



Year 3  
**Writing**  
Curriculum

# Y3 ENGLISH TEACHING

## 3 YEAR 3 ENGLISH TEACHING

- Daily spelling
- Regular handwriting instruction (at least four times per week)
- Daily English lessons focusing on the writing sequence
- Regular shared reading of quality texts
- Regular opportunities to practise composition through oral activities
- Regular writing opportunities linked to quality texts
- Regular vocabulary instruction linked to shared texts and topics

## THE WRITING SEQUENCE


In Year 3, the children become more familiar with the writing process and extend this by publishing their work in different ways. When children are ready, they begin to transform their writing through stretch tasks.



**Immerse**



**Explore**



**Plan and Sequence**



**Practice: Language**



**Practice: Grammar**




**Draft**



**Edit and Improve**



**Publish**



**Pause and Stretch**

# GRAMMAR KNOWLEDGE

## New Learning

## Prior Learning

### Spelling

<b>stressed</b>	A syllable within a word given greater emphasis.
<b>unstressed</b>	Letters which are not easy to hear within a word.
<b>irregular verb</b>	A verb that doesn't follow the usual pattern for changing tense.
<b>consonant</b>	A sound you pronounce by stopping the air flowing freely through your mouth, usually using lips, tongue or teeth. Most of the letters of the alphabet represent consonants.
<b>vowel</b>	A sound you pronounce with your mouth open and air flows freely though it. In the English writing system, the letters a, e, i, o, u and y can represent vowels.
<b>contraction</b>	Two words that are joined and made shorter by omitting a letter.
<b>homophone</b>	Words that sound the same but have a different spelling and meaning. Near-homophones sound almost the same.
<b>syllable</b>	A syllable sounds like a beat in a word. Syllables consist of at least one vowel, and possibly one or more consonants.
<b>plural</b>	More than one noun.
<b>singular</b>	One noun.
<b>prefix</b>	A group of letters added to the <b>start</b> of words to create a new word with a different meaning.
<b>suffix</b>	A group of letters added to the <b>end</b> of words to create a new word with a different meaning.

### Punctuation

<b>inverted commas</b>	Marks used to surround direct speech. These are sometimes called speech marks.
<b>apostrophe for possession</b>	A mark used to show that a noun 'belongs' to one person or object.
<b>apostrophe for contraction</b>	A mark used to show the place of missing (omitted) letters.
<b>comma for lists</b>	A mark used to separate each item in a list (apart from the final two items which are separated using the word 'and').
<b>exclamation mark</b>	A mark used to show surprise, urgency or emphasis.
<b>question mark</b>	A mark used to show a question.

### Sentence Structure

<b>main clause</b>	A main clause is another way of describing an independent clause. It is a clause with at least one subject and one verb that can make sense on its own as a complete sentence.
<b>subordinate clause</b>	A clause that extends an independent clause, modifying it in some way. It cannot stand alone as a sentence.
<b>reporting clause</b>	A reporting clause tells the reader who the speaker was and how they spoke. It can come before, after or in the middle of speech.
<b>statement sentence</b>	A sentence that tells you a fact, opinion, idea or what is happening. They end with a full stop.
<b>command sentence</b>	An order or instruction that tells someone what to do. It starts with an imperative verb and can end with a full stop or exclamation mark, depending on how the sentence is to be read.
<b>question sentence</b>	A question or request that asks something. It starts with a question word or a verb and end with a question mark.
<b>exclamation sentence</b>	A sentence that shows that someone is surprised, excited, shocked or has a strong emotion. They can also be sentences which are shouted. It can be formed: what or how + noun phrase/ adjective + pronoun/noun + verb + !
<b>clause</b>	A group of words that includes a subject and a verb.
<b>independent clause</b>	A clause with at least one subject and one verb that can make sense on its own.
<b>phrase</b>	A group of words without a verb.

### Irregular Verbs

<b>know, think, show, keep, hear, read, blow, fly, hide, stink, throw</b>
take, give, find, tell, hold, write, grow, send, break, show
come, sing, meet, sit, speak, draw, swim, cut, dig, put
say, make, go, see, get, drink, run, build, eat, do

### Word Class

<b>preposition</b>	A preposition links a following noun, pronoun or noun phrase to another word in the sentence. They often describe where (place), but can also describe relations of time.
<b>co-ordinating conjunction</b>	A conjunction that links two independent clauses.
<b>subordinating conjunction</b>	A conjunction that links an independent clause and a subordinate clause.
<b>adverbial</b>	An adverbial is a word, phrase or clause that is used, like an adverb, to modify a verb or clause. Noun phrases, preposition phrases and subordinate clauses can work as adverbials. They can tell us how (manner), when (time), where (place) and why (cause).
<b>comparative</b>	An adjective which compares two nouns. Comparatives can be formed by adding the suffix <b>-er</b> . If the root word has more than three syllables, it is usually preceded by <b>more</b> or <b>less</b> instead of adding a suffix.
<b>superlative</b>	An adjective which compares three+ nouns. Comparatives can be formed by adding the suffix <b>-est</b> . If the root word has more than three syllables, it is usually preceded by <b>most</b> or <b>least</b> instead of adding a suffix.
<b>noun phrase</b>	A noun phrase can be made up of a determiner and noun or a determiner, adjective and noun. They give more detail about the noun.
<b>adverb</b>	An adverb can modify a verb, adjective, another adverb or a whole clause. They can tell us how (manner) or when (time) something happens.
<b>pronoun</b>	A type of word which replaces a noun.
<b>conjunction</b>	A word that links words and clauses.

### Tense

<b>perfect</b>	A verb form which refers to completed actions or states, formed by using 'to have' and the past participle of the verb.
<b>progressive</b>	A verb form which shows events in progress, formed by using 'to be' and the present participle (-ing form of the verb).
<b>tense</b>	A verb form which shows time.
<b>past tense</b>	Something which has already happened or existed.
<b>present tense</b>	Something which is happening or being now.

# SPELLING KNOWLEDGE

Children are taught to spell following the LET Spelling Curriculum, learning to spell using different spelling patterns and recapping previously taught spelling patterns. They learn to spell statutory words from their year group and how these link to the patterns they are learning.

