:</p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"> <li>include a title which outlines what the instructions are for, "How to...";</li> <li>organise the instructions into clear sections - opening statement, list of equipment, numbered steps, closing sentence;</li> <li>use bullet points, numbered steps and sequencing words to aid cohesion;</li> <li>organise the steps chronologically;</li> <li>end with a closing statement which may include warnings and/or top tips;</li> </ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> <li>use mainly present tense;</li> <li>use the second person address (you will need);</li> <li>use conjunctions to aid the sequence (first, next, after that);</li> </ul> <p><u>Language features</u></p> <ul style="list-style-type: none"> <li>use adverbs to direct how the action should be completed;</li> <li>use imperative verbs to give clear directions ;</li> <li>use technical vocabulary specific to the purpose;</li> <li>avoid too much descriptive language.</li> </ul>	<p>Children should be taught to:</p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"> <li>include a sender and recipient's address;</li> <li>include the date the letter was written;</li> <li>begin with 'Dear';</li> <li>begin by informing the reader of the purpose of the letter;</li> <li>present the information chronologically, organising information into paragraphs;</li> <li>include only significant information;</li> <li>close by stating what the writer hopes will happen next or emphasizing overall feeling about the event;</li> </ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> <li>use mainly past tense;</li> <li>some use of perfect tense;</li> <li>use first person address;</li> <li>consider use of a rhetorical question;</li> <li>include time and sequence conjunctions;</li> </ul> <p><u>Language features</u></p> <ul style="list-style-type: none"> <li>use Sir/Madam if the recipient is unknown;</li> <li>use 'faithfully' to close if the recipient is unknown, 'sincerely' when known;</li> <li>use emotive language to emphasise feelings;</li> <li>use pronouns to avoid the repetition of proper nouns.</li> </ul>	<p>Children should be taught to:</p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"> <li>include a date the diary was written;</li> <li>express what type of day it has been;</li> <li>organise the main body into paragraphs;</li> <li>organise the information chronologically;</li> <li>include only significant/relevant information;</li> <li>include a closing reflection;</li> </ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> <li>use mainly past tense;</li> <li>use first person address;</li> <li>include time and sequence conjunctions;</li> <li>use adverbs of time;</li> <li>consider the effectiveness of a rhetorical question;</li> </ul> <p><u>Language features</u></p> <ul style="list-style-type: none"> <li>use emotive language to emphasise feelings and reveal thoughts;</li> <li>use pronouns to avoid the repetition of proper nouns;</li> <li>include opinions as well as facts;</li> <li>use personal pronouns.</li> </ul>