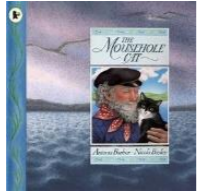
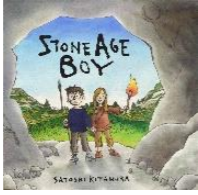
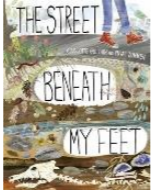
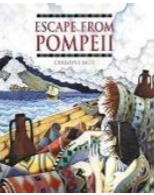
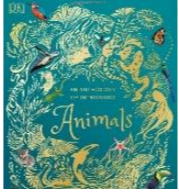



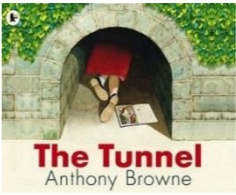
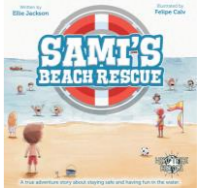
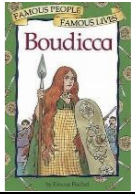




# St Mewan Writing Curriculum



## Year 3

<p><b>Year 3 writing units</b></p> <p>Non-fiction Fiction Poetry Skills work <i>Scaffolded (S)</i> <i>Independent (I)</i></p>	<p><b>The Mousehole Cat</b> (third person narrative)</p>  <p><b>Stone Age Boy</b> Diary (History link)</p> 	<p><b>Street Beneath our Feet</b> (explanation/information text - links to Science &amp; Geography)</p>  <p><b>Escape from Pompeii</b> (kenning poetry, character description)</p> 	<p><b>Skeletons and muscles</b> (non-chronological report links to science)</p>  <p><b>Embarked</b> (first person narrative)</p> 	<p><b>Encanto</b> setting and character description</p>  <p><b>Night at the museum</b> (recount of a fictional event)</p> 	<p><b>The Tunnel</b> Mystery and Suspense writing. Extend the story.</p> 	<p><b>Sami's Beach rescue</b> Local area –coastline work with the coastguard and local partners Persuasive letter Instructions of beach safety (Links to Cornwall Geography topic)</p>  <p><b>Boudicca</b> Letter and persuasive speech writing (History links)</p> 
<p><b>Phonic &amp; Whole word spelling</b></p>	<ul style="list-style-type: none"> <li>spell further homophones</li> <li>spell words that are often misspelt (Appendix 1). <b>See spelling progression on separate document.</b></li> </ul>					
<p><b>Other word building spelling</b></p>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them (Appendix 1)</li> <li>place the possessive apostrophe accurately in words with regular plurals (girls', boys')</li> <li>use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>					
<p><b>Transcription</b></p>	<ul style="list-style-type: none"> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><b>Dictation sentences once a week all year.</b></p>					
<p><b>Handwriting</b></p>	<ul style="list-style-type: none"> <li>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</li> <li>increase the legibility, consistency and quality of their handwriting.</li> </ul>					
<p><b>Contexts for Writing</b></p>	<ul style="list-style-type: none"> <li>discuss writing similar to that which they are planning to write in order to understand and learn from its structure, Vocabulary and grammar</li> </ul>					
<p><b>Planning Writing</b></p>	<ul style="list-style-type: none"> <li>discuss and recording ideas</li> <li>compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (see grammar section below)</li> </ul>					
<p><b>Drafting Writing</b></p>	<ul style="list-style-type: none"> <li>in narratives, create settings, characters and plot</li> </ul>	<ul style="list-style-type: none"> <li><b>organise paragraphs around a theme (NF)</b> <ul style="list-style-type: none"> <li>in non-narrative material, use simple organisational devices (headings &amp; subheadings)</li> </ul> </li> <li>in narratives, create settings, characters and plot</li> <li><b>in non-narrative material, use simple organisational devices</b></li> </ul>	<ul style="list-style-type: none"> <li><b>organise paragraphs around a theme (F)</b> <ul style="list-style-type: none"> <li>in narratives, create settings, characters and plot</li> </ul> </li> <li>in non-narrative material, use simple organisational devices (headings &amp; subheadings)</li> </ul>	<ul style="list-style-type: none"> <li>organise paragraphs around a theme</li> <li>in narratives, create settings, characters and plot</li> </ul>	<ul style="list-style-type: none"> <li>organise paragraphs around a theme</li> <li>in narratives, create settings, characters and plot</li> </ul>	<ul style="list-style-type: none"> <li>organise paragraphs around a theme</li> <li>in non-narrative material, use simple organisational devices (headings &amp; subheadings)</li> </ul>