Spelling		
Autumn 1	Autumn 2	Spring 1
<ol style="list-style-type: none"> <li>Recap Year 2 tricky words: <i>because, every, beautiful, should, would, could, who, any, people, again, was, pretty</i></li> <li>The /ʌ/ sound spelt ou (Y3/4 words: <i>enough</i>)</li> <li>The /eɪ/ sound spelt ei and eigh (Y3/4 words: <i>reign, eight, eighth, weight</i>)</li> <li>The /eɪ/ sound spelt ey</li> <li>The /ʒə/ sound spelt -sure</li> <li>The /tʃə/ sound spelt -ture</li> <li>The /tʃə/ sound spelt -(t)ch and an er ending</li> <li>Year 3/4 words: <i>enough, reign, eight, eighth, weight, caught, naughty, address, appear, heart</i></li> </ol>	<ol style="list-style-type: none"> <li>The /ɪ/ sound spelt y elsewhere than at the end of words (Y3/4 words: <i>bicycle</i>)</li> <li>Recap: Adding suffixes -ed, -ing and -er to a root word ending in -y with a consonant before it</li> <li>Recap: Adding suffixes -ed, -ing and -er to a root w ending in -e with a consonant before it</li> <li>Recap: Adding suffixes -ed, -ing and -er to words of one syllable ending in a single consonant letter after a single vowel letter</li> <li>Adding suffixes beginning with vowel letters (-ing, -ed, -er) to words of more than one syllable (with an unstressed final syllable)</li> <li>Adding suffixes beginning with vowel letters (-ing, -ed, -er) to words of more than one syllable (with a stressed final syllable)</li> <li>Year 3/4 words: <i>accident, (accidental), actual, height, possible, quarter, consider, answer, remember, bicycle</i></li> </ol>	<ol style="list-style-type: none"> <li>Recap: Adding -ly to a root word (including ending in -al) (Y3/4 words: <i>accidentally, actually, naturally</i>)</li> <li>Recap: Adding -ly to a root word ending in -y</li> <li>Adding -ly to a root word ending in -le (Y3/4 words: <i>probably, possibly</i>)</li> <li>Adding -ly to a root word ending in -ic</li> <li>Adding -ly to a root word (exceptions)</li> <li>Year 3/4 words: <i>early, earth, heard, learn, build, believe, accidentally, actually, probably, woman, women</i></li> </ol>
Spring 2	Summer 1	Summer 2
<ol style="list-style-type: none"> <li>Recap: The prefix un-</li> <li>The prefix re- (Y3/4 words: <i>(re)build</i>)</li> <li>The prefix dis- (Y3/4 words: <i>disappear (dis)believe</i>)</li> <li>The prefix mis-</li> <li>Year 3/4 words: <i>disappear, different, favourite, February, interest, library, ordinary, separate, difficult, often</i></li> </ol>	<ol style="list-style-type: none"> <li>Recap: The /s/ sound spelt c before e, i and y (Y3/4 words: <i>bicycle, centre, century, certain, circle, decide</i>)</li> <li>The /s/ sound spelt sc (Latin in origin)</li> <li>The /k/ sound spelt ch (Greek in origin)</li> <li>The /ʃ/ sound spelt ch (mostly French in origin)</li> <li>Recap: Homophones and Near Homophones (not previously taught as homophones): <i>your, you're, which, witch, where, wear, write, right, no, know</i></li> <li>Year 3/4 words: <i>centre, century, certain, circle, decide, arrive, describe, guide, surprise, straight</i></li> </ol>	<ol style="list-style-type: none"> <li>Homophones and near homophones: <i>great, grate, main, mane, missed, mist, meet, meat</i></li> <li>The /g/ sound spelt -gue (French in origin)</li> <li>The /k/ sound spelt -que (French in origin)</li> <li>The prefix anti-</li> <li>The prefix auto-</li> <li>The prefix super-</li> <li>Homophones and near homophones: <i>ball, bawl, break, brake, male, mail, fair, fare, berry, bury</i></li> </ol>

# HANDWRITING AND SENTENCE STRUCTURE KNOWLEDGE

- Children in Year 3 are given opportunities to develop fluency in transcription skills through:
- Regular handwriting instruction where the process is carefully monitored.
  - Daily application of phonics code and spelling patterns within spelling sessions.
  - Regular transcription and sentence writing practice through dictation.
  - Regular scaffolded sentence writing practice.
  - Oral composition and rehearsal of sentences.
  - Teacher modelling and feedback.
  - Emphasis on quality over quantity.
  - Re-reading and checking for sense and accuracy.
  - Routinely editing sentences to correct spelling and punctuation, and to address any grammatical inaccuracies.

## Grammar

**Children are taught to extend their grammar knowledge and use of sentence structures to aid cohesion though:**

- Using a or an according to whether the next word begins with a consonant or vowel.
- Using conjunctions, prepositions and adverbs to express time, place and cause.
- Using the progressive tense to mark actions in progress.
- Beginning to use the perfect form of verbs.
- Using noun phrases to describe and specify.
- Using different sentence forms (i.e. statement, command, question, exclamation).
- Using subordinating or co-ordinating conjunctions to add further detail or link ideas.

## Punctuation

**Children are taught to use punctuation accurately across all writing through:**

- Using inverted commas to punctuate direct speech.
- Using apostrophes for singular possession and beginning to use them for plural possession.
- Using exclamation marks and question marks to demarcate sentences.
- Using commas to separate items in a list.
- Using apostrophes for contraction.

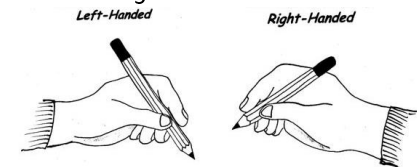
## Handwriting

**Children are taught to:**

- Begin to use the diagonal strokes that are needed to join letters (first and second join).

First Join – Diagonal Joins	Second Join – Ascenders/Descenders to Ascenders/Descenders
<ul style="list-style-type: none"> <li>• Diagonal joins from and to letters without ascenders or descenders (e.g. ai).</li> <li>• Diagonal joins to letters with ascenders and descenders (e.g. it).</li> <li>• Diagonal joins from letters with ascenders (e.g. le).</li> <li>• Diagonal joins from letters with descenders (e.g. pu).</li> </ul>	<ul style="list-style-type: none"> <li>• Diagonal joins from letters with ascenders/descenders to letters with ascenders/descenders (e.g. lb, pl).</li> <li>• Horizontal joins to letters with ascenders/descenders (e.g. ob, rt).</li> </ul>

- Increase the fluency, legibility, consistency and quality of their handwriting though regular practice.
- Continue to encourage correct pencil/pen grip and posture when writing.



- Begin to use taught joins when writing independently.
- *N.B. Children should only be taught to write with a joined style once they can form letters securely with the correct orientation.*

# TEXT TYPES

Children in Year 3 continue to learn to write for different purposes. They are taught the importance of context, audience and purpose through:

- Understanding that language can have different functions e.g. to enhance, evoke response, persuade or aid meaning
- Building cohesion through the use of paragraphs to group related material and the use of headings and sub-headings to aid the reader
- Beginning to experiment with a more formal style of writing which may use the perfect tense and avoid contracted forms and colloquialisms.

	Character Profile	Setting Description	Story Writing (Retell or Own Version)
	Children learn to describe characters and settings linked to books or topics.		Children learn to retell sections of or whole stories linked to a text they know well and begin to write their own versions.
Structure and Organisation	<ul style="list-style-type: none"> <li>• Introduce the character to the reader</li> <li>• Describe the character's appearance (distinctive features), personality and actions</li> <li>• Explain why the character is significant/important</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the setting to the reader</li> <li>• Describe the setting (distinctive features) using different senses</li> <li>• Organise the description so it begins to move through the setting</li> </ul>	<ul style="list-style-type: none"> <li>• Include a title for their story</li> <li>• Include a beginning which introduces the character or setting</li> <li>• Include a middle where there is a problem or dilemma</li> <li>• Include an ending where the problem is solved</li> <li>• Organise writing into paragraphs</li> </ul>
Grammatical Features	<ul style="list-style-type: none"> <li>• Use the third person</li> <li>• Use appropriate co-ordinating and subordinating conjunctions to link ideas</li> <li>• Use the tense consistently (past or present)</li> <li>• Use apostrophes for contraction and singular possession</li> <li>• Use commas in lists</li> <li>• Use adjectives and adverbs to extend sentences</li> <li>• Use subject-verb agreement mostly correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Use the third person</li> <li>• Use appropriate co-ordinating and subordinating conjunctions to link ideas</li> <li>• Use the tense consistently (past or present)</li> <li>• Use apostrophes for contraction and possession</li> <li>• Use commas in lists</li> <li>• Use adjectives, adverbs and prepositions to extend sentences</li> <li>• Use subject-verb agreement mostly correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Use the person consistently (first or third)</li> <li>• Use the tense consistently (past or present)</li> <li>• Use inverted commas to punctuate speech sentences</li> <li>• Use appropriate co-ordinating and subordinating conjunctions to link ideas</li> <li>• Use apostrophes for contraction and possession</li> <li>• Use commas in lists</li> <li>• Use adjectives, adverbs and prepositions to extend sentences</li> <li>• Use subject-verb agreement mostly correctly</li> </ul>
Language Features	<ul style="list-style-type: none"> <li>• Use adjectives to describe appearance and personality</li> <li>• Begin to use similes to add detail and description</li> <li>• Use noun phrases to add detail and to begin to aid cohesion</li> <li>• Use adverbs to make writing more interesting or for clarity</li> <li>• Open sentences in different ways and use different sentence structures</li> <li>• Use pronouns to avoid repetition</li> <li>• Use language drawn from knowledge of context</li> </ul>	<ul style="list-style-type: none"> <li>• Use adjectives to describe using different senses</li> <li>• Use verbs to show action</li> <li>• Use similes to add detail and description</li> <li>• Use noun phrases to add detail and to begin to aid cohesion</li> <li>• Use adverbs and prepositions to make writing more interesting or for clarity</li> <li>• Open sentences in different ways and use different sentence structures</li> <li>• Use pronouns to avoid repetition</li> <li>• Use language drawn from knowledge of context</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use similes to add detail and description</li> <li>• Use noun phrases to add detail and to begin to aid cohesion</li> <li>• Use adverbs and prepositions to make writing more interesting or for clarity</li> <li>• Open sentences in different ways and use different sentence structures</li> <li>• Use pronouns to avoid repetition</li> <li>• Use language drawn from knowledge of context</li> </ul>

