

The Federation of Nettlestone & Newchurch Primary Curriculum Overview English Year 3-Writing

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<p><u>Composition: Composition and Effect</u></p> <ul style="list-style-type: none"> • I can create settings, characters and plot in narratives. KPI • I can discuss and record ideas (e.g. I can work with a partner or small group to plan writing, contributing my own and listen to and building on others' ideas and record them in notes or pictorial form for later use). • I can draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2 National Curriculum). • I can evaluate and edit by assessing the effectiveness of my own and others' writing and suggest improvements. • I recognise that events or ideas are developed using some appropriate vocabulary. 	<p><u>Composition: Composition and Effect</u></p> <ul style="list-style-type: none"> • I can establish a viewpoint which may not always be consistent or maintained. • I can expand the detail or events, and may support expansion through vocabulary (technical, vivid language). • I can produce writing incorporating mostly relevant content to inform and interest the audience. 	<p><u>Composition: Composition and Effect</u></p> <ul style="list-style-type: none"> • I can expand the detail or events, supporting through explanation.

- I can include, generally, features of non-narrative writing.
- I can plan my writing by discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.
- I can select appropriate tense for a task with verb forms adapted.
- I can write clearly with purpose.

Composition: Sentence Structure

- I can vary sentences somewhat, through sentence type (statement, question, exclamation, and command), length and structure (simple, compound).

Composition: Text Structure and Organisation

- I can make an appropriate choice of nouns and pronouns to create clarity, cohesion within writing.
- **I can organise paragraphs around a theme. KPI**
- I can organise writing into logical chunks and write a coherent series of linked sentences for each.
- I can use connectives and pronouns that link sentences,

Composition: Sentence Structure

- I can use an increasing range of sentences with more than one clause using coordinating and subordinating conjunctions taught so far.

Composition: Text Structure and Organisation

- I can use adverbials to link sentences, paragraphs or sections.

Composition: Sentence Structure

- I can apply confident and consistent use of inverted commas to punctuate direct speech.
- I can write with some variation of modal verbs to express possibility.

paragraphs or sections.

- **I can use headings and sub-headings to aid presentation.**

KPI

Handwriting

- I can increase the legibility, consistency and quality of his/her handwriting.
- I can 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.

Transcription

- I can spell further homophones and understand their meanings.
- I can spell words that are often misspelt (National Curriculum English Appendix 1).
- I can use further prefixes and suffixes and understand how to add them (National Curriculum English Appendix 1).
- I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can explore and accurately use word families based on common words e.g. fear, feared, fearful,

Transcription

- I can explore and accurately use word families based on common words e.g. fear, feared, fearful, fears, fearfully.
- I can apply simple spelling rules and guidance, as listed in Year 3 Hampshire Spelling Guidance for the Term.
- I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Transcription

- I can apply simple spelling rules and guidance, as listed in Year 3 Hampshire Spelling Guidance for the Term.
- I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- I can form nouns using prefixes.
- I can use prefixes to give the antonym, e.g. 'im-', 'in-', 'ir-', 'il-'.

fears, fearfully.

- I can apply simple spelling rules and guidance, as listed in Year 3 Hampshire Spelling Guidance for the Term.
- I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Vocabulary, Grammar and Punctuation

- I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- I can use full stops, capital letters, exclamation marks and question marks are mostly accurate.
- **I can introduce inverted commas to punctuate direct speech. KPI**
- **I can proof-read for spelling and punctuation errors. KPI**
- **I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. KPI**
- I can use compound sentences with co-ordinating conjunctions.
- I can use conjunctions to express time place and cause e.g. when,

Vocabulary, Grammar and Punctuation

- I recognise that paragraphs are a way to group related material.
- **I can express time, place and cause using conjunctions. KPI**
- I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- I can indicate possession by using the possessive apostrophe with plural nouns.
- I can use the perfect verb form (e.g. I have seen that movie.)
- **I can use the present perfect form of verbs instead of the simple past (e.g. 'He has gone out to play' in contrast to 'He went out to play'). KPI**
- I can write complex sentences

Vocabulary, Grammar and Punctuation

- I can correctly use inverted commas in writing.
- I can use fronted adverbials.
- I can use commas after fronted adverbials.

before, after, while, so, because.

- I can use prepositions in my writing.
- **I can use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box).**
- I am developing sufficient understanding of the concepts set out in the Hampshire Additional Guidance Vocabulary Grammar Punctuation.
- I can use and understand the grammatical terminology in English Appendix 2 (Year 3) accurately and appropriately when discussing their writing and reading (adverb, preposition conjunction, word family, prefix, clause, subordinating).
- I can recognise how paragraphs are used as a way to group related material.

using subordinate conjunctions (e.g. when, if, because, although).