		(headings & subheadings)				
<b>Editing Writing</b>	<ul style="list-style-type: none"> <li>begin to assess the effectiveness of their own and others' writing and suggest improvements within a given framework</li> <li>begin to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>begin to proofread for spelling and punctuation errors</li> </ul>					
<b>Performing Writing</b>		<ul style="list-style-type: none"> <li>read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>				<ul style="list-style-type: none"> <li>read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>
<b>Word</b>		<ul style="list-style-type: none"> <li>understand when to use a or an (a if the following word begins with a consonant, an if it begins with a vowel) and so correctly.</li> <li>understand the difference between plural and possessive –s</li> <li>Understand how word families are connected and share meaning (i.e. solution, solver, dissolver, insoluble) and begin to use this to determine meaning of unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>understand when to use a or an (a if the following word begins with a consonant, an if it begins with a vowel) and so correctly.</li> <li>understand the difference between plural and possessive –s</li> <li>Understand how word families are connected and share meaning (i.e. solution, solver, dissolver, insoluble) and begin to use this to determine meaning of unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the difference between plural and possessive –s</li> <li>understand how additional nouns can be formed using prefixes (i.e. super, anti, auto) – see spelling document.</li> </ul>	<ul style="list-style-type: none"> <li>understand the difference between plural and possessive –s</li> </ul>	<ul style="list-style-type: none"> <li>understand the difference between plural and possessive –s</li> <li>understand how additional nouns can be formed using prefixes (i.e. super, anti, auto) – see spelling document.</li> <li>Understand how word families are connected and share meaning (i.e. solution, solver, dissolver, insoluble) and begin to use this to determine meaning of unfamiliar words.</li> <li>understand the difference between plural and possessive –s</li> <li>understand when to use a or an (a if the following word begins with a consonant, an if it begins with a vowel) and so correctly.</li> </ul>
<b>Statutory word list</b>	Caught, believe, history, appear, important, material, fruit, experiment, potatoes, early, eight, eighth, occasion, occasionally, busy, forward (s), minute, complete, certain	Extreme, breathe, breath, straight, woman, women, separate, weight, calendar, centre, earth, therefore, natural, height, heard, though, recent, remember, pressure, although	Notice, thought, arrive, build, address, group, possible, imagine, favourite, February, experience, promise, probably, perhaps, actual, actually	Century, fruit, through, Surprise, famous, bicycle, imagine, special, naughty, strange, various, natural, opposite, interest, different, ordinary, regular, popular, possess, possession	Decide, question, library, learn, purpose, exercise, answer, enough, continue, consider, describe, length, often, sentence, peculiar, particular,	Reign, difficult, disappear, circle, accident, accidentally, knowledge, island, grammar, strength, heart, guard, medicine, mention, guide, increase, suppose, position, quarter, business
<b>Sentence</b>	<ul style="list-style-type: none"> <li>use adverbs to express where, when and how (then, next, soon, therefore, carefully)</li> </ul>	<ul style="list-style-type: none"> <li>use adverbs to express where, when and how</li> </ul>	<ul style="list-style-type: none"> <li>use adverbs to express where, when and how (then, next, soon, therefore, carefully)</li> </ul>	<ul style="list-style-type: none"> <li>Use conjunctions to express time, place and cause (after, before, when, while, so, because)</li> </ul>	<ul style="list-style-type: none"> <li>Use conjunctions to express time, place and cause (after, before, when, while, so, because)</li> <li>use adverbs to express where, when and how (then, next, soon, therefore, carefully)</li> </ul>	<ul style="list-style-type: none"> <li>Use conjunctions to express time, place and cause (after, before, when, while, so, because)</li> </ul>