# TEXT TYPES

	Diary Recount (imagined or in role)	Eyewitness Account	Haiku Poetry
	Children learn to recount from a character's viewpoint in the form of a diary, focusing on including emotions and feelings.	Children learn to recount in a more factual way, focusing on recalling all events.	Children explore and experience a range of poetry through reading. In writing, they learn to compose haiku poems.
Structure and Organisation	<ul style="list-style-type: none"> <li>• Include the date the diary was written</li> <li>• Express what type of day it has been</li> <li>• Organise the main body into paragraphs</li> <li>• Organise the information chronologically</li> <li>• Include only significant/relevant information</li> <li>• Include a closing reflection</li> </ul>	<ul style="list-style-type: none"> <li>• State what the event was, who it happened to, where it happened, when it happened, how it happened and why it happened.</li> <li>• Organise the main body into paragraphs</li> <li>• Organise the information chronologically</li> </ul>	<ul style="list-style-type: none"> <li>• Write 3 lines:               <ul style="list-style-type: none"> <li>• Line 1: 5 syllables</li> <li>• Line 2: 7 syllables</li> <li>• Line 3: 5 syllables (usually making an observation, pointing out something about the subject being written about)</li> </ul> </li> </ul>
Grammatical Features	<ul style="list-style-type: none"> <li>• Use mainly past tense</li> <li>• Use mainly first person</li> <li>• Use exclamatory sentences</li> <li>• Use rhetorical questions</li> <li>• Use appropriate co-ordinating and subordinating conjunctions to link ideas</li> <li>• Use apostrophes for contraction and possession</li> <li>• Use commas in lists</li> <li>• Use adjectives and adverbs to extend sentences</li> <li>• Use subject-verb agreement mostly correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Use mainly past tense</li> <li>• Use mainly first person</li> <li>• Use appropriate co-ordinating and subordinating conjunctions to link ideas</li> <li>• Use apostrophes for possession</li> <li>• Use commas in lists</li> <li>• Use adjectives, adverbs and prepositions to extend sentences</li> <li>• Use subject-verb agreement mostly correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Count syllables carefully</li> </ul>
Language Features	<ul style="list-style-type: none"> <li>• Use emotive language to emphasise feelings and reveal thoughts</li> <li>• Include opinions as well as facts</li> <li>• Use personal pronouns</li> <li>• Use adjectives and adverbs for clarity</li> <li>• Open sentences in different ways and use different sentence structures</li> <li>• Use pronouns to avoid repetition</li> <li>• Use language drawn from knowledge of context</li> </ul>	<ul style="list-style-type: none"> <li>• Use factual language to when explaining the event</li> <li>• Include facts (no opinions)</li> <li>• Use adjectives, adverbs and prepositions for clarity</li> <li>• Open sentences in different ways (in order to sequence or locate events) and use different sentence structures within the account</li> <li>• Use pronouns to avoid repetition</li> <li>• Use language drawn from knowledge of context</li> </ul>	<ul style="list-style-type: none"> <li>• Choose vocabulary for effect, linking this to nature, seasons and natural phenomena</li> <li>• Include precise nouns, adjectives, verbs and adverbs</li> <li>• Use language drawn from knowledge of context</li> </ul>



# TEXT TYPES

	Persuasive Advert	Persuasive Letter
	Children learn to persuade a consumer to buy something through promoting a product in the form of an advert.	Children learn to persuade a specific person to do something or think a certain way in the form of a letter.
<b>Structure and Organisation</b>	<ul style="list-style-type: none"> <li>• Include a heading</li> <li>• Consider how best to make the advert visually appealing (boxes, colour, bullet points, diagrams, images, layout)</li> <li>• Focus upon the key message and ensure this is clearly shown throughout the advert</li> <li>• Use paragraphs to organise content into sections</li> </ul>	<ul style="list-style-type: none"> <li>• Include the sender's address</li> <li>• Include the date the letter was written</li> <li>• Begin with a salutation (Sir/Madam if recipient is unknown)</li> <li>• Open by informing the reader of the purpose of the letter</li> <li>• Follow with the main body of the letter, presenting a point of view and persuading the reader to agree</li> <li>• Use paragraphs to organise ideas into sections, presenting facts clearly</li> <li>• Include a closing statement asking for a reply</li> <li>• End with a sign off (Yours faithfully if recipient is unknown, Yours sincerely if recipient is known)</li> </ul>
<b>Grammatical Features</b>	<ul style="list-style-type: none"> <li>• Use the second person</li> <li>• Use the present tense, including the present perfect</li> <li>• Use appropriate co-ordinating and subordinating conjunctions to link ideas</li> <li>• Use imperative verbs to convey importance</li> <li>• Use inverted commas for direct quotes/endorsements</li> <li>• Use exclamatory sentences to emphasise</li> <li>• Use rhetorical questions</li> <li>• Add the suffixes –er and –est to form comparatives and superlatives and use more/most where appropriate</li> <li>• Use apostrophes for contraction and possession</li> <li>• Use commas in lists</li> <li>• Use adjectives, adverbs and prepositions to extend sentences</li> <li>• Use subject-verb agreement mostly correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Use the first and second person where appropriate</li> <li>• Use the present tense, including the present perfect</li> <li>• Use imperative verbs to convey importance where appropriate</li> <li>• Use inverted commas for direct quotes/endorsements</li> <li>• Use exclamatory sentences to emphasise</li> <li>• Use rhetorical questions</li> <li>• Add the suffixes –er and –est to form comparatives and superlatives</li> <li>• Use apostrophes for possession</li> <li>• Use commas in lists</li> <li>• Use adjectives, adverbs and prepositions to extend sentences</li> <li>• Use subject-verb agreement mostly correctly</li> </ul>
<b>Language Features</b>	<ul style="list-style-type: none"> <li>• Use emotive language to convince the reader</li> <li>• Use noun phrases to add detail and to begin to aid cohesion</li> <li>• Use adverbs and prepositions for clarity</li> <li>• Use alliteration for effect</li> <li>• Use comparisons (including comparatives and superlatives)</li> <li>• Open sentences in different ways and use different sentence structures</li> <li>• Use pronouns to avoid repetition</li> <li>• Use language drawn from knowledge of context</li> <li>• Use leading phrases (I am sure you agree, It is clear that, Surely you would prefer)</li> </ul>	<ul style="list-style-type: none"> <li>• Use emotive language to convince the reader and convey a viewpoint</li> <li>• Use noun phrases to add detail and to begin to aid cohesion</li> <li>• Use adverbs and prepositions for clarity</li> <li>• Use the rule of thee to convince the reader</li> <li>• Use comparisons (including comparatives and superlatives)</li> <li>• Open sentences in different ways and use different sentence structures</li> <li>• Use pronouns to avoid repetition</li> <li>• Use language drawn from knowledge of context</li> <li>• Begin to use a more formal style of writing</li> </ul>



