Writing End Points – Year 3

Y3: In addition to KS1 knowledge:

Component Knowledge

Pupils know that:	Pupils know how to:
• At its simplest, a paragraph is a group of sentences that together cover one topic, subject or theme. • A list can be made vertically on a page, but can also be included in a sentence. When a list is included in a sentence, each word is separated by a comma. A group of nouns, adjectives or adverbs can form a list. • When a sentence begins with conjunctions, *because, if, when,* a comma is usually required to separate the two main ideas in the sentence. The two ideas in such a sentence can be separate sentences. One of the sentences (clauses) will not make sense on its own because the conjunction prevents this. • Adverbs can signal *manner, time, place, frequency*. They say more about the verb in a sentence. • Verbs (and other words) can be selected for effect. • At its simplest, a preposition is a small word that precedes a noun or adjective - it often, but not always, says something about the position of one noun in relation to another. • A noun phrase can be extended by adding a prepositional phrase (a noun phrase preceded by a preposition). • With some additions or omissions of words, the order of words can be changed in sentences to alter the meaning. • It is essential to maintain *tense* and *person* in a piece of writing for it to make sense.	• Organise writing into at least 3 paragraphs (beginning/introduction, middle, end/summary/ conclusion). • Use a comma-separated list in a sentence. (Y2 NC) • Include in their writing sentences using subordinating conjunctions *because, if, when,* using a comma appropriately to demarcate the clause (recognise the clause chunks). • Include *when, where*, *how, how often* adverbs and adverbial phrases. • Include degree of intensity with *–ly* adverbs – *very, fairly, really* • Select alternative and more effective verbs. • Extend a noun phrase by adding a prepositional phrase - *at, over, by, with, to, behind, before, under, near, without* • Write using consistency of tense and person (Y2 NC) • Change the order of words in a sentence and modify to make it into a question.

Composite Knowledge

Letter formation / Handwriting

Children know how to:

- use the diagonal and horizontal strokes needed to join letters.
- Increase the legibility, consistency and quality of handwriting, e.g.: by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Transcription

- write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far.

Planning, Drafting and Editing

In addition to KS1 knowledge, children know how to:

- use ideas from their own reading and modelled examples to plan their writing.
- begin to proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements – blue editing pens introduced A1.
- organise their writing into paragraphs around a theme (e.g. 3 paragraphs – beginning middle and end).

Audience, Purpose and Structure

In addition to KS1 knowledge, children know how to:

- demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).

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- make deliberate, ambitious word choices to add detail.
- create settings, characters and plot in narratives.
- begin to use dialogue to convey a character.

Sentence Structure (Including punctuation and grammar)

- maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.
- use 'a' or 'an' correctly throughout a piece of writing.
- use simple conjunctions confidently and accurately.
- use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.
- use a range of conjunctions, adverbs and prepositions to show time, place and cause.
- use the full range of punctuation from previous year groups.
- punctuate direct speech using inverted commas (speech marks).

Terminology

Recognise and use the terms:

- Preposition
- Conjunction
- Word family
- Prefix
- Clause
- Subordinate clause
- Direct speech
- Consonant
- Vowel
- Inverted commas (speech marks)

Phonic & Whole word spelling

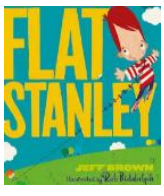
- spell further homophones
- spell words that are often misspelt (Appendix 1)

Other word building spelling

- use further prefixes and suffixes and understand how to add them
- place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
- use the first 2 or 3 letters of a word to check its spelling in a dictionary

Contexts for writing (Genre & Purpose)

Autumn 1



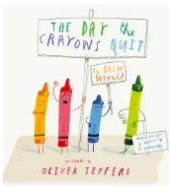


Genre

Writing to inform: Letter from Flat Stanley

Spring 1



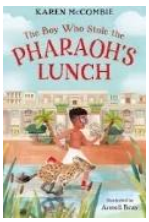


Genre

Writing to entertain: Chapter of The Stolen Spear

Summer 1

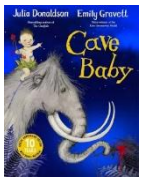
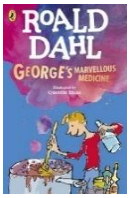
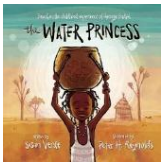
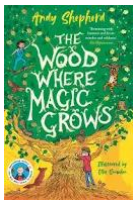
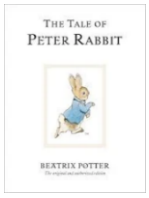




Genre

Writing to entertain: Writing a myth story

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Writing to entertain: Great Fire setting description **Context** Stanley is flattened and discovers unusual ways to use his new shape. Builds imagination, inference and character writing skills. A setting description of the Great Fire and its impact. Links to history and develops retrieval, sequencing and vocabulary.	**Writing to persuade:** A letter from the crayons **Context** A historical adventure involving a missing spear. Encourages prediction, inference and building suspense. Crayons write letters explaining why they are unhappy. Explores viewpoint, voice and persuasive writing.	**Writing to inform:** Diary from the perspective of Seth **Context** Marcy solves challenges linked to Egyptian myths. Links to Ancient Egypt and develops inference skills and knowledge of myth stories. A funny adventure linked to Ancient Egypt. Encourages prediction and imaginative writing. Explains the discovery of Tutankhamun's tomb. Builds non-fiction reading skills and topic vocabulary.
Autumn 2   **Genre** **Writing to entertain:** Cave Setting description **Writing to inform:** Cave Baby diary entry **Context** A boy travels back to the Stone Age and learns about prehistoric life. Links to history and supports descriptive writing and comparisons. A cave baby explores outside and meets new friends. Develops character feelings, dialogue and story structure.	**Spring 2**   **Genre** **Writing to entertain:** Overcoming the monster story **Writing to persuade:** Saving water leaflet **Context** George creates a strange medicine with surprising results. Develops vocabulary, humour and creative writing. A girl searches for clean water and shares her experience. Builds empathy and persuasive language.	**Summer 2**   **Genre** **Writing to entertain:** The wood where magic grows portal story **Writing to inform:** Diary from the perspective of Peter Rabbit **Context** A magical adventure in an enchanted wood. Supports setting descriptions and imaginative writing. Peter ignores warnings and gets into trouble in a garden. Explores character choices, consequences and traditional tales.