

National Curriculum Objectives:

<p>Writing Transcription</p> <ul style="list-style-type: none"> • Spelling (see English Appendix 1) <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • 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. 	<p>Writing Composition</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing 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.
<p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes 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>Vocabulary, Punctuation and Grammar</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in English Appendix 2 by: • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 • indicate grammatical and other features by: • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading
<p>Spoken Language</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers 	

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- 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.

Appendix 1: Spelling See separate document.

Appendix 2: Vocabulary, Punctuation and Grammar

Word Formation of nouns using a range of prefixes [for example super-, anti-, auto-]

Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]

Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]

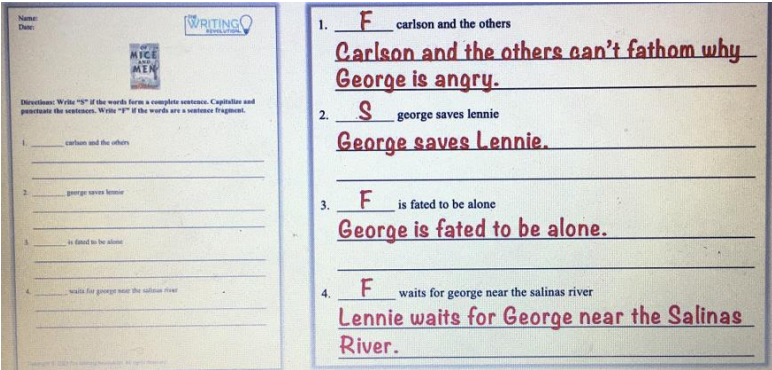
Sentence Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]

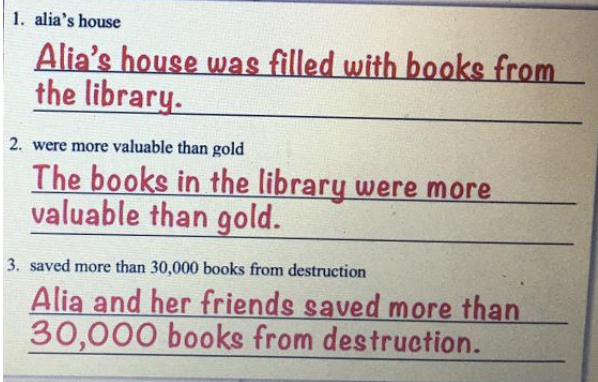
Text Introduction to paragraphs as a way to group related material

Headings and sub-headings to aid presentation Use of 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]

Punctuation Introduction to inverted commas to punctuate direct speech

Terminology for pupils preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

Week/Focus	Day	Learning Intention
<p>Week 1</p> <p>Focus: Fiction (narrative)</p>	<p>Hold a sentence (for each day of week)</p>	<p>Above the trees, birds <u>continue</u> to fly at an <u>extreme height</u>.</p>
	1	<p>To know how to orally rehearse writing</p> <p>Oral Rehearsal: Share relevant section of the story, teacher to provide brief story map showing relevant section of story. Use story map/visual prompts to learn and orally retell relevant section of story. Discuss writer choices.</p>
	2	<p>To know how to orally rehearse writing</p> <p>Oral Rehearsal: With the guidance of a pre-prepared story map, re-write relevant section of story/WAGOLL. Discuss writer choices.</p> <p>TWR strategy: Following the re-writing of the orally rehearsed text, the teacher will model and the children will practise converting fragments to sentences (based on the orally rehearsed text/the slow writing lesson that will follow). Discuss what a sentence is/what is needed to make a sentence (subject-verb/subject-verb-object).</p> <p>A fragment is a group of words that is not a grammatically complete sentence. Usually a fragment lacks a subject, verb, or both, or is a dependent clause that is not attached to an independent clause.</p> <p>Ideas:</p>  <p>The worksheet contains the following items:</p> <ul style="list-style-type: none"> 1. <u>F</u> carlson and the others Carlson and the others can't fathom why George is angry. 2. <u>S</u> george saves lennie George saves Lennie. 3. <u>F</u> is fated to be alone George is fated to be alone. 4. <u>F</u> waits for george near the salinas river Lennie waits for George near the Salinas River.

		 <p>1. alia's house <u>Alia's house was filled with books from the library.</u></p> <p>2. were more valuable than gold <u>The books in the library were more valuable than gold.</u></p> <p>3. saved more than 30,000 books from destruction <u>Alia and her friends saved more than 30,000 books from destruction.</u></p>
	3	<p>To know how to write effective sentences for a narrative using adverbials of place at different places in simple sentences (slow writing a cohesive paragraph- paragraph 1) <u>Title: Teacher to form title that relates to that part of the story-</u> Oral rehearsal of and writing sentences that uses adverbials of place</p> <p>***Recap prepositions</p>
	4	<p>To know how to write effective sentences for a narrative using adverbials of time, place and manner at different places in simple sentences (slow writing a cohesive paragraph- paragraph 2) <u>Title: Teacher to form title that relates to that part of the story-</u> Oral rehearsal of and writing sentences that uses adverbials of time, place and manner.</p> <p>***Recap speech- teacher will provide children with an example of speech that has not been punctuated to include at the end of this plot point. Children will copy the speech with the correct punctuation.</p>
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<p>Week 2</p> <p>Focus: Fiction (narrative)</p>	<p>Hold a sentence (for each day of week)</p>	<p>While you were busy talking, your cat has caught a <u>special</u> creature.</p>
	<p>1</p>	<p>To know how to write effective sentences for a narrative using coordinating conjunctions to create compound sentences (slow writing a cohesive paragraph- paragraph 3)</p> <p><u>Title: Teacher to form title that relates to that part of the story-</u> Oral rehearsal of and writing sentences that use coordinating conjunctions:</p> <ul style="list-style-type: none"> - one sentence will use the coordinating conjunction 'and' - one sentence will use the coordinating conjunction 'but' - one sentence will use the coordinating conjunction 'yet' <p>***Recap identifying the subject, verb and object in each of the main clauses of the compound sentences.</p>
	<p>2</p>	<p>To know how to write effective sentences for a narrative using subordinating conjunctions, including subordinating conjunctions to open a sentence (slow writing a cohesive paragraph- paragraph 4)</p> <p><u>Title: Teacher to form title that relates to that part of the story-</u> Oral rehearsal of and writing sentences that use subordinating conjunctions, including subordinating conjunctions to open a sentence. The sentences will use the subordinating conjunctions 'because' and 'when'.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> </div> <p>***Focus on when and why for sentence expansion.</p>
<p>3</p>	<p>To know how to write for a specific purpose (collation write)</p>	