# TEXT TYPES

	Non-Chronological Report	Instructions	Explanation
	Children learn to write factually about the same topic, linking to familiar books or wider curriculum topics.	Children learn to inform through multi-step instructions linked to doing something.	Children learn to inform though explaining how or why something happens in the form of a cyclical diagram.
Structure and Organisation	<ul style="list-style-type: none"> <li>Use a heading to introduce the topic</li> <li>Write an introduction which provides an overview</li> <li>Use sub-headings to organise sections of information</li> <li>Include labelled diagrams where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Include a title which outlines what the instructions are for</li> <li>Include an opening statement</li> <li>Include a list of materials/ingredients</li> <li>Sequence the instructions with numbered steps</li> <li>Close with a final statement, which may include warnings and/or top tips</li> <li>Organise the steps chronologically</li> </ul>	<ul style="list-style-type: none"> <li>Include a title which outlines what the explanation is for</li> <li>Include an opening statement to explain what the diagram shows</li> <li>Sequence a process in a number of parts</li> </ul>
Grammatical Features	<ul style="list-style-type: none"> <li>Use the third person</li> <li>Mainly use the present tense, including the present perfect</li> <li>Use appropriate co-ordinating and subordinating conjunctions to link ideas</li> <li>Use questions to form headings or subheadings</li> <li>Use apostrophes for contraction and possession</li> <li>Use commas in lists</li> <li>Use adjectives, adverbs and prepositions to extend sentences</li> <li>Add the suffixes –er and –est to form comparatives and superlatives</li> <li>Use subject-verb agreement mostly correctly</li> </ul>	<ul style="list-style-type: none"> <li>Use imperative verbs to form command sentences</li> <li>Use the second person to address the reader</li> <li>Use appropriate co-ordinating and subordinating conjunctions to link ideas</li> <li>Use negative command sentences to give tips or hints</li> <li>Use apostrophes for contraction and possession</li> <li>Use commas in lists</li> <li>Use adverbs and prepositions to extend sentences</li> </ul>	<ul style="list-style-type: none"> <li>Use the third person</li> <li>Mainly use the present tense, including the present perfect or present progressive</li> <li>Use appropriate co-ordinating and subordinating conjunctions to link ideas</li> <li>Use questions to form headings or subheadings</li> <li>Use apostrophes for contraction and possession</li> <li>Use commas in lists</li> <li>Use adjectives, adverbs and prepositions to extend sentences</li> <li>Use subject-verb agreement mostly correctly</li> </ul>
Language Features	<ul style="list-style-type: none"> <li>Use noun phrases to clarify and avoid repetition</li> <li>Use adverbs and prepositions for clarity</li> <li>Use comparisons (including comparatives and superlatives)</li> <li>Open sentences in different ways and use different sentence structures</li> <li>Use pronouns to avoid repetition</li> <li>Use language drawn from knowledge of context, including technical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Use adjectives only for essential information</li> <li>Use different imperative verbs to show how the instruction should be done</li> <li>Use adverbs to show how the instruction should be done</li> <li>Sequence instructions using adverbs and adverbials</li> <li>Use prepositions to show where instructions should be done</li> <li>Use language drawn from knowledge of context, including technical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Use noun phrases to clarify and avoid repetition</li> <li>Avoid use of imperative verbs to distinguish explanation from instruction</li> <li>Use adverbs and prepositions for clarity</li> <li>Use comparisons (including comparatives and superlatives)</li> <li>Open sentences in different ways and use different sentence structures</li> <li>Use pronouns to avoid repetition</li> <li>Use language drawn from knowledge of context, including technical vocabulary</li> </ul>

# ENDPOINTS

As well as all the preceding statements from the previous year, the teaching of writing by the end of each term in Year 3 should enable children to:

	Autumn	Spring	Summer
Transcription	Spell most words correctly and make phonetically plausible attempts at others using the GPCs taught.	Spell most words correctly and make phonetically plausible attempts at others using the GPCs taught.	Spell most words correctly and make phonetically plausible attempts at others using the GPCs taught.
	Spell most Year 1/2 common exception words correctly.	Spell most Year 1/2 common exception words correctly.	Spell the Year 1/2 common exception words correctly.
	Spell some of the taught Year 3/4 statutory words correctly.	Spell many of the taught Year 3/4 statutory words correctly.	Spell most of the taught Year 3/4 statutory words correctly.
	Apply taught spelling patterns with more consistency in order to add suffixes to words where the root word changes (-s, -es, -ed, -ing, -er, -est, -ment, -ness, -ful, -less, -ly).	Apply taught spelling patterns in order to add suffixes to words mostly correctly.	Apply taught spelling patterns in order to add prefixes and suffixes to words mostly correctly.
	Choose the correct spelling of taught homophones and near-homophones to match the context.	Choose the correct spelling of taught homophones and near-homophones to match the context.	Choose the correct spelling of taught homophones and near-homophones to match the context.
	Spell some contraction words correctly.	Spell many common contraction words correctly.	Spell most common contraction words correctly.
	Form most lower case and capital letters with correct size (including ascenders and descenders), starting point, sequence of movement and orientation.	Write with legible handwriting, with clear ascenders and descenders.	Write with legible and consistent handwriting, with clear ascenders and descenders.
Sentence Structure	Use editing to increase the accuracy of spelling and punctuation in writing.	Use editing to increase the accuracy of spelling and punctuation in writing.	Use some lower case letter joins within words.
	Punctuate sentences with a capital letter and correct end of sentence punctuation with some accuracy across short paragraphs of writing.	Punctuate sentences with a capital letter and correct end of sentence punctuation with greater accuracy across short paragraphs of writing.	Use editing to increase the accuracy of spelling and punctuation in writing.
	Put the apostrophe in the correct place within many contractions and begin to use for singular possession.	Begin to use commas in lists.	Punctuate sentences with a capital letter and correct end of sentence punctuation, maintaining accuracy across short paragraphs of writing.
	Use some co-ordinating and subordinating conjunctions to join and extend some clauses.	Put the apostrophe in the correct place within most contractions and with greater accuracy for singular possession.	Use commas in lists.
	Use simple present and past tenses consistently and correctly across short paragraphs of writing.	Begin to use inverted commas to punctuate some speech sentences.	Put the apostrophe in the correct place within contractions and for singular possession.
		Begin to use appropriate co-ordinating and subordinating conjunctions to join and extend some clauses.	Use inverted commas to punctuate speech sentences mostly correctly.
		Begin to use progressive tenses, as well as simple present and past tenses, with increasing consistency.	Use appropriate co-ordinating and subordinating conjunctions to join and extend many clauses.
Composition	Write short, coherent narrative pieces (including short stories, character and setting descriptions).	Write coherent narrative pieces (including short stories, character and setting descriptions).	Use simple and progressive present and past tenses with increasing consistency.
	Write short, coherent non-narrative pieces using appropriate language and some organisational features.	Structure simple narrative stories to include a beginning, middle and end.	Use subject-verb agreement mostly correctly.
	Add detail and description through the use of adverbs and adjectives to make writing more interesting.	Write coherent non-narrative pieces using appropriate language and some organisational features.	Use adjectives, adverbs and prepositions to extend sentences.
	Organise writing into sections.	Add detail and description through the use of adverbs, adjectives and prepositions to make writing more interesting or for clarity.	Write coherent narrative pieces (including short stories, character and setting descriptions).
	Open sentences in different ways through use of pronouns, synonyms and time adverbs.	Begin to organise writing into paragraphs to introduce new ideas or information.	Structure simple narrative stories to include a beginning, middle and end.
			Write coherent non-narrative pieces using appropriate language and some organisational features.
	Vary sentence structures through some use of both single and multi-clause sentences.	Vary sentence structures through opening sentences in different ways and through the use of both single and multi-clause sentences.	Add detail and description through some varied use of adverbs, adjectives and prepositions to make writing more interesting or for clarity.
		Organise writing into paragraphs to introduce new ideas or information.	
		Vary sentence structures through opening sentences in different ways and through the use of both single and multi-clause sentences.	
		Use pronouns to replace nouns in order to avoid repetition.	

