

Year 3 Writing Programmes of Study

Purpose of Study:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Subject Content:

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

Sequential Learning:	Previous end point knowledge the pupils must remember to ensure learning stays in the long term memory. Please review previous learning to check pupils' understanding, identify and correct misunderstandings. This will ensure pupils embed key concepts in their long-term memory and apply them fluently. Revisiting previous learning will allow pupils to transfer key knowledge to long-term memory. Pupils should be assessed against the 'basics' (pre year group) to ensure these are secured before working through the PoS.
Current Knowledge & Skills	The new knowledge and skills must allow pupils to transfer key knowledge to long-term memory. New knowledge and skills will build on what has been taught before and pupils will work towards the clearly defined end points. In writing, pupils apply their knowledge and skills with growing awareness of their intended audience and purpose and with growing deliberate choice of the knowledge and skills they employ to meet the needs of the intended reader.
End Point of Unit	The collection of independent writing is assessed formally 3 times a year to check pupils' understanding and to help pupils embed and use knowledge fluently and develop their understanding. Teachers will update their assessments throughout the year to inform planning.

Year 3 WRITING

Over the course of the year, the children will develop the same skills with growing sophistication as applied to a broad range of audiences and purposes.

VOCABULARY, GRAMMAR AND PUNCTUATION

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology.

Pupils should use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.

Pupils' learning focuses around how to write effectively for a broad range of audiences and purposes.

Skill and Knowledge Content Development

How they will show and apply their new knowledge and skills

I will know how to write with accurate grammar and punctuation

- punctuate direct speech with inverted commas
- express time, place and cause using
 - conjunctions - widening range [eg, when, if, because, although]
 - adverbs [eg, then, next, soon, therefore]
 - prepositions [eg, before, after, while, during, in, because of]
- use of the present perfect form of verbs in contrast to the simple past tense [eg, He has gone out to play contrasted with He went out to play]
- the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]

I will know how to explore the meaning of words:

- Formation of nouns using a range of prefixes [for example super-, anti-, auto-]
- Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]

Vocabulary:

preposition, conjunction, word family, prefix clause, subordinate clause, direct speech, consonant, vowel, letter, inverted commas (or 'speech marks')

End Point of Unit

Assessment of learning at end point

Regular independent writing opportunities for assessment and to inform teaching and learning / determine next focus.

- use the present perfect form of verbs in contrast to the past tense [eg, He has gone out to play contrasted with He went out to play]
- use and punctuate direct speech with inverted commas
- extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- use conjunctions adverbs and prepositions to express time and cause:
 - conjunctions [eg when, before, after, while, so, because]
 - adverbs [eg, then, next, soon, therefore]
 - prepositions [eg, before, after, during, in, because of]

WRITING COMPOSITION

Teaching pupils to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech.

Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops.

Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.

Over the course of the year, the children will develop the same skills with growing sophistication as applied to a broad range of texts of increasing complexity.

Pupils' learning focuses around how to write effectively for a broad range of audiences and purposes.

<p style="text-align: center;">Skill and Knowledge Content Development How they will show and apply their new knowledge and skills</p>	<p style="text-align: center;">End Point of Unit Assessment of learning at end point</p>
<p><i>I will know how to structure my writing to write cohesively:</i></p> <p>Planning:</p> <ul style="list-style-type: none"> ● discuss writing similar to the audience and purpose - structure, vocabulary and grammar - and record ideas to support my writing (<i>conventions - for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions</i>) ● group related material into paragraphs ● compose and rehearse sentences orally before writing (including dialogue) <p>Text organisation:</p> <ul style="list-style-type: none"> ● paragraphs group related material ● use simple organisational devices [<i>for example, headings and sub-headings</i>] <p><i>I will know how to make deliberate choices for my intended audience and purpose:</i></p> <ul style="list-style-type: none"> ● adapted for intended audience and purpose - using conventions of text including structure, vocab and grammar (<i>eg greeting in letters, a diary written in the first person or the use of presentational devices eg numbering and headings in instructions</i>) <ul style="list-style-type: none"> ○ to entertain (<i>eg narrative descriptions, poetry, characters/settings</i>) <ul style="list-style-type: none"> ■ direct speech - what characters actually say ■ describe settings and characters - a range of ways to describe ■ plots based on familiar themes (<i>such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales</i>) ■ language to develop familiar themes ■ powerful language linked to the senses ○ to inform (<i>eg explanation, recount, letter, biography, newspaper article</i>) ○ to persuade (<i>eg advertising, letter, speech, poster</i>) 	<p>Regular independent writing opportunities for assessment and to inform teaching and learning / determine next focus.</p> <ul style="list-style-type: none"> ● use grammar and punctuation to match writing to purpose and audience ● select the appropriate form for audience and purpose ● plan writing: use real texts to plan writing for the intended audience and purpose using conventions of text including structure, vocab and grammar (<i>eg greeting in letters, a diary written in the first person or the use of presentational devices eg numbering and headings in instructions</i>) ● plan writing: compose and rehearse a variety of sentence structures orally before writing (including dialogue) ● use a rich vocabulary, appropriate to the text written (<i>eg technical and precise language</i>) ● use a range of sentence structures to avoid repetitive structures ● group related material into paragraphs ● use organisational devices such as headings and sub-headings to support the reader's understanding ● use a mixture of simple / compound / complex sentences using subordinating conjunctions ● make choices to adapt their writing effectively to a

