



WRITING CURRICULUM DESIGN

The writing curriculum consists of 3 sections:

Know it - the essential knowledge needed for that year group. Directly correlates to NC requirements.

Teach it - a section for transcription which focuses upon spelling and handwriting, and composition which looks at the construction of writing.

Apply it - a progressive whole school approach to writing content.

KNOW IT YEAR 3

TENSE

Progressive Tense	An ongoing action. 'I am writing.'
Perfect Tense	Uses had/hadn't to refer to a completed action: 'I have been writing.'
Present Tense	An action which is happening now.
Tense	A verb form which indicates time.

SENTENCE STRUCTURE

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

SPELLING

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

WORD CLASS

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

PUNCTUATION

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

Know it!

The 'Know it' section focuses upon the grammatical, phonetic and punctuation knowledge that each year group needs to know. The definitions have made simple and clear so that staff will refer to the terminology in the same way. This will ensure a consistent approach through school. The blue building blocks outline prior knowledge.

TEACH IT: TRANSCRIPTION YEAR 3

SPELLING

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

Common Exception Words	Apostrophe Words	Prefix Words	Suffix Words
accident(al), actual(s), address, answer, appear, arrive, believe, begin, break, break, build, buy, business, calendar, caught, centre, century, certain, circle, complete, consist, er, continue, decide, describe, different, difficult, disappear, earth, earth, eight/nights, enough, mention, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guide, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(al), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possession(s), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, region, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, surprise, therefore, throughout, thought, through, various, weight, woman/women	Possession (plural) Children's men's girls' babies'	dis-, mis-, re-, in-, im-, sub-, auto-, semi-, inter-, super-	-ally, -ing, -ed, -er, -er, -ion, -sion, -ation
door, floor, poor, behind, find, kind, most, behind, child, children, well, climb, most, only, both, old, cold, gold, hold, told, every, everybody, when, great, break, back, pretty, to-and-fro, first, first, park, father, class, pass, pass, start, path, bath, hour, move, prove, improve, learn, sugar, eye, could, should, would, who, where, any, many, clothes, feet, people, water, again, half, money, Mr, Mrs, parents	Contractions Can't, didn't, hasn't, it's, I'll	un-	-ful, -ment, -ly, -ness, -less
	Alternatives y sounding - mystery different to sounds -ight -igns -ign ow - oo - oo (add oo making or sound word too) ei, eigh, ty sounding a vein, eight, stay	Homophones Teach a range: ai / i, e - pair, pair; ei / ee - meet, meet; i way homophones: there / their / they're boy / by / bye head / head / head i / y - die / dye l / e / igh - side / signed aw / ow - green / green	Diagonal joiners without ascenders a i e e l e a r in aw u o i g a i r i n g Horizontal joiners without ascenders o a o o o i o u o r v u r a f i w o v r a

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.

Left-handed

Right-handed

Diagonal joiners with ascenders
a i e e l e a r in
u h o b f t r k
Horizontal joiners from ascenders
k n l y h k l o l a
t a t i l o h a d i d o

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 before adding the suffix e.g. *miss/misses, break/broke*;
- when adding consonant suffixes 'ful', 'less', 'ly', if the root word ends in 'y' change to an 'i' e.g. *beautiful, greedily, gloominess*. (This also applies to vowel suffixes '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' /'de', then 'sion' should be used;
- when changing nouns from singular to plural most words add 's' however, if the noun ends with 'y' or 'ie' add 'ies' 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 - Transcription

The transcription section includes expectations for spelling. All NC requirements are included, rules are outlined and the common exception words are included. The handwriting section fulfils all NC requirements and provides a visual guide to support progression and consistency.

TEACH IT: COMPOSITION YEAR 3

WRITING SKILLS

Grammar

Children should be taught to:

- use **o** or **or** 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

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

Steps to Success

- 1. Read and Respond**
Identify and discuss language, grammar, structure and organisational features in a model text.
- 2. Prepare**
Introduce the writing task identifying C.A.P. Discuss and share ideas. Gather information and vocabulary banks.
- 3. Plan**
Plan writing through discussing and recording ideas, continuing to refer back to the C.A.P. and model text.
- 4. Draft**
Draft and write through rehearsing and composing sentences, experimenting with language and sentence structures. Organise paragraphs around a theme and consider organisational devices.
- 5. Evaluate & Edit**
Evaluate effectiveness of own & others' writing. Proof read for spelling, punctuation and grammar errors.
- 6. Produce/Publish**
Read aloud their own writing to a group or class with appropriate intonation to make meaning clear.

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.

To inform	Non-Chronological Reports Recount Letters Recount Diary Instructions
To entertain	Character Profiles Poetry-Acrostic Poems Story Writing
To persuade	Adverts - Posters

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.

Teach it - Composition

Within the composition section, it outlines exactly what pupils should be taught and the writing process children should follow, whilst always linking back to CAP (context, audience and purpose).



WRITING CURRICULUM DESIGN

Apply it!

This section looks at appropriate text types which will allow children to apply their knowledge and skills within their writing. Each purpose has a breakdown of structure & organisation; the grammatical features that should be included and language features. It will assist staff subject knowledge and ensure a progressive approach to text types is used throughout school.

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

APPLY IT		YEAR 3	
Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.			
STORY WRITING	POETRY	CHARACTER PROFILES	POSTERS - PERSUASIVE
<p>Children should be taught to:</p> <p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> create a title for their story; include a beginning which introduces the character or setting; include a build up which hints at what is going to happen next; include a dilemma which introduces the problem; include a resolution where the problem is solved; organise writing into paragraphs; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use the tense consistently (past or present); use a wide range of conjunctions to express, time, place and manner; decide if they are using first or third person and use consistently; <p><u>Language features</u></p> <ul style="list-style-type: none"> use pronouns to avoid repetition; use noun phrases to aid cohesion; use direct speech to move the action; use adverbs and adjectives to give detailed descriptions. 	<p>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.</p> <p>They should be given the opportunity to plan, write and perform poetry.</p> <p>Children should be taught to read, write and perform:</p> <p><u>Acrostic Poems</u></p> <ul style="list-style-type: none"> choose a topic/themed word and arrange it vertically; begin each line with the next letter of that word; Understand that acrostic poems do not need to rhyme; use poetic devices such as alliteration, similes and rhythm to create effect. <p>Pupils should also experience a range of poetry through the reading curriculum.</p>	<p>Children should be taught to:</p> <p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> introduce the character to the reader; describe their appearance (distinctive features), personality, actions, thoughts and feelings; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use the tense consistently (past or present); use a wide range of conjunctions to link ideas use the third person; <p><u>Language features</u></p> <ul style="list-style-type: none"> use adjectives to describe appearance personality and feelings; use similes and metaphors to add detail and description; use show not tell techniques, encouraging the reader to make inferences; use pronouns to avoid repetition; use noun phrases to aid cohesion and add detail; use language drawn from the context. 	<p>Children should be taught to:</p> <p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include a heading; consider how best to make the poster visually appealing (boxes, colour, bullet points, diagrams, images, font, size); focus upon the key message and ensure this is clearly written on the poster; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use imperative verbs to convey importance; use inverted commas for direct quotes/endorsements; use exclamatory sentences to emphasise; <p><u>Language features</u></p> <ul style="list-style-type: none"> use subject specific vocabulary; avoid detailed descriptions; use comparisons (better than...); use alliteration for effect.