# GREATER DEPTH ENDPOINTS

It is expected that children working at Greater Depth are more secure in the statements above as well as beginning to demonstrate **some** of the statements below in the autumn term, **most** in the spring term and **all of** the statements in the summer term.

Greater Depth	Maintain a sense of purpose and audience when writing pieces of narrative and non-narrative.
	Make own choices about: <ul style="list-style-type: none"><li>• the use of different taught techniques, including altering the position of clauses or using repetition</li><li>• which detail to include and/or omit</li><li>• language and grammar</li></ul> to show an individual writer's voice.
	Use language and structures drawn from reading.

## SUPPORT FOR CHILDREN NOT WORKING AT ARE

It is important to have high expectations for all children, including those not working at Age Related Expectations. Where children are not working at ARE in their writing, we consider the following:

- Fine motor skills
- Letter formation
- Secure phonic code knowledge
- Secure segmenting knowledge
- Secure sentence-writing knowledge
- Secure paragraph-writing knowledge

We then make appropriate adaptations to the outcomes stated within our long term plan for individual children by following the ladder below:

Overwriting letters written with a yellow pen	Forming letters independently, copying a model	Forming letters independently	Segmenting words and writing initial sounds	Segmenting dictated words and writing independently, using the taught phonic code	Choosing own words, segmenting and writing independently, using the taught phonic code	Segmenting dictated words to write a caption, using the taught phonic code	Choosing own words to write a caption, using the taught phonic code
Segmenting dictated words to write a sentence, using the taught phonic code	Choosing own words to write a sentence, using the taught phonic code	Segmenting dictated words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write a series of single-clause sentences, using the taught phonic code	Choosing own words to write a series of meaningful sentences, using the taught phonic code	Writing simple narrative and non-narrative pieces following Y2 curriculum and endpoints	Writing coherent narrative and non-narrative pieces following Y3 curriculum and endpoints

These can be tracked back further to meet the needs of the individual child.

# LONG TERM PLAN

Autumn					
	Transcription and Sentence Work	Diary recount (in role)	Character profile	Multi-step instructions	Story episode
Spring					
	Persuasive advert	Alternative ending	Eyewitness account	Setting description	Non-chronological report (fact file)
Summer					
	Traditional tale	Multi-step instructions	Haiku poetry	Persuasive letter	Explanation Text



Stimulus

CAP

Main Focus

Additional Teaching Points

Basic sentence writing skills and practice through the PVPG scheme of work.

**Context:** Diary recount (in role)  
**Audience:** Self  
**Purpose:** To recount meeting the Tear Thief

**Context:** Character profile  
**Audience:** Year 5  
**Purpose:** To describe a character, helping the reader to find out more about them

- Nouns (common and proper; collective and partitive)
- Verbs and verb phrases (being (and 'to have') and action; regular and irregular)
- Adding the suffixes -s, -es, -ing, -ed
- Subject
- Building single-clause sentences using subject/verb and using pronouns within these
- Co-ordinating conjunctions

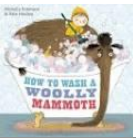
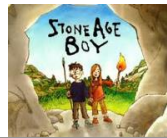
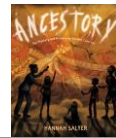
- Using the simple and progressive past tense.
- Using apostrophes for contraction.
- Using emotive language to emphasise feelings and reveal thoughts.
- Using time adverbs to sequence writing.

- Using the simple and progressive present tense.
- Using apostrophes for singular possession.
- Beginning to use similes to add detail and description
- Using noun phrases to add detail

- Applying phonics to write short, coherent pieces, spelling most words correctly.
- Spelling most Year 1/2 common exception words correctly.
- Spelling some taught Year 3/4 statutory words correctly.
- Using the taught suffixes (-s, -es, -ed, -ing, -er, -est, -ment, -ness, -ful, -less, -ly).
- Choosing the correct spelling of taught homophones and near-homophones
- Forming lower case and capital letters with the appropriate sizing and positioning.
- Punctuating sentences with a capital letter and correct end of sentence punctuation, including for exclamatory sentences and rhetorical questions.
- Beginning to use apostrophes for possession.
- Using commas in lists.
- Using some co-ordinating and subordinating conjunctions to join and extend some clauses.
- Using editing to increase accuracy.
- Choosing adjectives, adverbs and verbs for effect.
- Organising writing into sections.
- Using the first person.
- Opening sentences in different ways through use of pronouns, synonyms and time adverbs.
- Varying sentence structures through some use of both single and multi-clause sentences.
- Including opinions as well as facts.
- Using pronouns to avoid repetition.
- Organising writing into sections.



- Applying phonics to write short, coherent pieces, spelling most words correctly.
- Spelling most Year 1/2 common exception words correctly.
- Spelling some taught Year 3/4 statutory words correctly.
- Using the taught suffixes (-s, -es, -ed, -ing, -er, -est, -ment, -ness, -ful, -less, -ly).
- Choosing the correct spelling of taught homophones and near-homophones
- Forming lower case and capital letters with the appropriate sizing and positioning.
- Punctuating sentences with a capital letter and correct end of sentence punctuation.
- Using commas in lists.
- Using some co-ordinating and subordinating conjunctions to join and extend some clauses.
- Using editing to increase accuracy.
- Choosing adjectives, adverbs and verbs for effect.
- Organising writing into sections.
- Using the third person.
- Opening sentences in different ways through use of pronouns, synonyms and time adverbs.
- Varying sentence structures through some use of both single and multi-clause sentences.
- Using pronouns to avoid repetition.
- Organising writing into sections.

