

In school, we will ensure that we take every opportunity to encourage the children to develop as writers.

Essential opportunities

Narrative

- *Write stories set in places pupils have been.*
- *Write stories that contain mythical, legendary or historical characters or events*
- *Write stories of adventure*
- *Write stories of mystery and suspense*
- *Write letters*
- *Write plays*
- *Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum*

Non-fiction

- *Write instructions.*
- *Write recounts.*
- *Write persuasively.*
- *Write explanations.*
- *Write non-chronological reports.*
- *Write biographies.*
- *Write in a journalistic style.*
- *Write arguments.*
- *Write formally.*

Poetry

- *Learn by heart and perform a significant poem.*
- *Write haiku.*
- *Write cinquain.*
- *Write poems that convey an image (simile, word play, rhyme and metaphor.)*

Please speak to your child's teacher if you have any questions or would like further help or advice.

Thorns Primary School

WRITING

YEAR 3



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Please keep this reference guide safe as it gives you an overview of the curriculum coverage for your child's year group.

Your child in Year 3

We want all of our children to develop their writing skills so that they can write fluently, adapting their language and style for a range of contexts, purposes and audiences with a wide knowledge of vocabulary and grammar.

At Thorns, we develop children's spelling and handwriting skills through specific phonics, spelling and handwriting sessions. Writing composition skills are taught through English sessions and developed in all areas of learning.

We would also encourage children to develop these skills at home so it is important that children learn any spellings that have been sent home.

At Thorns, we are developing a curriculum approach that is underpinned by Chris Quigley Essentials ©; in this way we aim to develop mastery and depth of learning, rather than a 'tick list' approach. For this reason, you will notice that expectations for children look the same in years 1 & 2, years 3 & 4 and years 5 & 6. This is deliberate and does not mean that children do the same things in each of two years, it simply means that they have opportunities to revisit learning and in this way develop it further.

During their time in school we want the children to become excellent writers.

Essential characteristics of excellent writers:

- *The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.*
- *A vivid imagination which makes readers engage with and enjoy their writing*
- *A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.*
- *Well organised and structured writing, which includes a variety of sentence structures.*
- *Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.*
- *A love of writing and an appreciation of its educational, cultural and entertainment values.*

The children will regularly be given opportunities to progress towards proficiency in the following objectives:

Essential learning objectives

- *To write with purpose*
- *To use imaginative description*
- *To organise writing appropriately*
- *To use paragraphs*
- *To use sentences appropriately*
- *To present neatly*
- *To spell correctly*
- *To punctuate accurately*
- *To analyse writing*
- *To present writing*

Essentials for progress: Milestone 2

To write with purpose

- *Write for a range of purposes using the main features identified in reading*
- *Use techniques used by authors to create characters and settings*
- *Compose and rehearse sentences orally*
- *Plan, write, edit and improve*

To use imaginative description

- *Create characters, settings and plots*
- *Use alliteration effectively*
- *Use similes effectively*
- *Use a range of descriptive phrases, including some collective nouns*

To organise writing appropriately

- *Use organisational devices such as headings and sub headings*
- *Use the perfect form of verbs to mark relationships of time and cause*
- *Use connectives that signal time, shift attention, inject suspense and shift the setting*

To use paragraphs

- *Organise paragraphs around a theme*
- *Sequence paragraphs*

To use sentences appropriately

- *Use a mixture of simple, compound and complex sentences*
- *Write sentences that include: conjunctions, adverbs, direct speech, (punctuated correctly), clauses, adverbial phrases*

To present neatly

- *Join letters, deciding which letters are best left un-joined*
- *Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately*

To spell correctly

- *Use prefixes and suffixes and understand how to add them*
- *Spell further homophones*
- *Spell correctly often misspelt words*
- *Write simple sentences dictated by the teacher*

To punctuate accurately

- *Show an awareness of how writing differs from spoken language by:*
- *extending sentences using clauses and connectives such as when, if, because and although*
- *choosing nouns and pronouns appropriately*
- *using conjunctions, adverbs and prepositions to express time and cause*
- *using adverbials*

To analyse writing

- *Use and understand grammatical terminology when discussing writing and reading: word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause*

To present writing

- *Read aloud writing to a group or whole class using appropriate intonation*