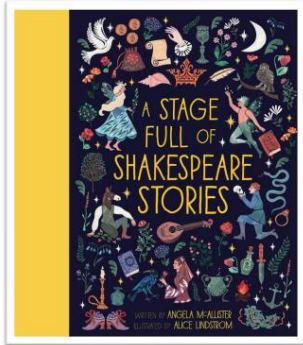




# English Writing Year 3 Summer 2



NC Word List – Years 3 and 4		Developing Vocabulary	
although	history	appearance	merchant
answer	interest	caskets	noble
arrive	learn	comedy	penalty
build	material	company	pound of flesh
century	popular	debt	playgoers
certain	question	despised	reluctant
circle	reign	dismay	suitable
decide	thought	dismissed	suitor
experience	various	hand in marriage	thatched roof
famous	woman	jester	tour
guide		justice	tragedy
		loan	trial
		loathe	

## Genre: Non- Fiction – Information Text

I am learning to plan and write a guide for visiting The Globe Theatre in London

Information text writing includes:

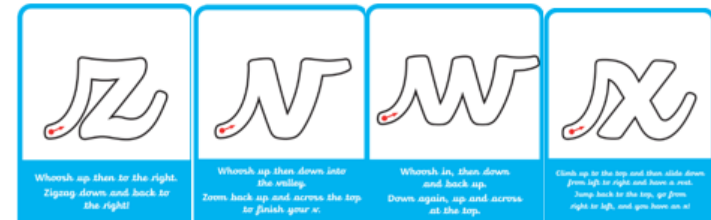
- Use specific and some technical vocabulary Use description to compare and contrast
- Write in present tense (except historic reports)
- Use layout features e.g. questions to draw in the reader, headings and subheadings, paragraphs to group related ideas, diagrams
- Write in a logical order

## Non Negotiables in Year 3 Writing Summer 2

- Use punctuation at Y2 standard correctly (**full stops, capital letters – including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contractions and singular noun possession**)
- Use prepositions to express time, place and cause
- Group related ideas in paragraphs

## Letter Formation

*The zigzag monster family*



## **Grammar and Punctuation Knowledge**

### **Use the present perfect form of verbs in contrast to the past tense**

#### **What is a perfect tense?**

The perfect tense is used to show how events or actions are related in time or cause.

#### **What is the present perfect tense?**

The present perfect tense is used to show that things happened in the past but are still happening, or are still relevant and important now. It is also referred to as the present perfect verb form.

The present perfect tense uses the words has/have + the past tense verb.

She has walked to school.

The present perfect tense can be used instead of the simple past tense.

#### **What is the simple past tense?**

The simple past tense is used when writing about things that have happened in the past. Most verbs have the suffix -ed added to them to form the past tense. Some past tense verbs are irregular and don't follow this rule, for example teach and taught, go and went.

#### **What is the progressive tense?**

The progressive tense is used to show when an action or state is continuing to happen and can either be present or past. The verbs in this verb form end with the suffix -ing.

## **Grammar and Punctuation Knowledge**

### **What is the present progressive tense?**

The present progressive tense (sometimes called the present continuous tense) is used to show things happening now that may continue for a longer period of time.

### **How is the present progressive tense formed?**

It is formed using the verb is/are/am and the verb ending in the suffix -ing (present participle).

*She is walking*

*The same sentence in the simple present tense would be:*

*She walks*

### **What is the past progressive form?**

The past progressive is formed using the past tense of the auxiliary verb "be" (i.e., "was/were") along with the present participle ("ing" form) of a main verb (e.g., "I was thinking

### **How is it formed?**

It is formed using the verb was/were and the verb ending in the suffix -ing (past participle).

I *was*

We *were*

They *were*

## **Grammar and Punctuation Knowledge**

**In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation**

### **What is a heading?**

A heading is a title at the head of a page or the section of a book.

### **What is a subheading?**

A subheading is a heading or title given to a section or paragraph within a main piece of writing.

### **When should headings and subheadings be used?**

Headings and subheadings are more regularly seen in non-fiction writing. Headings tell the reader what the whole piece of writing is about. Subheadings help to organise the information on the page for the reader, breaking it into smaller sections making it easier to read. They are designed to stand out and grab the reader's attention, guiding them through the text and informing them what the next section of text is about. This can encourage them to continue to read

**Build an increasing range of sentence structures**

### **What is a subordinating conjunction?**

A subordinating conjunction introduces a subordinate clause to add information to a main clause.

after	although	as	because	before
even	though	if	once	since
that	though	unless	until	when
whenever	whereas	wherever	while	

## **Grammar and Punctuation Knowledge**

*We took an umbrella because it looked like it might rain.*

*Can I have a lift if it is raining?*

*I loved horse riding when I was young.*

*Greta walked home although it was dark.*

*I have not seen my brother since he got his new games console!*

*Sam had to feed the puppy before she left.*

*They waited until everyone had arrived.*

*Hassan is very loud whereas his brother is much quieter*

### **What is a main clause?**

A main clause (also known as an independent clause) is a clause that makes sense on its own as a simple sentence.

### **What is a subordinate clause?**

A subordinate clause is introduced by a subordinating conjunction. It is not as important as the main clause and cannot be a sentence on its own. They can be placed before, after or within the main clause to create a complex sentence, also known as a multi-clause sentence. The subordinate clause is bold in the example below. Note where commas are used when the subordinate clause is placed before, or within, the main clause.

The main clause below is 'the children had a treat'.

*The children had a treat **if they completed their homework.***

***If they completed their homework,** the children had a treat.*

*The children, **if they completed their homework,** had a treat.*