# AUTUMN 2



Stimulus			
CAP	<p><b>Context:</b> Multi-step instructions  <b>Audience:</b> Parents  <b>Purpose:</b> To tell the reader how to wash a prehistoric animal</p>	<p><b>Context:</b> Story episode  <b>Audience:</b> Year 2  <b>Purpose:</b> To entertain younger children, showing historical knowledge in an engaging way</p>	<p><b>Context:</b> Short non-chronological report  <b>Audience:</b> Year 6  <b>Purpose:</b> To inform older children about a historical subject</p>
Main Focus	<ul style="list-style-type: none"> <li>Using precise imperative verbs.</li> <li>Using adverbs of manner for clarity.</li> <li>Using adverbs and adverbials of time to sequence.</li> <li>Using prepositions for clarity.</li> </ul>	<ul style="list-style-type: none"> <li>Using co-ordinating conjunctions to join clauses.</li> <li>Using adverbs to make writing more interesting.</li> <li>Using prepositions to make writing more interesting.</li> <li>Beginning to use inverted commas to punctuate speech sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Using subordinating conjunctions to extend clauses, beginning to show cause and effect (because, although, so that).</li> <li>Forming comparatives and superlatives using the suffixes -er and -est.</li> <li>Using the present perfect tense.</li> <li>Organising writing into sections around one particular theme.</li> </ul>
Additional Teaching Points	<ul style="list-style-type: none"> <li>Applying phonics to write short, coherent pieces, spelling most words correctly.</li> <li>Spelling most Year 1/2 common exception words correctly.</li> <li>Spelling some taught Year 3/4 statutory words correctly.</li> <li>Using the taught suffixes (-s, -es, -ed, -ing, -er, -est, -ment, -ness, -ful, -less, -ly).</li> <li>Choosing the correct spelling of taught homophones and near-homophones</li> <li>Forming lower case and capital letters with the appropriate sizing and positioning.</li> <li>Punctuating sentences with a capital letter and correct end of sentence punctuation, including for exclamatory sentences and rhetorical questions.</li> <li>Using apostrophes for contraction and singular possession.</li> <li>Using commas in lists.</li> <li>Using some co-ordinating and subordinating conjunctions to join and extend some clauses.</li> <li>Using editing to increase accuracy.</li> <li>Using adjectives only for essential information.</li> <li>Opening sentences in different ways through use of pronouns, synonyms and time adverbs.</li> <li>Varying sentence structures through some use of both single and multi-clause sentences.</li> <li>Using simple organisational devices (headings and subheadings).</li> </ul>	<ul style="list-style-type: none"> <li>Applying phonics to write short, coherent pieces, spelling most words correctly.</li> <li>Spelling most Year 1/2 common exception words correctly.</li> <li>Spelling some taught Year 3/4 statutory words correctly.</li> <li>Using the taught suffixes (-s, -es, -ed, -ing, -er, -est, -ment, -ness, -ful, -less, -ly).</li> <li>Choosing the correct spelling of taught homophones and near-homophones</li> <li>Forming lower case and capital letters with the appropriate sizing and positioning.</li> <li>Punctuating sentences with a capital letter and correct end of sentence punctuation, including for exclamatory sentences and rhetorical questions.</li> <li>Using apostrophes for contraction and singular possession.</li> <li>Using commas in lists.</li> <li>Using some subordinating conjunctions to extend some clauses.</li> <li>Using the third person consistently.</li> <li>Using the past tense consistently, including the simple and progressive.</li> <li>Using subject-verb agreement mostly correctly.</li> <li>Using editing to increase accuracy.</li> <li>Using noun phrases to add detail.</li> <li>Opening sentences in different ways through use of pronouns, synonyms and time adverbs.</li> <li>Varying sentence structures through some use of both single and multi-clause sentences.</li> <li>Using pronouns to avoid repetition.</li> <li>Beginning to use similes to add detail and description.</li> <li>Organising writing into sections.</li> </ul>	<ul style="list-style-type: none"> <li>Applying phonics to write short, coherent pieces, spelling most words correctly.</li> <li>Spelling most Year 1/2 common exception words correctly.</li> <li>Spelling some taught Year 3/4 statutory words correctly.</li> <li>Using the taught suffixes (-s, -es, -ed, -ing, -er, -est, -ment, -ness, -ful, -less, -ly).</li> <li>Choosing the correct spelling of taught homophones and near-homophones</li> <li>Forming lower case and capital letters with the appropriate sizing and positioning.</li> <li>Punctuating sentences with a capital letter and correct end of sentence punctuation, including for exclamatory sentences and rhetorical questions.</li> <li>Using questions to form headings or subheadings.</li> <li>Using apostrophes for contraction and singular possession.</li> <li>Using commas in lists.</li> <li>Using some co-ordinating conjunctions to link some clauses.</li> <li>Using the third person consistently.</li> <li>Writing consistently in the correct tense when talking about the past or present (may vary by section).</li> <li>Using subject-verb agreement mostly correctly.</li> <li>Using editing to increase accuracy.</li> <li>Using factual adjectives within noun phrases.</li> <li>Using adverbs and prepositions to extend sentences.</li> <li>Opening sentences in different ways through use of pronouns, synonyms and time adverbs.</li> <li>Varying sentence structures through some use of both single and multi-clause sentences.</li> <li>Using pronouns to avoid repetition.</li> </ul>





# SPRING 1

Stimulus			
CAP	<p><b>Context:</b> Persuasive advert  <b>Audience:</b> Prospective local residents  <b>Purpose:</b> To persuade the residents to buy a house</p>	<p><b>Context:</b> Alternative ending  <b>Audience:</b> Year 3 friends  <b>Purpose:</b> To entertain by showing how a traditional tale could have ended in a different way</p>	<p><b>Context:</b> Eyewitness account  <b>Audience:</b> The general public  <b>Purpose:</b> To clearly recount the specific details of an event</p>
Main Focus	<ul style="list-style-type: none"> <li>Using rhetorical questions.</li> <li>Using inverted commas for direct quotes/endorsements.</li> <li>Using emotive language, including command sentences, to convince the reader.</li> <li>Using prepositions to show position.</li> </ul>	<ul style="list-style-type: none"> <li>Using the simple and progressive past tense.</li> <li>Using adverbs to make writing more interesting or for clarity.</li> <li>Using prepositions to make writing more interesting or for clarity.</li> <li>Using some appropriate co-ordinating and subordinating conjunctions to join and extend some clauses.</li> </ul>	<ul style="list-style-type: none"> <li>Using apostrophes for singular possession.</li> <li>Writing in a formal, factual style.</li> <li>Making sure that subjects and verbs agree.</li> <li>Using adverbs and prepositions for clarity.</li> </ul>
Additional Teaching Points	<ul style="list-style-type: none"> <li>Applying phonics to write short, coherent pieces, spelling most words correctly.</li> <li>Spelling most Year 1/2 common exception words correctly.</li> <li>Spelling many taught Year 3/4 statutory words correctly.</li> <li>Applying taught spelling patterns to add suffixes.</li> <li>Choosing the correct spelling of taught homophones and near-homophones</li> <li>Writing with legible handwriting, with clear ascenders and descenders.</li> <li>Punctuating sentences with a capital letter and correct end of sentence punctuation, including for rhetorical questions.</li> <li>Using apostrophes for contraction and singular possession.</li> <li>Using commas in lists.</li> <li>Using some appropriate co-ordinating and subordinating conjunctions to join and extend some clauses.</li> <li>Using the second person.</li> <li>Using imperative verbs to form command sentences.</li> <li>Using noun phrases to add detail.</li> <li>Using adverbs for clarity.</li> <li>Beginning to use alliteration for effect.</li> <li>Using comparisons.</li> <li>Using pronouns to avoid repetition.</li> <li>Using editing to increase accuracy.</li> <li>Opening sentences in different ways.</li> <li>Varying sentence structures through some use of both single and multi-clause sentences.</li> <li>Using simple organisational devices (headings and subheadings).</li> <li>Organising writing into paragraphs to introduce new information.</li> </ul>	<ul style="list-style-type: none"> <li>Applying phonics to write short, coherent pieces, spelling most words correctly.</li> <li>Spelling most Year 1/2 common exception words correctly.</li> <li>Spelling many taught Year 3/4 statutory words correctly.</li> <li>Applying taught spelling patterns to add suffixes.</li> <li>Choosing the correct spelling of taught homophones and near-homophones</li> <li>Writing with legible handwriting, with clear ascenders and descenders.</li> <li>Punctuating sentences with a capital letter and correct end of sentence punctuation.</li> <li>Using apostrophes for contraction and singular possession.</li> <li>Using commas in lists.</li> <li>Using the third person.</li> <li>Using inverted commas to punctuate speech sentences.</li> <li>Using adjectives to make writing more interesting.</li> <li>Using pronouns to avoid repetition.</li> <li>Using editing to increase accuracy.</li> <li>Opening sentences in different ways.</li> <li>Varying sentence structures through some use of both single and multi-clause sentences.</li> <li>Organising writing into paragraphs to introduce new ideas or information.</li> </ul>	<ul style="list-style-type: none"> <li>Applying phonics to write short, coherent pieces, spelling most words correctly.</li> <li>Spelling most Year 1/2 common exception words correctly.</li> <li>Spelling many taught Year 3/4 statutory words correctly.</li> <li>Applying taught spelling patterns to add suffixes.</li> <li>Choosing the correct spelling of taught homophones and near-homophones</li> <li>Writing with legible handwriting, with clear ascenders and descenders.</li> <li>Punctuating sentences with a capital letter and correct end of sentence punctuation.</li> <li>Using commas in lists.</li> <li>Using some appropriate co-ordinating and subordinating conjunctions to join and extend some clauses.</li> <li>Using the first person.</li> <li>Using mainly past tense.</li> <li>Using adjectives for clarity.</li> <li>Using pronouns to avoid repetition.</li> <li>Using editing to increase accuracy.</li> <li>Opening sentences in different ways.</li> <li>Varying sentence structures through some use of both single and multi-clause sentences.</li> <li>Organising writing into paragraphs to introduce new ideas or information.</li> </ul>
← →	<ul style="list-style-type: none"> <li>Rewrite the persuasive advert as a persuasive audio description (e.g. radio, YouTube) of the house, picking out the key features.</li> </ul>	<ul style="list-style-type: none"> <li>Rewrite a section of the ending in the first person.</li> </ul>	<ul style="list-style-type: none"> <li>Rewrite a section of the eyewitness account as a short diary entry, including emotions and feelings.</li> </ul>


