

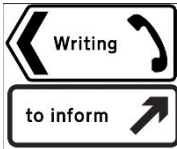




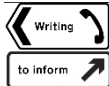




Year 3 – Writing overview.

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Writing purpose:</u>	<u>To entertain:</u>  Writing to entertain Setting description Character description	<u>To entertain:</u>  Writing to entertain Narratives with familiar setting. Poetry	<u>To inform:</u>  to inform Recount Non-chronological report	<u>To entertain:</u>  Writing to entertain Poetry Myths/legends	<u>To discuss/persuade:</u>  Writing to discuss  Writing to persuade Balanced arguments Persuasive leaflets	<u>To entertain/inform:</u>  Writing to entertain  to inform Adventure/mystery story. Letters (informal)
<u>Text level features:</u>	Create settings, character	Create settings, character and plot Organise paragraphs around a theme	Organisational devices: heading and sub-headings	Discussing writing which is similar to that which they are planning to write *Create settings, character and plot *Organise paragraphs around a theme	Rehearse sentences orally including dialogue Discuss and record ideas. Organisational devices: heading and sub-headings	Discussing writing which is similar to that which they are planning to write Create settings, character and plot Organise paragraphs around a theme *
<u>Punctuation/grammar components to teach:</u>	Expanded noun phrases. Commas for a list. Prepositions.	Apostrophes for singular possession. Introduction to inverted commas. Organising paragraphs around a theme. Read aloud using appropriate tone, intonation, and volume (poetry). Similes.	Apostrophes for singular possession. Use conjunctions (when, before, after, so because) Correct use of 'a' and 'an' determiner. Use correct verb tenses.	Read aloud using appropriate tone, intonation, and volume (poetry). Similes Adverbs to show when, where or how a verb takes place. Inverted commas.	Use conjunctions (when, before, after, so because) Apostrophes for singular possession. Persuasive language techniques alliteration & rhetorical questions.	Consolidation of Y3 objectives with introduction of Y4 objective/s.



Writing in Year 3 begins with consolidation of Key objectives from Year 2, to ensure these are embedded prior to learning, applying and then consolidating Year 3 writing objectives. Children in Year 3 spend their time consolidating their understanding of writing to entertain and inform but are also introduced to writing to discuss and persuade. Where punctuation and grammar components are introduced in the outline above, teachers may also choose to adapt the teaching of these and choose to embed some misconceptions that have arisen as part of day-to-day teaching.