		(then, next, soon, therefore, carefully)	<ul style="list-style-type: none"> <li>• <b>Use conjunctions to express time, place and cause (after, before, when, while, so, because)</b></li> </ul>	<ul style="list-style-type: none"> <li>• use adverbs to express where, when and how (then, next, soon, therefore, carefully)</li> <li>• <b>begin to expand their number of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (see school guidance document on teaching conjunctions)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>use prepositions to express time, place and cause (before, after, during, in, because of).</b></li> <li>* Remember, some words can be both conjunctions and prepositions; conjunctions join two main clauses, prepositions refer to the placement in time or space of a noun. i.e. I will walk the dog before I eat my tear (conjunction). My house is before the garage (preposition).</li> <li>• begin to expand their number of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (see school guidance document on teaching conjunctions)</li> </ul>	<ul style="list-style-type: none"> <li>• use prepositions to express time, place and cause (before, after, during, in, because of).</li> <li>* Remember, some words can be both conjunctions and prepositions; conjunctions join two main clauses, prepositions refer to the placement in time or space of a noun. i.e. I will walk the dog before I eat my tear (conjunction). My house is before the garage (preposition).</li> <li>• <b>User present perfect forms instead of simple past (He has gone out to play rather than He went out to play).</b></li> <li>• begin to expand their number of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (see school guidance document on teaching conjunctions)</li> </ul>
<b>Text</b>		<ul style="list-style-type: none"> <li>• <b>use headings and subheadings to aid presentation.</b></li> <li>• introduce paragraphs as a way to group content around a change in theme (location, time, person, event)</li> <li>• <b>introduce paragraphs as a way to group content around a change in theme (for a topic/theme in a nonfiction text)</b></li> </ul>	<ul style="list-style-type: none"> <li>• use headings and subheadings to aid presentation.</li> <li>• introduce paragraphs as a way to group content around a change in theme (location, time, person, event)</li> <li>• <b>introduce paragraphs as a way to group content around a change in theme (location, time, person, event)</b></li> <li>• <b>make appropriate choice of pronouns and nouns across sentences to develop cohesion (Mary – she, hers. Barry, his, him)</b></li> </ul>	<ul style="list-style-type: none"> <li>• make appropriate choice of pronouns and nouns across sentences to develop cohesion (Mary – she, hers. Barry, his, him)</li> <li>• introduce paragraphs as a way to group content around a change in theme (location, time, person, event)</li> </ul>	<ul style="list-style-type: none"> <li>• introduce paragraphs as a way to group content around a change in theme (location, time, person, event)</li> <li>• make appropriate choice of pronouns and nouns across sentences to develop cohesion (Mary – she, hers. Barry, his, him)</li> </ul>	<ul style="list-style-type: none"> <li>• introduce paragraphs as a way to group content around a change in theme (location, time, person, event)</li> <li>• use headings and subheadings to aid presentation.</li> <li>• make appropriate choice of pronouns and nouns across sentences to develop cohesion (Mary – she, hers. Barry, his, him)</li> </ul>
<b>Punctuation</b>	•introduce inverted commas to punctuate direct speech.	<ul style="list-style-type: none"> <li>• <b>use commas after fronted adverbials</b></li> <li>• introduce inverted commas to punctuate direct speech.</li> <li>• <b>Indicate possession by using the possessive apostrophe with singular nouns (girl's name).</b></li> </ul>	<ul style="list-style-type: none"> <li>• Indicate possession by using the possessive apostrophe with singular nouns (girl's name).</li> <li>• use commas after fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>• Indicate possession by using the possessive apostrophe with singular nouns (girl's name).</li> <li>• use commas after fronted adverbials</li> <li>• introduce inverted commas to punctuate direct speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce inverted commas to punctuate direct speech.</li> <li>• use commas after fronted adverbials.</li> <li>• Indicate possession by using the possessive apostrophe with singular nouns (girl's name).</li> </ul>	<ul style="list-style-type: none"> <li>• Indicate possession by using the possessive apostrophe with singular nouns (girl's name).</li> <li>• introduce inverted commas to punctuate direct speech.</li> </ul>

<b>Terminology</b> for pupils to use and understand	<b>direct speech , inverted commas (or 'speech marks')</b>	adverb, direct speech, , inverted commas (or 'speech marks')	adverb, <b>conjunction, clause, subordinate clause,</b>	adverb, conjunction, clause, subordinate clause, direct speech, , inverted commas (or 'speech marks')	adverb, preposition, conjunction, clause, subordinate clause, direct speech, , inverted commas (or 'speech marks')	Preposition, conjunction, clause, subordinate clause,
	word family, prefix, clause, consonant, consonant letter vowel, vowel letter,					
<b>Sentence types introduced</b>	<b>3ed Personification of weather</b>	<b>ing_____</b> , <b>Double ly ending</b>	Double ly ending ing_____, ed_____	<b>The more, the more</b> 3ed Double ly ending ed_____	The more, the more Personification of weather Double ly ending ed_____	

\***Bold objectives indicate new learning.** Non-bold objectives indicate an opportunity to revisit, apply or consolidate previously taught skills.