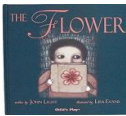

# SPRING 2

Stimulus			
CAP	<p><b>Context:</b> Setting description  <b>Audience:</b> Year 4  <b>Purpose:</b> To entertain the reader, showing how language choices can create an effect</p>	<p><b>Context:</b> Non-chronological report (fact file)  <b>Audience:</b> Experts who want to find out more about Iron Man  <b>Purpose:</b> To give information about Iron Man</p>	<p><b>Context:</b> Fable  <b>Audience:</b> Year 2  <b>Purpose:</b> To entertain a younger reader and share a moral</p>
Main Focus	<ul style="list-style-type: none"> <li>Using noun phrases to paint a clear picture for the reader.</li> <li>Using prepositions to make writing more interesting.</li> <li>Using similes to make comparisons.</li> <li>Using some appropriate co-ordinating and subordinating conjunctions to join and extend some clauses.</li> </ul>	<ul style="list-style-type: none"> <li>Using prepositions to make writing more interesting or for clarity.</li> <li>Using some appropriate co-ordinating and subordinating conjunctions to join and extend some clauses.</li> <li>Using apostrophes for singular possession.</li> <li>Using the present perfect tense.</li> </ul>	<ul style="list-style-type: none"> <li>Using inverted commas to punctuate speech sentences.</li> <li>Using adverbs to make writing more interesting or for clarity.</li> <li>Using prepositions to make writing more interesting or for clarity.</li> <li>Organising writing into sections around one particular theme.</li> </ul>
Additional Teaching Points	<ul style="list-style-type: none"> <li>Applying phonics to write short, coherent pieces, spelling most words correctly.</li> <li>Spelling most Year 1/2 common exception words correctly.</li> <li>Spelling many taught Year 3/4 statutory words correctly.</li> <li>Applying taught spelling patterns to add suffixes.</li> <li>Choosing the correct spelling of taught homophones and near-homophones</li> <li>Writing with legible handwriting, with clear ascenders and descenders.</li> <li>Punctuating sentences with a capital letter and correct end of sentence punctuation.</li> <li>Using commas in lists.</li> <li>Using the third person.</li> <li>Using the tense consistently (past or present), including the progressive form.</li> <li>Using verbs to show action.</li> <li>Using subject-verb agreement correctly.</li> <li>Using adjectives for clarity.</li> <li>Using pronouns to avoid repetition.</li> <li>Using editing to increase accuracy.</li> <li>Opening sentences in different ways.</li> <li>Varying sentence structures through some use of both single and multi-clause sentences.</li> <li>Organising writing into paragraphs to introduce new ideas or information.</li> </ul>	<ul style="list-style-type: none"> <li>Applying phonics to write short, coherent pieces, spelling most words correctly.</li> <li>Spelling most Year 1/2 common exception words correctly.</li> <li>Spelling many taught Year 3/4 statutory words correctly.</li> <li>Applying taught spelling patterns to add suffixes.</li> <li>Choosing the correct spelling of taught homophones and near-homophones</li> <li>Writing with legible handwriting, with clear ascenders and descenders.</li> <li>Punctuating sentences with a capital letter and correct end of sentence punctuation.</li> <li>Using commas in lists.</li> <li>Using the third person.</li> <li>Using the present tense.</li> <li>Using subject-verb agreement correctly.</li> <li>Using factual adjectives for clarity.</li> <li>Using pronouns to avoid repetition.</li> <li>Using editing to increase accuracy.</li> <li>Adding detail and description through the use of adverbs, adjectives and prepositions to make writing more interesting or for clarity.</li> <li>Opening sentences in different ways.</li> <li>Varying sentence structures through some use of both single and multi-clause sentences.</li> <li>Organising writing into paragraphs to introduce new ideas or information.</li> <li>Use comparisons to help the reader make connections</li> <li>Using simple organisational devices (headings and subheadings).</li> </ul>	<ul style="list-style-type: none"> <li>Applying phonics to write short, coherent pieces, spelling most words correctly.</li> <li>Spelling most Year 1/2 common exception words correctly.</li> <li>Spelling many taught Year 3/4 statutory words correctly.</li> <li>Applying taught spelling patterns to add suffixes.</li> <li>Choosing the correct spelling of taught homophones and near-homophones</li> <li>Writing with legible handwriting, with clear ascenders and descenders.</li> <li>Punctuating sentences with a capital letter and correct end of sentence punctuation.</li> <li>Using apostrophes for contraction and singular possession.</li> <li>Using commas in lists.</li> <li>Using the third person.</li> <li>Using the tense consistently (past or present), including the progressive form.</li> <li>Using subject-verb agreement correctly.</li> <li>Using adjectives to make writing more interesting.</li> <li>Beginning to use similes to add detail and description</li> <li>Using pronouns to avoid repetition.</li> <li>Using editing to increase accuracy.</li> <li>Opening sentences in different ways.</li> <li>Varying sentence structures through some use of both single and multi-clause sentences.</li> <li>Organising writing into paragraphs to introduce new ideas or information.</li> <li>Using short sentences to add tension during the problem.</li> </ul>
← →	<ul style="list-style-type: none"> <li>Rewrite a section of the setting description to change the atmosphere.</li> </ul>	<ul style="list-style-type: none"> <li>Rewrite a section of the non-chronological report for a different audience (e.g. children), changing the formality.</li> </ul>	<ul style="list-style-type: none"> <li>Rewrite a section of the fable to show a different outcome.</li> </ul>

