

Writing on a Page - Year 3










Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text types covered					
Setting description Character description Poetry	Narrative Persuasive letters	Poetry Non chronological report Newspaper report	Diary Instructions	Non chronological report Information leaflet	Persuasive advert (radio) Narrative

Rainbow Grammar

Prior recall sentence types:

- To join two main clauses with a subordinating conjunction
- To compose a single command that starts with a verb
- To use question words to compose a question
- Begin a sentence with a fronted adverbial e.g. That night the moon shone
- To use direct speech and punctuate with inverted commas.
- Use an adverbial clause after a main clause e.g. The gate creaked when the boy pushed it
- Start a sentence with an adverbial clause e.g. When the boy pushed the gate it creaked.
- Commas between two adjectives
- Commas in a list of noun phrases
- Show omission with an apostrophe
- Use an apostrophe to mark singular possession.

<p>Separate a fronted adverbial with a comma That night, the moon shone.</p> <p>Begin a sentence with a linking adverb Soon the sky was as black as pitch.</p> <p>Begin a sentence with a simile (a 'how' adverbial phrase), separating with a comma Like a ghost, the moon drifted across the sky. As quiet as a mouse, the boy tiptoed across the garden.</p>  	<p>Use direct thought in a sentence, punctuating with inverted commas (speech marks) "Is it safe in here?" the boy wondered.</p> 	<p>Understand a non-finite clause as a subordinate clause that starts with a verb Use an -ing non-finite clause after a main clause, separating with a comma The moon hung in the sky, casting a sickly light over the world.</p> <p>Start a sentence with an -ing non-finite clause, separating with a comma Casting a sickly light over the world, the moon hung in the sky.</p>  	<p>Understand an adverbial clause as a subordinate clause that starts with a subordinating conjunction</p> <p>Separate an adverbial clause with a comma when it starts a sentence When the boy pushed it, the gate creaked.</p> 	<p>Understand a main clause as a clause that may function independently as a sentence</p> <p>Join 3 predicates with a comma and a coordinating conjunction The boy fumbled through his bag, found the old key and pushed it into the lock.</p> 
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Further grammatical concepts introduced within the year group. To be covered as well as further incorporated within the writing.

- To know and use ordinal determiners
- A selection of adjectives to enhance the noun and create expanded noun phrases
- To develop an understanding of pronouns
- Use of prepositions
- Using adverbs and linking adverbs such as next, now, soon, then.
- Using like and as to create similes
- Develop an understanding of conjunctions focusing on subordination conjunctions.

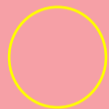
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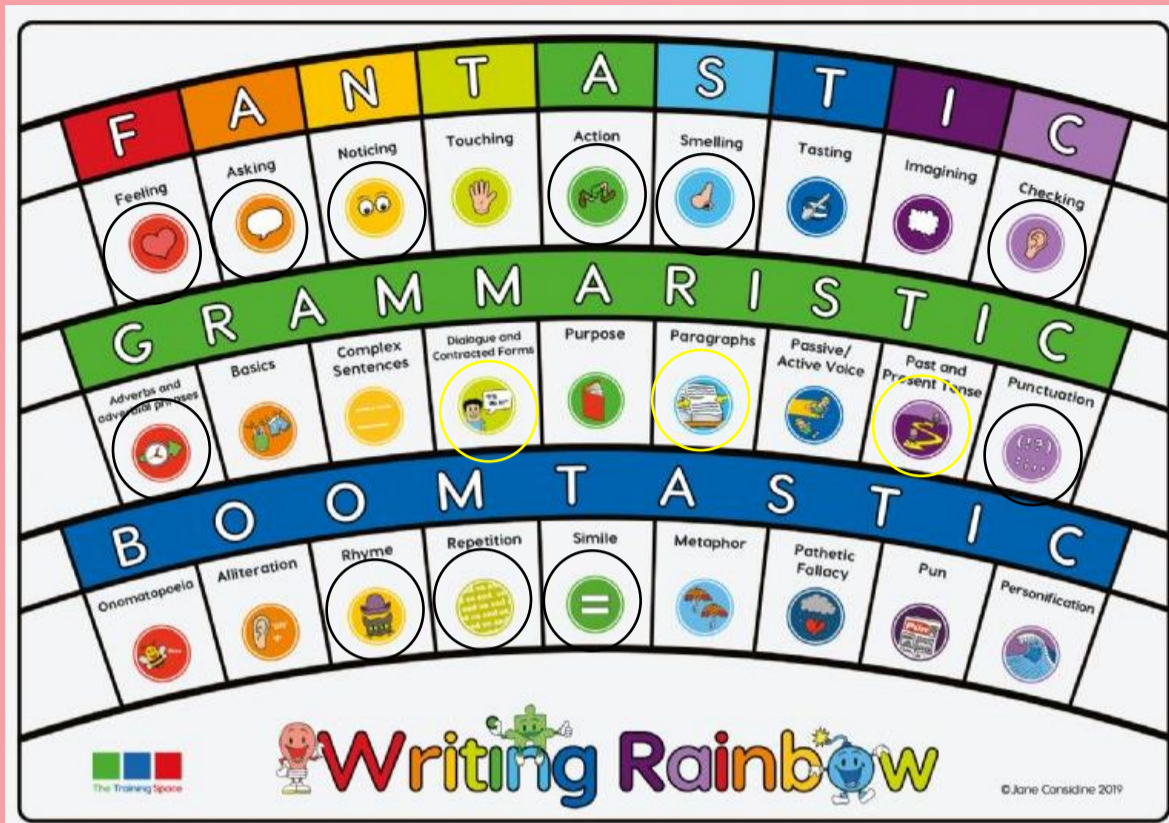
Lens progression- be covered within the year group.