- poetry(*range of forms and opportunities ie haiku, similes, metaphors, personification, narrative poems set in familiar settings eg school, playing with language, other dialects*)
- rich vocabulary, appropriate to the text written (*eg technical and precise language*)
- use a range of sentences with more than one clause (including through use of conjunctions, adverbs and prepositions)
- a range of sentence structures helps writing to be fit for audience and purpose (*avoid repetitive use of and/but/so/then, avoid repetitive subject-verb sentence openers, express time, place and cause using conjunctions, adverbs or prepositions, use a mixture of simple / compound / complex sentences using subordinating conjunctions*)

I will know how to effectively edit and improve my writing:

- proof-read for spelling, punctuation and grammatical errors
- propose and make changes to grammar and vocabulary to improve consistency (*including verb forms and conjunctions, adverbs and prepositions*) or variety (a range of sentence structures)
- assess how effectively my writing supports the intended audience and purpose and suggest improvements (*structure, language and vocabulary, punctuation and grammatical structures*)

- broad range of audiences and purposes: entertain, inform, persuade
- describe settings and characters (in a range of ways)
- create plots based on familiar themes
- use simple organisational devices [*eg, headings and sub-headings*]
- Write own poems based on existing poems: choose language to develop familiar themes and choose powerful language linked to the senses
- make effective changes to improve writing (*structure, language and vocabulary, punctuation and grammatical structures*)
- proof-read for spelling, punctuation and grammatical errors
- propose changes to grammar and vocabulary to improve consistency (*including verb forms and conjunctions, adverbs and prepositions*) or variety (*a range of sentence structures*)

SPELLING

Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt (see English Appendix 1). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. They should be supported in understanding and applying the concepts of word structure. They will need sufficient knowledge of spelling in order to use dictionaries.

Pupils should learn to spell new words correctly and have plenty of practice in spelling them. Pupils should write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Sounds Write LTP Yr 3 Knowledge Content

- A sound can be represented by more than one spelling and a spelling can represent more than one sound
- The most common spellings which represent the target sounds and the most common sounds represented by the target spelling

I will know how to spell accurately:

- spell all the Year 2 wordlist accurately
- spell many of the Year 3 and Year 4 wordlist accurately
- use prefixes and understand how to add them
- spell common homophones accurately
- use the first two letters of a word to check its spelling in a dictionary

Regular independent writing opportunities for assessment and to inform teaching and learning / determine next focus.

- spell all the Year 2 wordlist accurately
- spell correctly many words from the year 3 / year 4 spelling list
- spell common homophones accurately

HANDWRITING

*Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.
Pupils should be using joined handwriting throughout their independent writing.*

Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

I will know how to write with fluent handwriting

- write legibly, fluently and with increasing speed
- write neatly with accurate formation of all letters and consistency of shape and size [*for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch*]
- use the diagonal and horizontal strokes that are needed to join letters
- understand which letters, when adjacent to one another, are best left unjoined
- apply handwriting in all books and independent writing

Regular independent writing opportunities for assessment and to inform teaching and learning / determine next focus.

- 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'
- write legibly and fluently
- ensure that the downstrokes of letters are parallel and equidistant
- write neatly with accurate formation of all letters and joins and consistency of shape and size

SPEAKING AND LISTENING

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama

I will know how to speak with confidence

- use discussion in order to learn
- elaborate and explain clearly understanding and ideas
- be competent in the arts of speaking and listening, adapting language and structure to the intended audience and purpose
 - make formal presentations
 - participate in debate
 - adopt, create and sustain a range of roles
 - rehearse, refine, share and respond to drama and theatre performances.

I will know how to perform effectively:

- write poems to perform, using intonation, tone, volume and actions to clarify meaning
- read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Regular independent opportunities for assessment and to inform teaching and learning / determine next focus.

- adapt language and structure to the intended audience and purpose
- use intonation, tone, volume and actions to clarify meaning