# SUMMER 1

Stimulus		
CAP	<p><b>Context:</b> Traditional Tale  <b>Audience:</b> Year 1  <b>Purpose:</b> To entertain the reader through writing a version of a traditional tale</p>	<p><b>Context:</b> Multi-step instructions  <b>Audience:</b> New embalmers  <b>Purpose:</b> To tell someone how to mummify a body</p>
Main Focus	<ul style="list-style-type: none"> <li>Beginning to use speech sentences to advance the plot.</li> <li>Using adjectives to make writing more interesting.</li> <li>Open sentences in different ways.</li> <li>Using some appropriate co-ordinating and subordinating conjunctions to join and extend some clauses.</li> </ul>	<ul style="list-style-type: none"> <li>Using some appropriate co-ordinating and subordinating conjunctions to join and extend some clauses.</li> <li>Using precise imperative and negative imperative verbs within instructions.</li> <li>Using technical vocabulary to be precise.</li> <li>Using adverbs and prepositions for clarity.</li> </ul>
Additional Teaching Points	<ul style="list-style-type: none"> <li>Applying phonics to write coherent pieces, spelling most words correctly.</li> <li>Spelling most Year 1/2 common exception words correctly.</li> <li>Spelling most taught Year 3/4 statutory words correctly.</li> <li>Applying taught spelling patterns to add prefixes and suffixes.</li> <li>Choosing the correct spelling of taught homophones and near-homophones</li> <li>Writing with legible and consistent handwriting, with clear ascenders and descenders.</li> <li>Using some lower case letter joins within words.</li> <li>Punctuating sentences with a capital letter and correct end of sentence punctuation.</li> <li>Using apostrophes for contraction and singular possession.</li> <li>Using commas in lists.</li> <li>Using the third person.</li> <li>Using the tense consistently (past or present), including the progressive form.</li> <li>Using subject-verb agreement correctly.</li> <li>Beginning to use similes to add detail and description.</li> <li>Using adverbs and prepositions to make writing more interesting or for clarity.</li> <li>Using pronouns to avoid repetition.</li> <li>Using editing to increase accuracy.</li> <li>Varying sentence structures through some use of both single and multi-clause sentences.</li> <li>Organising writing into paragraphs to introduce new ideas or information.</li> </ul>	<ul style="list-style-type: none"> <li>Applying phonics to write coherent pieces, spelling most words correctly.</li> <li>Spelling most Year 1/2 common exception words correctly.</li> <li>Spelling most taught Year 3/4 statutory words correctly.</li> <li>Applying taught spelling patterns to add prefixes and suffixes.</li> <li>Choosing the correct spelling of taught homophones and near-homophones</li> <li>Writing with legible and consistent handwriting, with clear ascenders and descenders.</li> <li>Using some lower case letter joins within words.</li> <li>Punctuating sentences with a capital letter and correct end of sentence punctuation, including for rhetorical questions.</li> <li>Using apostrophes for contraction and singular possession.</li> <li>Using commas in lists.</li> <li>Using editing to increase accuracy.</li> <li>Using adjectives only for essential information.</li> <li>Opening sentences in different ways through use of pronouns, synonyms and time adverbs.</li> <li>Varying sentence structures through some use of both single and multi-clause sentences.</li> <li>Using simple organisational devices (headings, subheadings).</li> <li>Using multiple sentences within a step.</li> </ul>
← →	<ul style="list-style-type: none"> <li>Rewrite the ending, changing the events so the tale ends in a different way.</li> </ul>	<ul style="list-style-type: none"> <li>Rewrite the instructions, presenting information in a different way (e.g. diagrams, flowchart).</li> </ul>

# SUMMER 2

Stimulus				
CAP	<p><b>Context:</b> Haiku poem  <b>Audience:</b> Parents  <b>Purpose:</b> To describe plants through poetry</p>	<p><b>Context:</b> Persuasive letter  <b>Audience:</b> The mayor  <b>Purpose:</b> To convince someone to do or not do something</p>	<p><b>Context:</b> Explanation in the form of a cyclical diagram  <b>Audience:</b> Parents  <b>Purpose:</b> To explain the life cycle of a plant</p>	<p>Whole School Write  To link to whole school context</p>
Main Focus	<ul style="list-style-type: none"> <li>Experimenting with counting syllables</li> <li>Collecting vocabulary linked to a theme</li> </ul>	<ul style="list-style-type: none"> <li>Using some appropriate co-ordinating and subordinating conjunctions to join and extend some clauses.</li> <li>Organising writing into sections around one particular theme.</li> <li>Using the present perfect tense.</li> <li>Using the rule of three to emphasise ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Using the present perfect tense</li> <li>Using some appropriate co-ordinating and subordinating conjunctions to join and extend some clauses.</li> <li>Beginning to use apostrophes for plural possession</li> <li>Using adverbs and prepositions for clarity</li> </ul>	
Additional Teaching Points	<ul style="list-style-type: none"> <li>Applying phonics to write coherent pieces, spelling most words correctly.</li> <li>Spelling most Year 1/2 common exception words correctly.</li> <li>Spelling most taught Year 3/4 statutory words correctly.</li> <li>Applying taught spelling patterns to add prefixes and suffixes.</li> <li>Choosing the correct spelling of taught homophones and near-homophones</li> <li>Writing with legible and consistent handwriting, with clear ascenders and descenders.</li> <li>Using some lower case letter joins within words.</li> <li>Using commas in lists.</li> <li>Using editing to increase accuracy.</li> <li>Using precise adjectives, verbs, nouns and adverbs.</li> </ul>	<ul style="list-style-type: none"> <li>Applying phonics to write coherent pieces, spelling most words correctly.</li> <li>Spelling most Year 1/2 common exception words correctly.</li> <li>Spelling most taught Year 3/4 statutory words correctly.</li> <li>Applying taught spelling patterns to add prefixes and suffixes.</li> <li>Choosing the correct spelling of taught homophones and near-homophones</li> <li>Writing with legible and consistent handwriting, with clear ascenders and descenders.</li> <li>Using some lower case letter joins within words.</li> <li>Punctuating sentences with a capital letter and correct end of sentence punctuation.</li> <li>Using apostrophes for singular possession.</li> <li>Using commas in lists.</li> <li>Use imperative verbs to convey importance where appropriate</li> <li>Use inverted commas for direct quotes/endorsements</li> <li>Use exclamatory sentences to emphasise</li> <li>Use rhetorical questions</li> <li>Using the first and second person where appropriate.</li> <li>Using the present tense, including the progressive.</li> <li>Using subject-verb agreement correctly.</li> <li>Using emotive language to convince the reader and convey a viewpoint</li> <li>Using noun phrases to add detail and to begin to aid cohesion</li> <li>Using adverbs and prepositions for clarity</li> <li>Using pronouns to avoid repetition.</li> <li>Using editing to increase accuracy.</li> <li>Opening sentences in different ways.</li> <li>Varying sentence structures through some use of both single and multi-clause sentences.</li> <li>Beginning to use a more formal style of writing</li> <li>Using leading phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Applying phonics to write coherent pieces, spelling most words correctly.</li> <li>Spelling most Year 1/2 common exception words correctly.</li> <li>Spelling most taught Year 3/4 statutory words correctly.</li> <li>Applying taught spelling patterns to add prefixes and suffixes.</li> <li>Choosing the correct spelling of taught homophones and near-homophones</li> <li>Writing with legible and consistent handwriting, with clear ascenders and descenders.</li> <li>Using some lower case letter joins within words.</li> <li>Punctuating sentences with a capital letter and correct end of sentence punctuation.</li> <li>Using apostrophes for singular possession.</li> <li>Using commas in lists.</li> <li>Using the third person where appropriate.</li> <li>Using the present tense, including the progressive.</li> <li>Using subject-verb agreement correctly.</li> <li>Using emotive language to convince the reader and convey a viewpoint</li> <li>Using noun phrases to clarify and avoid repetition</li> <li>Avoiding use of imperative verbs to distinguish explanation from instruction</li> <li>Using adverbs and prepositions for clarity</li> <li>Use comparisons (including comparatives and superlatives)</li> <li>Using pronouns to avoid repetition.</li> <li>Using editing to increase accuracy.</li> <li>Opening sentences in different ways.</li> <li>Varying sentence structures through some use of both single and multi-clause sentences.</li> </ul>	
← →	<ul style="list-style-type: none"> <li>Rewrite the poem, changing the form of the poem to a tanka by adding an additional two lines to create more of a full story             <ul style="list-style-type: none"> <li>Line 1: 5 syllables</li> <li>Line 2: 7 syllables</li> <li>Line 3: 5 syllables</li> <li>Line 4: 7 syllables</li> <li>Line 5: 7 syllables</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Rewrite part of the letter, changing the viewpoint of the author</li> </ul>	<ul style="list-style-type: none"> <li>Rewrite a section of the explanation for a different audience (e.g. younger children).</li> </ul>	