

Autumn Term Writing Overview



WRITING YEAR 3 OUR LADY OF THE ROSARY CATHOLIC PRIMARY

	Autumn 1		Autumn 2	
Stimulus:	Stone Age Boy by Satoshi Kitamura		The Boy who Grew Dragons by Andy Shepherd	
Genre:	Writing to Inform	Writing to Entertain	Writing to Explain	Writing to Persuade
Text Type:	Newspaper Report	Extended Character Descriptions	Explanation Text	Diary
COMPOSITION – evidenced in class & books				
	Blue = A focus in this genre/text type		Purple = Expected in all	
I can discuss and plan ideas about settings, character and a plot in narrative and key text features in non-narrative before formally writing.				
I can compose and rehearse sentences orally, making changes if they don't make sense .				
I am beginning to organise paragraphs around a theme, using description & explanation to expand meaning				
I can include simple organisational devices, such as headings, subheadings, numbers & bullet points in non-narrative. I can use bullet points to list words/ideas				
I can include simple organisational devices, such as time sequencers in narrative.				
I can use a variety of sentence types (simple, compound, complex).				
I can up-stage my writing, for example by adding in a simile , using alliteration & varying verbs .				
I can edit my own and others' work by proofreading for spelling and punctuation errors.				
I can read my own writing aloud to the whole class using expression and tone .				
VOCABULARY, PUNCTUATION & GRAMMAR– evidenced in class & books				
I can use a range of prepositions, adverbs, pronouns & conjunctions at the start & within sentences to avoid repetition .				
I can use adverbs and adverbial phrases to express time, how, relationships and place.				
I can use prepositions to indicate time and place.				
I can write grammatically accurate simple and compound sentences				
I can extend sentences by using a wider range of conjunctions including when, if, because, although (punctuating with a comma before the connective).				
I can use expanded noun phrases, e.g. the big, brown dog.				
I can use apostrophes for contracted forms.				
I can use apostrophes for singular possession.				
I can use commas in a list.				
I can use a and an correctly.				
I can punctuate direct speech correctly knowing the proper term is inverted commas				
I can convey characterisation through description and speech.				
I can use detail, description, and technical vocabulary.				
I can use grammatical terminology in discussing writing, e.g. noun, noun phrase, statement, question, exclamation, command, adjective, verb, suffix, adverb, past tense, present tense.				
I can discuss my writing using grammatical terminology (adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, constant letter, vowel, vowel letter, inverted commas)				

Previous Year Group Instructions:

- Highlight **amber** if taught but further teaching input/reinforcement needed.
- Highlight **red** if not taught.



Linking the Curriculum:

Teaching **Sentence Structure Expectations** in Autumn 2020:

In sentence work, consolidate Year 2 objectives and link into Year 3 by focusing on the use of **subordinating conjunctions**. It is important that children embed this understanding during the Autumn term because this is a key expectation for end of key stage 1. The expectation of Y3 is that children consolidate this learning and **widen the range by using 'before' and 'after'** so these two can be added to the teaching input around subordination during Autumn if appropriate or the 2 new subordinating conjunctions can be introduced later in the year.

Teach children how to **vary sentence openers** and why it is important. Using **adverbs** are a feature of both the Year 2 and Year 3 curriculum. Use the Autumn term to ensure that children are taught how to **start sentences with a range of appropriate adverbs** (this can be built on as Year 3 progresses by exploring using the adverbs in different positions in the sentence). Varying sentence openers is a key area for focus.

Teaching **Punctuation Expectations** in Autumn 2020:

There are 3 clear objectives to focus on during the Autumn term:

1. consolidating and embedding accurate sentence punctuation (capital letter, full stop + exclamation and question marks)
2. commas in lists
3. apostrophes for singular possession.

Teaching **Text Organisation Expectations** in Autumn 2020:

The skill of organising ideas by **GROUPING** them is common to both Year 2 and Year 3 so this is an obvious place to start in Autumn 2020, Year 2 learning can be consolidated by looking at writing forms such as **chronological and/or non-chronological reports**. This will provide the context for teaching organisational features (bullet and numbered points, use of time connectives for chronology, grouping ideas under headings/sub-headings, introductory and concluding sentences as well as writing in the correct tense).

Teaching **Composition and Effect** in Autumn 2020:

Using **noun phrases for specification** is a statutory element of the Year 2 P.o.S; therefore, should be continued and consolidated in the Autumn term in Year 3. It is a clear link between the Year 2 &3 curriculum: teaching children how to **carefully choose and use noun phrases for description**. In report writing (chronological and non-chronological), it is the **precision of the vocabulary** used that is important (clear, specific language choices).