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		<p>Title of Story: Write narrative using sentences for each paragraph that have been gathered over preceding lessons.</p>
	4	<p>To know how to apply my writing skills</p> <p>Independent Write: Children will write another narrative (e.g. from a different point of view) applying the skills that they have practised during this writing unit (<i>10mins to plan, then complete independent write</i>)</p>
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<p>Week 3</p> <p>Focus: Fiction (narrative)</p>	<p>Hold a sentence (for each day of week)</p>	<p>Although he couldn't answer the grammar question, Sam had tried his hardest before the <u>answer</u> was revealed.</p>
	1	<p>To know how to edit and publish my writing (15mins SPaG focus, 15mins polishing focus, 30mins to publish)</p>
	2	<p>Responsive lesson- children will write sentences that could be used to extend the piece of writing that they have just published. These sentences will be focused on an outcome that has been identified requiring further attention in your class.</p>
	3	<p>To know how to plan my writing</p> <p><u>Planning:</u> Children will plan another narrative linked to the same theme/ learning, applying the skills that they have practised during this writing unit</p>
	4	<p>To know how to orally rehearse my writing</p> <p><u>Oral Rehearsal:</u> Children will orally rehearse key parts for their story, focusing on practising specific writing techniques/sentence structures. E.g., children will practise a sentence that they will write that uses a subordinate clause to open a sentence, saying/signing the necessary punctuation.</p>
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<p>Week 4</p> <p>Focus: Fiction (narrative)/ Non-fiction writing linked to wider curriculum topic/assessment task</p>	<p>Hold a sentence (for each day of week)</p>	<p>After she has eaten the <u>fruit</u>, she will take a walk down a <u>special</u> path to get some <u>exercise</u>.</p>
	1	<p>To know how to apply my writing skills</p> <p><u>Second Independent Write:</u> Children will write another narrative linked to the same theme/ learning, applying the skills that they have practised during this writing unit</p>
	2	<p>To know how to read my writing aloud using appropriate intonation and controlling the tone and volume.</p>
	3	<p>Non-fiction writing linked to wider curriculum topic/assessment task</p>
	4	<p>Non-fiction writing linked to wider curriculum topic/assessment task</p>
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<p>Week 5</p> <p>Focus: Non-fiction writing linked to wider curriculum topic/assessment task</p>	<p>Hold a sentence (for each day of week)</p>	<p>The driver may <u>appear</u> to be responsible, but the car <u>accident</u> was <u>actually</u> caused by the faulty traffic lights at the <u>busy</u> junction.</p>
	1	<p>Non-fiction writing linked to wider curriculum topic/assessment task</p>
	2	<p>Non-fiction writing linked to wider curriculum topic/assessment task</p>
	3	<p>Non-fiction writing linked to wider curriculum topic/assessment task</p>
	4	<p><u>Oral Rehearsal:</u> Discussion of WAGOLL (orally rehearse a poem/part of a poem (using outline/visual prompt provided by teacher)</p> <p><i>(see 'Autumn is Here'/seasonal poem planning for potential guide)</i></p> <p>Study WAGOLL poem, identify key parts. Orally retell/perform poem.</p>
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Week 6	Hold a sentence (for each day of week)	The <u>woman</u> was looking at the wrong <u>calendar</u> . <u>Therefore</u> , this caused <u>various</u> dates that she had written before to <u>disappear</u> .
<p>Focus: Poetry</p> <p><u>Assessment focus targets:</u> I can use the perfect form of verbs instead of the past tense (has + past tense)</p> <p>I can choose ambitious yet appropriate vocabulary most of the time</p> <p>I can add detail to describe settings</p>	1	<p>To know how to orally rehearse writing</p> <p><u>Oral Rehearsal:</u> With the guidance of a pre-prepared visual prompts, re-write relevant section of WAGOLL.</p>
	2	<p>To know how to write effective lines for a poem</p> <p><u>Slow writing an effective stanza/verse (teacher to provide title linked to stanza/verse)-</u> Select a focus point per sentence from the Assessment focus targets (the lesson will focus on gathering approximately 3-4 lines with prior oral rehearsal)</p>
	3	<p>To know how to write effective lines for a poem</p> <p><u>Slow writing an effective stanza/verse (teacher to provide title linked to stanza/verse)-</u> Select a focus point per sentence from the Assessment focus targets (the lesson will focus on gathering approximately 3-4 lines with prior oral rehearsal)</p>
	4	<p>To know how to write for a specific purpose</p> <p><u>Independent write (teacher to provide title for the poem):</u> Write poem using sentences for each paragraph that have been gathered over preceding lessons.</p>
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