Need to be covered.



Embedded within



Handwriting (Lower school)

- 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, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

The writing process- lower school

National curriculum objective:	Evidence within the writing process:
Plan 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	Evident within every writing cycle by use of the non-fiction shapes for key features/analysis linked to reading sessions. <div data-bbox="1213 1626 1612 1804" style="text-align: center;"> </div>
discussing and recording ideas-	Completed within every lesson with the use of the thinking side and class discussions.
Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence	Use of lenses within lessons to model high writing to the children. This is also used within rainbow grammar sessions (see overview) where the range of sentences are taught to the children.
organising paragraphs around a theme To create settings, characters and plot.	Use of plot points and waypoints to clearly plan this evident within each writing cycle. <div data-bbox="877 2208 1213 2421" style="text-align: center;"> </div>
in non-narrative material, using simple organisational devices [for example, headings and sub-headings]-	Use of the non-fiction shapes display this to children on the working wall and on waypoint maps. Children are confident using these with adult support during the modelled week and then independently. Particularly as they progress through the school.
Editing Assessing the effectiveness of their own and others' writing and suggesting improvements - editing session.	At the end of each unit, children are to work through and editing station which focuses on these elements. <div data-bbox="999 2644 1276 2807" style="display: inline-block; vertical-align: top; margin-right: 20px;"> <ul style="list-style-type: none"> • Have you missed out any words in your sentences? • Have you got too many ands? Which ones should be the beginning of a new sentence? • Do all of your sentences make proper sense? What do you need to change so that they do? </div> <div data-bbox="1402 2644 1640 2807" style="display: inline-block; vertical-align: top;"> <ul style="list-style-type: none"> • Have you spelt all the high frequency words correctly? • Use a dictionary or word list to correct any words you are unsure of • Make sure you correct the spellings of any words you have used that are on display in the classroom. </div>

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proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences-

proofread for spelling and punctuation errors

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

Circle any words you feel you could replace!

VOCABULARY

- Can you add or improve any adjectives to make your writing more detailed?
- Have you used powerful verbs?
- Can you include adverbs to show how things are done?
- Use a Thesaurus to help you find the best word for the job.

Editing stations...

PUNCTUATION

- Check for capital letters and full stops.
- Do you need any question marks?
- Don't forget to check for exclamation marks!
- Have you used commas in a listing sentence?
- If a character speaks, use inverted commas to show what they have said.

Reading texts linked to writing

Flotsam	Stone Age Boy	Escape from Pompeii	I was there: Boudicca's army	Peter Pan	Tin Forest
Earth's incredible oceans	Littlenose	Flood	We are the Romans	Non-fiction information book on Ilkeston.	The Iron Man
The storm poem	Letters	The pebble			
The little mermaid		Newspaper reports			
		Non-chronological report on the earth			

The writing process.

