
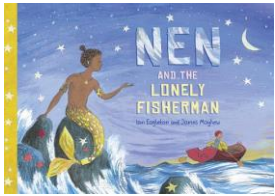
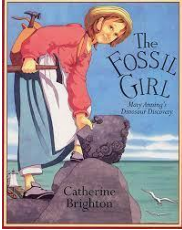
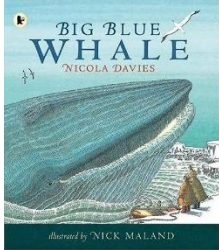
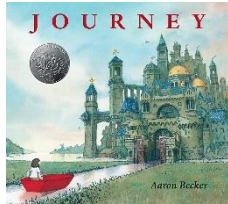
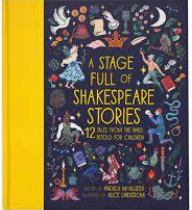


Year 3		Writing objectives are divided into ongoing objectives (objectives which will be taught throughout Year 3), and mastery objectives (objectives which will be specifically taught and mastered in one half term, then applied in subsequent writing units).					
Year 3 Ongoing Writing Objectives							
Ongoing Objectives	<ul style="list-style-type: none"> I can plan using features of a given genre. I can plan, draft, orally rehearse writing, including selecting vocabulary and phrases to interest the reader. I can proofread for spelling and punctuation errors. I can sequence ideas or events maintaining writing forms. I can demonstrate some awareness of purpose through selection of relevant content. I can evaluate the effectiveness of my own or others writing, suggesting grammar and vocabulary improvements. 						
Year 3 Mastery Writing Objectives							
School Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Pathways English Text	 <p>Coming to England by Floella Benjamin</p> <p>Outcome: Recount.</p>	 <p>Nen and the Lonely Fisherman by Ian Eagleton and James Mayhew</p> <p>Outcome: Fiction</p>	 <p>The Fossil Girl by Catherine Brighton</p> <p>Outcome: Recount</p>	 <p>Big Blue Whale by Nicola Davies</p> <p>Outcome: Persuasion</p>	 <p>Journey by Aaron Becker</p> <p>Outcome: Fiction</p>	 <p>A Stage Full of Shakespeare Stories by Angela McAllister</p> <p>Outcome: Non-Fiction</p>	
Outcomes & Genre	<p>Outcome: Recount</p> <p>Write a letter in role recounting the events of the story.</p>	<p>Outcome: Fiction</p> <p>Write a fantasy story based on a classic tale.</p>	<p>Outcome: Recount</p> <p>Write a fossil journal</p>	<p>Outcome: Persuasion</p> <p>Write an Informative article persuading for the protection of the blue whale</p>	<p>Outcome: Fiction</p> <p>Write an adventure story based on Journey using the language of Berlie Doherty</p>	<p>Outcome: Non-Fiction</p> <p>Write a guide</p>	
Mastery Key Progression	<p>Grammar</p> <p>Use prepositions to express time, place and cause</p> <p>Introduce inverted commas to punctuate direct speech</p> <p>Group related ideas into paragraphs</p> <p>Vocabulary</p> <p>Build a varied and rich vocabulary</p>	<p>Grammar</p> <p>Use conjunctions to express time, place and cause</p> <p>Use adverbs to express time</p> <p>Use a or an according to whether the next word begins with a vowel or consonant</p> <p>Use inverted commas to punctuate direct speech</p> <p>Composition</p> <p>In narratives, create characters, settings and Plot.</p>	<p>Grammar</p> <p>Build an increasing range of sentence structures</p> <p>Use adverbs to express time, place and cause</p> <p>Use headings and subheadings to aid presentation</p> <p>Composition</p> <p>Assess the effectiveness of own and others' writing</p>	<p>Grammar</p> <p>Use adverbs to express time, place and cause</p> <p>Build an increasing range of sentence structures</p> <p>Assess the effectiveness of own and others' writing</p> <p>Composition</p> <p>Use headings and subheadings to aid presentation.</p>	<p>Grammar</p> <p>Use the present perfect form of verbs in contrast to the past tense</p> <p>Use prepositions, conjunctions and adverbs to express time, place and cause</p> <p>Group related ideas into paragraphs</p> <p>Use a or an according to whether the next word begins with a vowel or a Consonant</p>	<p>Grammar</p> <p>Build an increasing range of sentence structures</p> <p>In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation</p> <p>Use present and past tenses correctly and consistently including the progressive and present perfect forms</p>	

Year 3 – Writing - Year Group Mastery Overviews

Handwriting Progression of Skills	<p>To accurately form the ladder family letters in capital letters and lower case. (Cursive) l, l, u, t, y, j.</p> <p>To accurately form the one arm robot family. Lower and capital letters. (Cursive) Letters n, m, h, k, b, p, r.</p> <p>To accurately to form the curly caterpillar letter family. Lower and capital letters. (cursive) Letters c, a, d, e, s, g.</p>	<p>To accurately to form horizontal joins.</p> <p>vo wo ru wa oc ro wn ve re oe</p> <p>To accurately to form diagonal joins.</p> <p>ar co di ei hu im ka li ma np ui</p>	<p>To accurately form words using the horizontal joins.</p> <p>To accurately form words using the diagonal joins.</p>	<p>To accurately write dictated sentences using the horizontal and vertical joins.</p>	<p>To accurately write dictated sentences using the horizontal and vertical joins.</p>	<p>To accurately write dictated sentences using the horizontal and vertical joins.</p>
Year Group Progression of Skills						
Grammar (word)	Form nouns with a range of prefixes [for example super-, anti-, auto-] Use a or an according to whether the next word begins with a vowel or consonant					
Grammar (sentence)	Express time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after,					
Grammar (paragraph)	Group related ideas into paragraphs Use headings and sub-headings to aid presentation Expressing time, place and cause using conjunctions, adverbs and prepositions Expressing time, place and cause using conjunctions, adverbs and prepositions					
Grammar (cohesion)	Use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]					
Grammar (punctuation)	Use inverted commas to punctuate direct speech					
Composition	<p>Plan writing: Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas</p> <p>Draft and write: Compose and rehearse sentences orally Build a varied and rich vocabulary Build an increasing range of sentence structures In narratives, create settings, characters and plot</p>					

Year 3 – Writing - Year Group Mastery Overviews

	<p>In non-narrative use simple organisational devices such as heading, sub-headings</p> <p>Evaluate and edit:</p> <p>Assess the effectiveness of own and others' writing</p> <p>Propose changes to grammar and vocabulary to improve consistency</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
Year 3 Key Word Lists	
Common Expectation Words	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 – and/or others according to programme used.
High Frequency Words	Water, bear, find, these, live, away, can't, more, began, say, good, again, I'll, boy, soon, want, cat, round, animals, night, over, long, tree, never, narrator, how, things, magic, next, small, did, new, shouted, first, car, man, after, us, work, couldn't, going, wanted, other, lots, three, where, eat, food, need, head, would, everyone, fox, that's, king, or, our, though, baby, town, took, two, way, fish, I've, school, has, been, gave, around, think, yes, stop, mouse, every, home, play, most, something, garden, who, take, red, bed, fast, didn't, thought, door, may, only, ran, dog, right, still, many, know, well, sea, found, laughed
Year 3 / 4 Word List	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



Year 3 – Writing - Year Group Mastery Overviews

